

**The impact of teachers' attitudes on the performance of students with disabilities: A case study of Group Scolaire Saint Dominique Gihara, in Kamonyi district.**

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**College of Education**

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**Master of Education in Special Needs Education**

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**July, 2018**

## **CERTIFICATION**

This is to certify that the dissertation entitled “The impact of teachers’ attitudes on the performance of students with disabilities: A case study of Group Scolaire Saint Dominique Gihara, in Kamonyi district is the original work of Charles MUGISHA, submitted in partial fulfilment of the requirements for the Degree of Master of Education in Special Needs Education.

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Finally, I would like to address my sincere thanks to all relatives, friends and well wishers, who in one way or another, contributed to my social and academic success.

May God bless you all,

Charles MUGISHA

## **DEDICATION**

To the Almighty God,

To my beloved wife, BATETA Phoebe, for your love and support, to my children Manzi Arthur MUGISHA, Keza Laura MUGISHA, Liza MUGISHA for your encouragement,

To my parent and brothers. To all of you who supported me physically and spiritually, you have been source of courage for the completion of my studies

This work is dedicated

## **ABSTRACT**

The purpose of this study was to find out the impact of teachers' attitudes on the performance of students with disabilities: A case study of Group Scolaire Saint Dominique Gihara, in Kamonyi district. The study aimed at identifying the nature of the attitudes teachers hold towards inclusion of the students with disabilities, to establish whether or not teachers' attitude affect students' performance, assessing factors that influence teachers' attitudes towards students with disabilities, possible modalities of improving teachers' attitudes. The study was conducted on the population of 95 participants. The study used purposive sampling to select 45 teachers, 48 students and 2 head teachers. The study employed descriptive survey design. The research study used the following research instruments: questionnaire, interview guide to collect data from the respondents. The study employed descriptive statistics to analyze the data obtained. Quantitative data was analysed and presented using descriptive statistics such as frequency distribution, tables and percentages. Data collected from the questionnaires was coded and analysed using statistical package for social sciences (SPSS). Qualitative data collected from the interview guide and focus group discussion was presented in narrative form. The study found out that inclusion of the student with disability is desirable practice, it was established that the impact of teachers' attitudes positively affected the performance of the students with disabilities, teachers' attitude is influenced by factors like: training, motivation, expectation, insufficient teaching and learning resources. The study highlighted on some of the modalities of improving teachers' attitude such as provision of adequate training in Inclusive and Special Needs Education, close collaboration with the parents of the students with disabilities so that teachers can get clear information regarding the children background and providing them with adequate teaching and learning resources.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

CRPD	: Convention on the Rights of the Persons with Disabilities
G.S	: Groupe Scolaire
ICT	: Information and Communication Technology
M.Ed.	: Master of Education
NCAPD	: National Coordinating Agency for Population Development
NCLB	: No Child Left Behind
OECD	: The Organisation for Economic Co-operation and Development
PWD	: Person With Disability
REB	: Rwanda Education Board
SEN	: Special Educational Needs
SPSS	: Statistical Package for Social Sciences
UNCRPD	: United Nation Convention on the Rights of the Persons with Disabilities
UNESCO	: United Nations Educational, Scientific and Cultural Organisation
UNICEF	: United Nations International Children’s Education Fund

# **CHAPTER ONE: GENERAL INTRODUCTION AND BACKGROUND**

## **1.1 Introduction**

This chapter presents the background of the study, statement of the problem, research objectives, research questions, significance of the study, scope and limitations of the study and definition of the key terms.

## **1.2 Background of the Study**

The study examines the impact of teachers' attitudes on the performance of students with disabilities: A case study of Group Scolaire Saint Dominique Gihara, in Kamonyi district. Conducting this study was partly motivated by the fact that teachers' accountability has become more widespread and assessed, teachers' resistance, misconceptions, and attitudes not favourable to the idea of educating students with disabilities within the general education classroom/inclusion has become more prevalent (Hines 2011). Thus, this study was interested to explore the impact of teachers' attitudes on the performance of the students with disabilities because they are key service providers in handling such students. The impact of teachers' attitudes on performance of the students with disabilities has been widely reflected in the lens of unfavorable attitudes as explored by different scholars (Glaubman & Lifshitz, 2001; Mushoriwa, 2001; Singh & Alur 2001; Tesfaye, 2005; Alghazo & Gaad, 2004; Singal, 2006b; Chhabra, Srivastava & Srivastava, 2010;) , who indicated that teachers' negative attitude toward inclusive education has been attributed to lack of skill, fear of handling successfully students with special education needs.

The attitudes of a teacher consciously or unconsciously, greatly affect students' academic performance (Shittu & Oanite, 2015). It has been established that teachers' attitudes highly influence students' interest in learning. Moreover personality traits of the teachers are more powerful and influential than the course content or instructional strategies used in the classroom. Additionally, teachers with negative attitudes may not be approachable to students as teachers who are positively motivated. Thus, students find it difficult asking such a teacher questions on the grey areas of the subject he/she teaches. Therefore, teachers' attitudes towards students with disabilities play a crucial role for their success. This is consistent with the research study conducted by Sylod (2016), who believe that in teaching, attitudes of the teachers play an important role in students' academic performance .A positive attitude from

the teacher affects students' motivation, attitudes towards school and school work, the students self confidence and as a result personality development. Teachers are crucial in determining what happens in classroom and they are those who would argue that the development of more inclusive classrooms requires teachers to cater for different student learning needs through modification or differentiation of the curriculum (Forlin, 2004).

In Bangladesh, teachers 'views, attitudes and knowledge are important in making change in their classroom practices. This suggests that the knowledge teachers acquire about inclusive education may affect their ability to adapt, as well as their classroom performance (Harding and Darling, 2003). Additionally, it was found that teachers are not accustomed to teaching heterogeneous learners in a single classroom. Thus, teachers were not willing to teach special education needs together with regular students (Ahsan and Burnip, 2007).

Similarly, in the USA, Germany, Israel, Ghana, Taiwan and the Philippines a cross cultural study of teachers' attitudes conducted in these countries indicated that in their research finding that there were differences in attitudes towards integration (Leyser, Kapperman and Keller, 1994). It was found that teachers in USA and Germany had the most positive attitudes where as in countries like Israel, Ghana, Taiwan and the Philippines teachers' attitudes appeared to be significantly less positive and this was attributed to limited or non-existent training to acquire integration competences, teaching experience and experience with students with Special Education Needs.

In Zambia, parent and teachers' attitudes towards inclusive education have indicated that teachers' positive attitude towards learners with disabilities depend greatly on their experience with these learners, teacher education and the availability of support, class size and workload (Chilufya, 2005).

The East African region also reports on teachers' attitude towards inclusive education. For example ,in Kenya it was indicated there was increased enormous challenges such as inadequate resources, negative attitude, believes towards children with disabilities and rigid school curriculum which hinder effective implementation of inclusive education (Adoyo, 2005).In Tanzania there was poor collaboration and interaction among teachers, students and parents hence affecting inclusion of the students with disabilities (Chaula, 2014).In Rwanda the government has spearheaded a campaign for inclusive education to cater for the specific needs of students with disabilities in order to meet the targets of Education for All and the sustainable development goals (UNICEF, 2015).

The government in collaboration with development partners has demonstrated strong support for the education of children with disabilities through its policies and laws, and is clear in its intention that all schools should become inclusive for children with disabilities and be able to respond to all learners' needs. Specifically, teachers have been trained and sensitized on how to relate and handle children with disabilities in the school settings (UNICEF, 2015).

In many countries, students with disabilities have historically been excluded from mainstream education opportunities. Therefore, early efforts at providing education or training were generally through separate special schools, usually targeting specific impairments, such as schools for the blind. These institutions reached only a small proportion of those in need and were not cost-effective: usually in urban areas, they tended to isolate individuals from their families and communities (UNESCO, 1988). The situation began to change only when legislation started to require including children with disabilities in the mainstream educational systems (UNESCO, 1994). However, teachers need to have positive attitudes towards learners with disabilities in order for inclusion to be successful (D'Alonzo, et al., 1997) because the way teacher relate with students has a great bearing on their classroom learning.

In most general academic settings, students with disabilities are treated different from those without disabilities and this affects their academic outcomes. For example, general education teachers believe that they will not be successful in teaching students in the inclusive setting, and that they would not be able to meet the needs of students with disabilities (Stahl, 2002). Teachers have also argued that the inclusive setting would require additional planning and preparation that they were not willing to submit themselves to doing these duties because of their fear for depriving those students without disabilities (Rose, 2001).

Many studies support the argument that general education teachers have mixed perceptions about educating students with disabilities (Artiles, 2003; Gaskins & Labbo, 2007). Studies have shown that only those teachers who had additional training and in-service education in special education were receptive to teaching students with disabilities (Van Reusen, et al., 2001). Those teachers with no experience and knowledge of inclusion displayed negative attitudes about teaching students with disabilities (McLeskey, Waldron, So, Swanson, & Loveland, 2001). Some students with disabilities are assigned labels and this has negative effects including stigmatization, peer rejection, lower self-esteem, lower expectations, and limited opportunities (Florian, et al., 2006). Students may be reluctant about revealing their

disability due to negative attitudes, thus missing out on needed support services (Kwon, 2005).

Students with disabilities are frequently viewed by society as objects of pity and deserving (only) of charity. Children who participated in the study (Nkeli & Associates, 2008) reported that people's negative attitude towards them was one of the most difficult things for them to deal with. Their greatest dislikes were being laughed at, being called derogatory names and being teased about their disabilities especially in the schools by their fellow students and sometimes by teachers.

The attitudes of teachers are critical in ensuring that children with disabilities not only stay in school but are also included in classroom activities which improve their learning outcomes. In a survey by NCAPD (2008), 94% of the PWDs viewed people's attitudes towards them as a problem which affected their confidence and esteem in their social settings including school. This was worse for students in school settings.

Ensuring that children with disabilities receive good quality education in an inclusive environment has become a priority of all countries. The United Nations Convention on the Rights of Persons with Disabilities (CRPD) recognizes the right of all children with disabilities both to be included in the general education systems and to receive the individual support they require from school administrators and teachers. As a result, there has been a global systemic campaign to remove barriers and provide reasonable accommodative learning environment and support services to ensure that children with disabilities perform better in schools.

This study sought to examine how teachers' attitudes affect students with disabilities in Rwanda using the case study of Groupe Scolaire Saint Dominique Gihara in Kamonyi district.



### **1.3 Statement of the problem**

As emphasised by different scholars, many teachers have found it difficult to embrace inclusive educational practices yet the real key resource for successful inclusion lies inside their heads (O'Brien, 2000). This is consistent with the study conducted by Weisel & Turkaspa, (2002) who indicated that the amount of success students with special needs can have from inclusion heavily relies on general education teachers' attitudes towards them. Thus, for inclusion to be effective, all stakeholders, especially teachers, must have a strong desire to educate students with disabilities in a general education setting and believe that these students are capable of high educational achievement (Burstein, Sears, Wolcoxon, Cabello, & Spagna, 2004). If the will of the teacher is in place, the assumption would be that the teachers' attitude about the performance of the student with disabilities is consistent with their will and as results students will perform at high level.

According to Van Reusen, Soho, and Barker (2001), teachers' attitudes about inclusion were related to their special education training and their experience with working with the students with special needs. In this study, over half of the teachers surveyed obtained negative scores about educating students with special needs in their classrooms. Specifically, the teachers with most negative attitudes were the ones who had the least amount of training and experience with working with students with special needs. The teachers with more negative attitudes expressed their concern with the impact students with special needs would have on their classroom environment, their ability to instruct, and the overall quality of learning.

Additionally, according (Yara, 2009) in some school settings, especially the learning environment, the attitudes of teachers towards children with disabilities has been highly negative and degrading, where the disabled are thought to be incapable of contributing anything meaningful to the society. Additionally, teachers establish high and uniform standards of learning to be met by all learners regardless of their physical abilities. Unfortunately, disabled students most often fail to meet such standards thus and this reinforces teachers' negative attitudes towards those learners. This negatively affects their school performance by diminishing their confidence, self-esteem and sense of belonging.

This study therefore sought to find out how the teachers' attitudes towards students with disabilities influence their academic performance in an inclusive class environment with focus on Groupe Scolaire Saint Dominique Gihara in Kamonyi district.

#### **1.4 Objectives of the study**

1. To identify the nature of attitudes that teachers hold towards inclusion of the students with disabilities.
2. To assess factors that influence teachers' attitude towards students with disabilities.
3. To establish whether or not teachers' attitude affect students' performance.
4. To suggest possible modalities of improving teachers' attitude.

#### **1.5 Research questions**

1. What nature of attitudes do teachers hold towards inclusion of students with disabilities?
2. What factors influence teachers' attitude towards students with disabilities?
3. What are the effects of teachers' attitudes on academic performance?
4. What are possible modalities of improving teachers' attitude?

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

The research study highlights the impact of teachers' attitudes towards the performance of the student with disabilities. In case teachers are enlightened, they are expected to ultimately contribute towards enhancing the academic performance of the students with disability.

The study is of great benefit in identifying strategies to be taken and possible interventions to explore and overcome the challenges encountered by students with disabilities during teaching and learning which is as result of teachers' attitudes, and this gives insight to policy makers, curriculum developers, schools and other educational stakeholders.

The study would help school administrators, students, teachers and other stakeholder involved in Education since they would be enriched with adequate knowledge on teachers' attitudes towards the performance of the students with disabilities. The research study would be significant to the researchers who wish to carry out research in the similar field by using similar findings to improve on their research focus. The study is also significant as regards to teachers' attitudes since it would also provide some information regarding teachers' current

feelings, challenges, concerns and recommendations on the way forward regarding students' performance.

### **1.7 Scope of the study**

The study was conducted in Kamonyi district at Groupe Scolaire Saint Dominique Gihara, a school which has demonstrated a considerable role in inclusive education. For this matter, the research study did not cover all inclusive schools due to financial constraints and limited time allocated to the study.

### **1.8 Definition of key Terms**

The following are the key terms used in the research:

**Academic performance:** An extent to which students achieve the intended outcomes in their school subjects usually determined by test, assignment and exam score given by their teacher after assessment.

**Attitude:** An individual way of thinking, feeling or behaving about something such as an object (person or group of person) which have either a positive or a negative impact on individuals' achievement.

**Inclusion:** It is act of including all learners irrespective of their diversity and ensuring eliminating all forms of exclusion.

**Inclusive education:** It is an education system which ensures equal participation of learners in all aspect of school life. Thus, all learners have equal access to education without discrimination.

**Teacher expectation:** Prediction that teachers make about future academic performance of their students. Such prediction can either have positive or negative influence on students' performance.

## **1.9 Conclusion**

This chapter dealt with background of the study, statement of the problem, objectives of the study, research questions, and significance of the study and clarification of key terms.

Besides that this chapter emphasized more on the research studies conducted by various scholars regarding the impact of teachers' attitude towards the performance of students with disabilities. It has been found that the academic performance of students with Special Educational Needs may be determined by teachers' attitude and behaviour. Thus, the following factors have been cited to play a crucial role in influencing teachers' attitude: teaching environment, professional training in special needs education, insufficient teaching and learning resources among other.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter focused on the theoretical and empirical reviews as well as theoretical and conceptual frameworks. In review of the literature, various findings from different researchers and publishers were analysed in order to understand the concepts regarding Impact of Teachers' Attitudes on the Performance of Students with Disabilities.

### **2.2 Theoretical review**

In this context the researcher assesses the opinions, ideas and propositions of other scholars on teachers' attitudes and inclusive education, factors that influence teachers' attitudes towards inclusive education, teachers' attitudes about academic performance of students with Special Educational Needs, impact of teachers attitudes on students' academic performance.

#### **2.2.1 Teachers' attitudes towards inclusive education**

Various scholars have found regular classroom teachers' positive attitudes and acceptance of inclusive education programs to be a central point to their successful implementation (Beacham & Rouse, 2012; Bhatnagar & Das, 2014; Das, Kuyini, & Desai, 2013; Hettiarachchi & Das, 2014). Additionally, it is also important to prepare the teachers psychologically so as to teach the class composed of diverse students. Therefore, the positive attitudes of teachers towards all students and the general climate they establish in the classroom have major effect on the academic and social achievement of all students, especially those with disabilities. Research study conducted by Das, Gichuru, et al. (2013), Forlin (2004), indicated that teachers' knowledge and skills, together with their attitudes and beliefs are crucial in development of inclusive practices.

Similarly, teachers' attitudes have been identified as a decisive component in ensuring the successful inclusion of Special Needs Students (De Boer, et al., 2011). Thus, the attitudes of teachers can enhance or impede the implementation of inclusive education. For this case, teachers who personally support inclusive practices and accept the concepts of inclusion can more readily adapt the learning environment to the diverse needs of students with disabilities to be accommodated (Ryan, 2009). This is consistent with the research study conducted by

Bhatnagar and Das (2013) who believe that successful implementation of inclusive is largely dependent on educators being positive about it. Additionally, the attitudes teachers hold towards educating students with special needs would be considered as a decisive factor in making schools more inclusive (Hegarty & Alur, 2002).

Furthermore, Bender, Vail and Scott (1995) argued that the success of the inclusion program rests upon the willingness and the abilities of general education teachers to provide accommodations for students with disabilities. However, it was found that teachers do not have knowledge of the policies surrounding inclusion and a clear definition of an ideal inclusion program, the willingness to be a part of the inclusion team is not favourable (Etscheidt, 2007). However, Hammond, Helen, Ingalls and Lawrence (2003) have supported that teacher can identify the need and importance of the inclusion setting, but would not like to take on the role of implementing it due to their perception that implementation is difficult.

In addition, research studies have found that inclusion is becoming more familiar and increasingly incorporated within schools. Jones, Thorn, Chow, Thompson and Wilde (2002) found that positive attitudes within the inclusion setting are increasing. Teachers are beginning to accept the notion that inclusion is the norm and that students with disabilities deserve the right to equal opportunities; however, these teachers shy away from the responsibility of teaching within the inclusive setting (Jobe, Rust & Brissie, 1996).

According to Leyser, Kapperman and Keller (1994), overall teachers' contact and interactions with students with disabilities promotes positive attitudes towards integration. Similarly, Zambelli and Bonni (2004) asserted that two factors are important in the formation of positive attitudes towards inclusion, namely, increased knowledge and information about school inclusion and disabilities. Positive teacher attitudes and support for inclusion were found to be key factor to the success of inclusive schools (Smith, 2000). Smith asserted that the acceptance of students with Special Needs by their peers, will only come about with changes in attitude of teachers and that these attitudes are complicated to understand as they are tied to prior experience as well as teachers and school variables.

Moreover, it was found that teachers' negative attitudes were a major obstacle to education of children with disabilities (Evans, et al., 2011). This argument was supported by Wood (2002), who indicated that the attitude of the teachers towards inclusion is the major catalysts that affect interaction and achievement within the general education classroom. This is consistent

with research study by D'Alonzo, Giordano, & VanLeeuwen (1997), who believe that teachers who feel ill prepared and who have negative attitudes towards inclusion tend to employ less effective instructional strategies. This may result in students with disabilities having poor academic performance.

Similarly, research studies conducted by Horne & Timmons (2009) indicate that teacher possess negative attitude towards accommodating students with special needs in mainstream classrooms due to consequence of a variety of factors. Many teachers feel they are not prepared to meet the needs of students with special needs. Teacher may see the child as a burden on the classroom, a student who decreases the effectiveness they have when instructing the rest of the typically developing students. Teachers have reported feeling of frustration and guilt due the time that is taken away from the majority of the students in order to accommodate the needs of one student with special needs. The inordinate amount of time needed to attend additional meetings, complete paperwork and collaborate with specialist is seen as unfair in comparison to the time devoted to other students in the class.

### **2.2.2 Factors that influence teachers' attitude towards inclusive education**

Various research studies have found that teachers' attitudes is influenced by numerous factors and among them include: teachers' experience, teachers training, nature and severity of disability, gender, physical environment, materials and resources, and class size (Singal, 2011; Ernst & Rogers, 2006).

#### **2.2.2.1 Teachers' experience with students with disabilities**

Many research studies have shown that teachers with more experience working with the students with disabilities had significantly more favourable attitudes towards inclusion than those with little or no experience (Avramidis, et al., 2000a; Tankersley, Cook & Landrum, 2000; Leyser, Kapperman & Keller, 1994; Minke, Bear, Deemer & Griffin, 1996).

Furthermore, it was found that teachers with seven or more years of teaching experience with students with disabilities in inclusive classrooms felt that they could potentially meet the needs of more students with disabilities than did teachers of fewer years of inclusive experience (Cook, et al., 2002).

In contrast, other studies found that teachers with more experience hold more negative attitudes toward inclusion (Forlin, 1995; Forlin, Douglas, & Hattie, 1996). For example, Forlin (1995) found that the most experienced educators (e.g., teacher with more than 11 years of teaching experience) reported the lowest level of acceptance for inclusion of children with physical and intellectual disabilities. Moreover, the highest level of acceptance was found among teachers with less than six years of teaching experience. Therefore given these inconsistent findings, it seems that the nature of the inclusion experience (e.g. whether it was pleasant or not) is what determines the impact on attitudes.

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

The nature and severity of the disability appears also to be among the factors that influence teachers' attitudes towards inclusion. Teachers' willingness to teach students with special needs, consistent with their support for inclusion, appears to be related to the severity of the disability. Previous studies have indicated that in general, teachers are supportive of the students with behavioural disorder, mental retardation and multiple disabilities (Cook, 2002). Similarly, Scruggs and Mastropieri (1996) found that the highest level of support was given to the inclusion of students with mild disabilities because for them they require the least amount of modification in curriculum and instruction.

Other research studies have found that the severity level of the students' disability and amount of additional teacher responsibility required were the two factors that seemed to influence teachers' perspectives towards inclusion, these two factors appeared to be related to the belief that including students with special needs would have a negative effect on the general education classroom. Students with mild disabilities have been portrayed as not being significantly different from students without distinguished disabilities (Wang, Reynolds & Walberg, 1988) and, therefore, were more likely to be welcomed in the inclusive classrooms.

#### **2.2.2.3 Training**

Training was among an important factor in improving teachers' attitudes towards the inclusion. The importance of training in formation of positive attitudes towards inclusive education was supported by the findings of Al-Khatteeb (2002) and Beh-Pajoooh (1992). Marchesi (1998) found that professional training of teachers was reported to be one of the key factors of successful inclusion.



Furthermore, lack of training and preparation were found to be responsible for the production of negative attitudes of teachers (Hardy, 1999). Thus, many teachers do not favor inclusion program because they feel as if they are unprepared due to lack of knowledge on how to teach and successfully prepare students for future endeavors (Burstein, et al., 2004)

Besides that, in-service training for teachers was also found to influence teachers' attitudes toward inclusion. Research indicated that teachers who had training to teach students with disabilities exhibited more positive attitudes towards inclusion compared to their counterparts who had not been trained (Beh-Pajoooh, 1992; Center & Ward, 1987; Dickens-Smith, 1995).

*In –service training for teachers was also found to be in practice at Saint Dominique Gihara Secondary School in Kamonyi District where teachers who have been able to acquire training skills in certain area do volunteer to train those without it. Thus, this has attributed to considerable improvement in their skills towards students with Special Educational Needs.*

#### **2.2.2.4 Educational Environment**

It has been found that the majority of teachers in their study were hesitant initially to accept children with SEN in their classes, because they anticipated a worst case scenario where both they and the children with SEN would be left to fend for themselves (Janney, et al., 1995). Later, these teachers were receptive towards these children after having received necessary and sufficient support. Therefore, education environment was also found among the factors that play a vital role in influencing teachers' attitudes, and this was attributed to the restructuring of the physical environment (making buildings accessible to students with physical disabilities) and the provision of adequate and appropriate equipment and materials.

#### **2.2.2.5 Gender**

Gender was also another factor found to influence teachers' attitude. As indicated by researchers, the evidence appears to be inconsistent; some researchers noted that female teachers had a greater tolerance level for integration for special needs persons than did male teachers (Aksamit, Morris & Leunberger, 1987; Thomas, 1985). Harvey (1985), for example, it was found that there was a marginal tendency for female teachers to express

more positive attitudes towards the idea of integrating children with behaviour problems than male teachers.

#### **2.2.2.6 The class-size**

Accordingly, Lue (2000) explained that class size influence teachers' attitude in such way that in case when there are many students in over-crowded classroom, teachers often say that it is not suitable to provide activities and group works for such classes. Krueger and Whitmore (2006) concluded that students who attend teachers' small classes in the early grades tend to have higher test scores while they are enrolled in those grades than their counterparts who attend larger classes.

#### **2.2.2.7 Insufficient teaching and learning resource**

Various research studies have shown that the quality of educational materials and instruction students receive influence teachers attitude towards inclusion (Leyser & Tappendorf, 2001; Nieto, 1997; Sharma & Desai, 2002; Wilczenski, 1992). In similar research studies, it was found that access to education resources and specialist support affects teachers' confidence and attitudes towards inclusive education (Bennett, DeLuca, & Bruns, 1997; Wolery, Anthony, Snyder, Werts, & Katzenmeyer, 1997).

### **2.2.3 Teachers' attitudes about academic performance of students with SEN**

Previous studies have shown that despite the negative attitudes and beliefs that teachers display about the inclusion program, it seems they believe that students with disabilities are capable of learning and can perform academically well. However, according to McGrew and Evans (2003), there are many educators who believe that students with disabilities are struggling to master grade-level achievement standards that are measured by state wide assessments.

Many educators are unsure what to expect from the students with disabilities (Hardy, 1999). Many are aware of the conflicting concepts of whether or not students with disabilities can perform academically according to the state standards (Goldstein, 2006). Goldstein (2006) also stated that many individuals have voiced their arguments of students with disabilities being able to perform to high academic standards when only the teacher is able to access appropriate high-quality instruction and curriculum practices. This is consistent with the

research study conducted by McGrew and Evans (2003) who supported the notion that the levels of proficiency of students with disabilities would increase if high quality is presented in the instructional setting by teacher who exhibit positive expectations.

Special education advocates argue that the perceptions that teachers hold of student performance will positively grow as the expectations and accountability for student progress (D'Alonzo, et al., 1997). In contrast, other educators argued that the disabilities of students will prevent the success of students (Deno, et al., 1996). Teachers of the inclusive setting believe that the disabilities of the students will prevent them from attaining grade-level achievements even with highly qualified instruction, services and accommodations (Bender, et al., 1995).

Silva and Morgado (2004) suggested that when considering the beliefs of teachers about the academic achievement of students with disabilities, one must take into considerations the attitudes and attribution patterns of the teacher. Those negative and unexpected outcomes of student performance are products of teachers' attribution pattern (Cooper & Burger, 1980). Graham (1990) stated that students' academic ability is the indicator to whether a student with disabilities succeeds or fails. Silva and Morgado (2004), Sze (2009) and wood (2002) found that the attitudes, beliefs and behaviours that teachers display affect students' academic performances.

Furthermore, research studies on factors accompanying teachers beliefs show that teachers' perception of student with disabilities do not stand alone in many cases, but that there are several factors that accompany how teachers perceive the academic achievements of students with disabilities (Leatherman, 2007). Fullan and Miles (1992) stated that the reluctance of teachers to alter their traditional practices and cultures, and impose innovative practices, contribute to how they perceive the academic performance of the students with disabilities. Fullan and Miles (1992) found that teachers are committed to their teaching styles, teachers may conclude that students with disabilities are incapable of performing highly according to state standards (Fullan & Miles, 1992). Teacher may believe that without the appropriate technical assistance, students with disability will find it difficult to succeed academically (Smith, et al., 2008).

Therefore, when teachers become aware of the traits of the students and characteristics of the students' disabilities and educational needs, they formulate perceptions of whether students will achieve the academic standards of the curriculum (Semmel, et al., 1991). Many teachers

label students and their academic performance as soon as they learn of students' disability (Thurlow, 2004).

#### **2.2.4 Impact of teachers attitudes on students' academic performance**

According to Barros and Ellia (2000), some students' academic performance was negatively affected by some of teachers' attitudes during learning processes. They said that teacher's lack of confidence are due to poor conceptual and phenomenological subject foundations which may negatively influence academic performance. Due to the introduction of technology in education, some of the teachers are being challenged by the new phenomenon and are seemingly not confident to use computers in teaching and learning, thereby affecting their students' academic performance. Teachers lack confidence to assist students with disabilities using new teaching methods that involve ICT. This attitude affects students with disabilities in one way or another.

Furthermore, one of the factors that have been identified as being of great importance in education of students with disability is the teachers' attitudes. When teachers perceive positively pupils with special educational needs in their classes, they are more likely to use effective teaching behaviours (Stanovich & Jordan, 1998).

As noted by Alvidrez and Weinstein (1999), Brophy (1983), Jussim (1991), Jussim and Eccles (1992), Jussim and Harber (2005), Love and Kruger (2005), teacher expectations and attitudes directly affect student performance. If a teacher does not believe that the students have the potential to learn, it can result in less attention to the students and less interest in his or her academic achievement. Therefore, attitude is key aspect to inclusion of students with disabilities since it influences human behaviour towards a particular object.

Haralambos and Holborn, (2008) in their studies found that labelling of pupils by teachers can have important effects on their progress. Labels given to students with disabilities also have a bearing on their performance in class. Teachers can label students basing on the catchment area of the school or their disabilities (Hayes, 2010). Some pupils' labels are attributed to the language they speak at home; others are labelled according to their physical appearance. Students whose teachers label as gifted in class make the greatest progress, primarily because of differential treatment by teacher (Demagnet & Van Houtte, 2012). On the other hand those labelled as less intelligent will be de-motivated and failing to

recognize the importance of their subjects, thereby affecting their academic performance.

### **2.3 Empirical Review**

This section explores the related empirical review on possible modalities of improving teachers' attitudes as suggested by different scholars.

The success of inclusion is dependent upon preparing general education teachers for inclusive classroom setting (Lesar, et al., 1996). General education teachers must be comfortable and competent at adapting and modifying curriculum and instruction to meet the needs of all their students including students with disabilities (Stanovich & Jordan, 2002). Therefore, preparation of general education teachers towards achieving that goal is to ensure that they are well prepared and trained to work with students with disabilities (Salend, 2001).

Professional development activities also can be designed to help teachers in the classroom. Vaughan (2002) and Corbett (2001) suggested that schools can better address the needs of all learners if teachers learn to modify classroom lessons in way that will benefit the range of learning styles present in any classroom. Students with disabilities are not the only students who can benefit from creative methods of instruction and assessment, and perhaps helping teachers reframe the way they approach teaching in general will result in less frustrations related to having to accommodate students with disabilities. School Principals can model or co-teach in an effort to train teachers in new techniques (Doyle, 2000).

Similarly, studies have found training as a key factor that makes teachers effective thus adopting good strategies for helping students to learn better (Bockerts, Pitrich & Zeidner, 2000). Training works as a catalyst which provokes a significant change in a teacher, redefines roles, broadens vision and enhances the attributes of a teacher. Similarly, researchers (Lieberman, James & Ludwa, 2004; Pavri, 2004) have recommended that school staffs should be trained to help promote cooperative relationships between students with disabilities and students without disabilities. They suggested that successful interactions between these students often do not occur naturally, and teacher must be able to facilitate interaction effectively if they want students with disabilities to engage socially with their peers. Therefore, contact with students with disabilities is the only effective way to help students without disabilities gain an understanding of students with disabilities. Additionally, training has attracted considerable attention to the knowledge about children with special

education needs during pre- and in-service training. This was an important factor in improving teachers' attitude towards inclusion. The importance of training in formation of positive attitudes towards the inclusive education was supported by the findings of Al-Khatteeb (2002), Beh-Pajooch (1992) and Marchesi (1998) who found that professional training of teachers was one of the key factors for successful inclusion hence improving students' academic performance.

Low student-teacher ratios promotes the success of inclusive setting Achilles and Finn (2000), Gersten and Dimino (2001), and Thurlow, Ysseldyke, and Wotruba (1989) concluded that low student-teacher ratios are essential in meeting the needs of students and allows teachers to effectively facilitate instruction that involves a substantial amount of communication and individualization. In addition to low teacher student ratios, collaboration is vital in creating a successful school culture. Collaboration for problem solving strategies between the general education and special education teacher is critical to the education of students with disabilities (Salend, 2001).

Moreover, teachers must be sure of what approaches to take in creating lesson plans that would accommodate all students (Wood, 2002). Teachers need additional panel presentations information relevant to students with disabilities, discussions and models of what an ideal inclusion setting should look like (Leyser & Tappendorf, 2001). A successful inclusion setting consists of teachers understanding how to manage their classroom to accommodate the disabilities of students and ensure that learning is not deterred for those students with and without disabilities (Wood, 2002). Teachers must have the necessary support in order for high inclusion to measure and to do what is expected of it.

Physical environment and school facilities plays a vital role in teaching learning process. Therefore, if they are available in any school, they positively influence teachers' attitude and hence affecting their performance and that of students. The learning setting is comprised of things, such as, learners, teachers and physical environment (Lippman, 2010). Physical facilities such as school buildings, accommodation, classrooms, libraries, furniture, laboratories, recreational equipments, apparatus and other instructional materials are stimulating factors that play a fundamental role in improving academic achievement in the school system. Furthermore, their availability, relevancy and sufficiency affect academic achievement positively.

## 2.4 Theoretical framework

The study on the impact of teachers' attitudes on the performance of students with disabilities was guided by instruction tolerance theory, Teacher-student relation theory and Bronfenbrenner's bioecological model.

According to Gerber (1988), the instruction tolerance theory shows how the impact of teachers' attitude affects performance of the students with disabilities. Thus, inclusive teachers' instruction has been identified as one of the factors that places students outside of teachers' tolerance instruction boundaries as a result of some teachers in inclusive schools who have not been prepared to deal with students with special education needs as regards to teaching instruction. Thus, this may attribute to the teachers to form attitudes of rejection and lack of attachment since they would consider these students as being incapable in adapting their instruction hence affecting their academic performance.

Bronfenbrenner's bioecological model (Bronfenbrenner & Morris, 2006), indicates that students learn and develop through their person-to-person interaction with teachers. Similarly, one of the most important aspects of the classroom interaction concerns the ways in which teachers make sense of and respond to the learning behaviour of their students. It is the teacher's attitudes and expectations that will either improve or worsen the students' academic performance. During classroom interaction, teachers develop and establish various attitudes towards their students' behaviour (Haralambos & Holborn, 2008). Such teachers' favourable or unfavourable feelings towards students with disabilities have a significant effect on their educational attainment. Similarly, the quality of the interactions that students have with their teachers predicts later academic success (Pianta, Steinberg, & Rollins, 1995).

Similarly, teacher-student relation theory Pianta's (1995) posits that teachers shape students' experiences in the school. Teachers guide student activity level, teach communication skills, provide opportunities for students to form peer relations, provide behavioural support and teach coming skills. Teachers have various roles and spend large amounts of time with students.

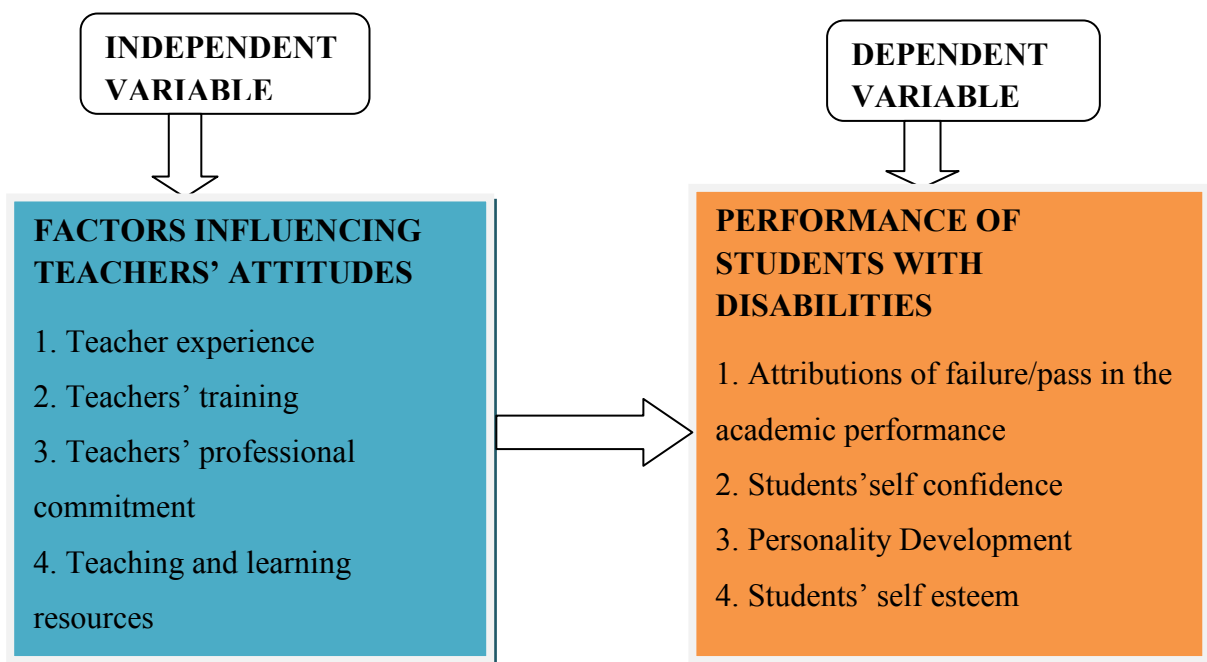
Furthermore, Hamre and Pianta (2001) assumed that students react to their relations with their teachers. When students have close and positive relationships with teachers, they are more inclined to trust and like those teachers and thus are more motivated to succeed. In

contrast when students feel they have conflictual and negative relationship with teachers, they do not like or trust teachers, and may be defiant towards the teachers hence resulting the students to be demotivated for their success, and therefore they would not be motivated to succeed (Pianta et al, 1995; Hamre & Pianta, 2001). Thus, many studies have reported that the quality of the relations between teachers and students was associated with students' academic performance.

## 2.5 Conceptual framework

Conceptual framework provides a structure and coherence to the study and means of linking ideas and data, giving a broad scope of thinking about research. Therefore, the essential elements connected with the impact of teachers' attitude on the performance of students with disabilities are spelt out in the diagram below which shows the relationship between the independent and dependent variables.

**Figure 1: Conceptual Framework**



**Source: Primary Data, 2017**

As an independent variable, teachers' attitudes is influenced by teachers' experience, teachers' training, teachers' professional commitment, teachers' teaching and learning resources and teachers' experience. As shown by figure 1, these elements affect the performance of students with disabilities in terms of attributions of failure, and reduced students' self esteem. When teachers' attitudes are favourable to the learning process and



environment of students with disabilities, their performance or learning outcomes ultimately improve and vice versa.

## **2.6 Conclusion**

The researcher in this chapter discussed the theoretical review which focused on teachers' attitudes towards inclusive education, factors that influence teachers' attitude towards inclusive education, teachers' attitudes about academic performance of students with special education needs, impact of teachers attitudes on students' academic performance, empirical review looked at modalities of improving teachers' attitude as highlighted by different scholars, theoretical framework looked at the theories developed by different researchers guiding the research study whereas conceptual framework examined the relationship between independent variables (factors influencing teachers' attitudes) and dependent variable (performance of students with disabilities).

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter describes the research methodology which was used. It presents the research design, study setting, the population of the study, sampling strategies and sample size, research instruments, data collection techniques, data analysis procedures, position of the researcher, validity and reliability and ethical issues.

### **3.2 Research design**

According to Bryman (2012) research design provides a framework for the collection and analysis of data. The research design is the researcher's overall plan for obtaining answers to the research questions guiding the study. Burns and Grove (2001:223) state that designing a study helps the researchers to plan and implement the study in a way that would help him to obtain the intended results, thus increasing chances of obtaining information that could be associated with the real situation.

The design for this study was a descriptive survey design. The researcher opted to use it because it best describes the opinions and attitudes of the people. In addition to that, it also provides valuable baseline information, and the method is also flexible and can be used to collect information from large group of respondents (Drummond, 1998:31).

### **3.3 Study setting**

The research study was conducted at Group Scolaire Saint Dominique Gihara, it is both a primary and secondary school located in Gihara cell, Runda sector, Kamonyi District, southern province, the school started in 1963, the school was chosen due to its vast experience in education and also its role in promoting inclusive education in Kamonyi, besides that the school also has close collaboration with the parents of the students with disabilities.

### **3.4 Population of the study**

Creswell (2012) defines population as a group of individuals with some common defining characteristic that a researcher can identify and study. For this study, the research population included 95 participants who were categorized as follows: Head teacher, Director of studies, teachers and students. All participants were included regardless of their age, marital status, professions, religions and levels of education.

### **3.5 Sampling strategies and sample size**

Parahoo (1997) define purposive sampling as “a method of sampling where the research deliberately chooses who to include in the study based on their ability to provide necessary data”. Therefore owing to the nature of the study the researcher opted to use purposive sampling while selecting 45 teachers and 48 students both with and without disability. This choice was motivated by the fact that the selected members had rich information regarding the topic under study (teachers had been trained and had thorough knowledge regarding the topic). In selecting students the researcher based on list of best performing students that was given by the school authority, where the 3 best students were both selected from P1 to P6 and S1 to S6 plus 12 students with disabilities were also considered for focus group discussion. In choosing the best students, the researcher was facilitated by the list provided by the school authority.

In addition, 1 head teacher and 1 director of studies were selected for the interview in order to provide their opinion on impact of teachers’ attitudes towards performance of the students with disabilities.

### **3.6 Research instruments**

The research study used the questionnaire and interview guide for data collection. Questionnaires were administered to teachers and interview guide was administered to head teacher and director of studies.

### **3.7 Data collection techniques**

The researcher requested for permission from University of Rwanda-College of Education-School of Inclusive and Special Needs Education to collect data from the field. After this, he requested for an appointment first from the head teacher of the school to visit and administer both questionnaire and interview guide. The planned schedule was respected and questionnaires were distributed. The respondents were given instruction on how to fill them, they were also assured of confidentiality and ample time to fill them, then after I collected the filled -in questionnaires.

In this study I employed two qualitative methods (Interview and focus group discussion) to collect primary data. Interview guide was administered to head teachers and director of studies whereas focus group discussion was administered to teachers and students.

#### **3.7.1 Interview**

Maxwell (2005) interview is often an efficient and valid way of understanding someone perspective. The interview guide was constructed using open-ended questions and was administered to the head teacher and director of studies. The questions were constructed basing on the knowledge of the topic that was obtained from different sources and also the researcher's interest on research topic.

#### **3.7.2 Questionnaire**

Polit and Hungler (1997:466) define a questionnaire as “a method of gathering information from respondents about attitudes, knowledge, beliefs and feeling”.The questionnaire was designed to gather information about teachers' attitudes and performance of students with disabilities in Kamonyi District. Questionnaires were preferred because they are useful in collecting data on phenomenon which are not easily observed, such as attitudes, motivation, and self-concept (Seliger & Shohamy, 1989).

The questionnaire was composed of both structured and unstructured questions. In the structured questions the respondents were required to choose from a range of predetermined responses whereas unstructured questions required the respondents to construct answers using their own views. It is that regard, few unstructured questions were designed.

The questionnaire was administered to 45 teachers personally by the researcher, after filling, the questionnaire, it was returned back. The questionnaire was formulated in English since the language of instruction for the teacher was English.

### **3.7.3 Focus Group Discussion**

Focus group discussion is technique involving the use of in depth group interview in which participants are selected because they are a purposive, although not necessarily representing sampling of a specific population, this group being focused on a given topic (Rabiee, 2004). The approach is a carefully planned discussion designed to obtain perceptions in defined area of interest in permissive, non threatening environment (Lewis, 2000).

Focus group discussion was conducted on sample of both teachers and students with and without disabilities with the purpose of gaining deep insight on the impact of teachers' attitudes towards performance of students with disabilities.

Before starting the discussion with teachers, the researcher introduced himself to the participants, then he organised the way the discussion would be conducted. He acted as facilitator and he requested one of the participants to take notes.

For the students it was the same except that it engaged both learners with and without disabilities, and for student with hearing and speech impairment, the researcher was facilitated by one of the teachers. The discussion was successful and a summary of the note was taken.

### **3.7.4 Documentary review**

The research study also reviewed the relevant literature from different sources to aid the topic under the study, and these include journal, articles, reports and other documentations with the necessary information. Also the researcher visited other libraries in order to acquire the needed information for the research.

## **3.8 Data analysis procedures**

Burns (2000) defines data analysis as categorizing, manipulating and summarizing of data in order to obtain answers to the research questions. The study employed descriptive statistics to analyze the data obtained. Quantitative data was analysed and presented using descriptive

statistics such as frequency distribution, tables and percentages .Data collected from the questionnaires was coded and analysed using statistical package for social sciences (SPSS).

### **3.9 Position of the researcher**

The researcher also maximized the neutrality by avoiding biases that would lead to subjective information and this facilitated the researcher to collect reliable data. The researcher did not make any judgement on what was observed he only relied on the data collected. He ensured that transparency was strictly adhered to during the exercise of data collections.

### **3.10 Validity and reliability**

Validity refers to the degree to which an instrument measures what it is supposed to be measuring (Uys & Basson 1991:80). For this case to ensure data collection instruments covered all aspects of the study. The content validity was determined by two experts in the field under study. Therefore, after taking into account their comments and corrections some elements were modified.

In addition to that, another preferred way of checking the content validity is to be consistent while administering data collection instruments, questionnaire were distributed in the presence of the researcher, interview guide and focus group discussion were facilitated by the research himself.

Reliability on the other hand refers to the degree of consistency or accuracy with which an instrument measures the attribute it is designed to measure (Polit & Hungler, 1997; Uys & Basson, 1991).

To ensure that data collection instruments were accurate to measure what they meant for in the consistent manner. The researcher had to conduct a pilot study before collection of the data in the field. Pilot study was conducted in Group Scolaire Saint Dominique Gihara, questionnaire were given to small numbers of 5 respondents, they were briefed on how to fill them and since the questionnaires were in English the researcher tried to explain deeply for clarity. Pilot study also helped the researcher to improve the content of instruments. Thus, some elements which appeared to be ambiguous or unclear were discarded and others modified in order collect reliable information in line with the objective of the study.

### **3.11 Ethical Issues**

Ethical issues were respected in the study. Welman, Kruger and Mitchell (2005:182) explain that ethical considerations and ethical behaviour are as important in research as they are in any other field of human activity.

Ethical issues are mainly concerned with the way of protecting the privacy of the participants and how the researcher would behave during data collection and data analysis process in order to assure the anonymity of the participants. In respecting this, no names of the respondents were indicated on the questionnaires.

In order to conduct this study in ethical manner I also obtained permission to conduct my research study from the University of Rwanda - College of Education-School of Inclusive and Special Needs Education. Before accessing the areas of study, relevant authority of the school were alerted on my visit and appointment was given, then after, I visited the school to conduct interview and administer the questionnaires to the respondents. Before interviewing the respondents I informed them the purpose of my study and I assured them that their responses would be treated with strict confidentiality since my research study was specifically for academic purpose and not meant for any other purpose.

### **3.12 Conclusion of the chapter**

This chapter described the research methodology that was used by the researcher to generate data for this study. This chapter pointed out detailed description of the research design, study setting, population, sampling strategies and sample size. The major tools used for data collection were questionnaire, interview, focus group discussion and documentary review. The study also highlighted data analysis procedures, SPSS was used for quantitative data and qualitative data collected from the interview guide and focus group discussion were presented in narrative form, this chapter also looked at the position of the researcher, validity and reliability, and ethical considerations.

## CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATIONS OF FINDINGS

### 4.1 Introduction

This chapter presents the research findings on the impact of teachers' attitudes on the performance of the students with disabilities. The chapter deals with presentation, analysis and interpretation of the data collected from the field. Quantitative data was presented and analysed using the SPSS. Qualitative data collected from the interview guide and focus group discussion were presented in narrative form.

This chapter presents the demographic data from the respondents and other key findings regarding the impact of teachers' attitudes on performance of the students with disabilities.

### 4.2 Demographic data

The researcher presented the demographic data in the findings basing on the fact that some are teacher variables, such as gender, age and educational level as well.

**Table 1. Distribution of respondents by Age**

Age	Frequency	Percent
18-25	4	8.9
26-35	26	57.8
36-45	13	28.9
46 and above	2	4.4
Total	45	100

**Source: Primary Data, 2017**

Table 2 presents the age of the respondents. The research findings revealed that majority of the respondents were all above 18 years. Few were those aged 46 years and above (4.4%). The majority of the respondents were aged between 26-35 years (57.8%). Those between 36-45 years were 28.9% and those between 18-25 years were 8.9%.



**Table 2. Distribution of respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	18	40.0
Female	27	60.0
Total	45	100

**Source:** Primary data (June 2017)

Table 3 the research findings revealed that majority of the respondents were female (60%) compared to male teachers (40%).

**Table 3. Respondents' Educational level**

<b>Qualification</b>	<b>Frequency</b>	<b>Percent</b>
Alevel (A2)	14	31.1
Diploma in Education(A1)	6	13.3
Bachelors Degree in Education(AO)	24	53.3
Others	1	2.2
Total	45	100.0

**Source:** Primary data (June 2017)

Table 4 presents the education level of the respondents, study revealed that majority of the respondents (53.3%) have bachelors degree, 31.1% advanced level (A2), 13.3% have diploma in Education (A1) and 2.2% of the respondents have qualifications in other domain.

#### **4.3 Nature of attitudes that teachers hold towards inclusion of the students with disabilities**

**Table 4. Inclusion of the student with disabilities as desirable practice**

<b>Opinion</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	35	77.8	77.8	77.8
No	4	8.9	8.9	86.7
Not sure	6	13.3	13.3	100.0
Total	45	100.0	100.0	

**Source:** Primary data (June 2017)

In Table 5, the research findings revealed that majority 77.8% of respondents believe that inclusion of the students with disabilities is a desirable practice, this is attributed to the fact that some teachers take the responsibility of including students with disabilities as their concern as reflected in their opinions. The findings were also explained more by other researchers like Ryan (2009); who personally support inclusive practice and accept that the concept of inclusion can more readily adapt the learning environment to the diverse needs of students and use a variety of approaches and teaching strategies. Additionally, findings have indicated that regular education teachers are supporting the inclusion of the students with disabilities (Avramidis, Bayliss, and Burden 2000). However, 13% of respondents indicated they were not sure, where as 8.9% of respondents who indicated no, felt that inclusive education would not be a desirable practise because some of the teachers lack of awareness on inclusion of students with disabilities, and also others consider inclusive education as being in theory instead of being in practise.

**Table 5: Teachers’ attitudes affect the performance of the students with disabilities**

<b>Opinion</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Strongly agree	29	64.4	64.4	64.4
Agree	11	24.4	24.4	88.9
Uncertain	1	2.2	2.2	91.1
Strongly Disagree	3	6.7	6.7	97.8
Disagree	1	2.2	2.2	100.0
Total	45	100.0	100.0	

**Source:** Primary data, June (2017)

According to Table 6, findings revealed that teachers’ attitudes affected the performance of students with disabilities, as shown by 64.4% of respondents who strongly agreed. In other word, the nature of teachers’ attitudes may determine the performance of students with disabilities. This was also corroborated by Sylod, 2016 who indicated that in teaching, attitudes of the teachers play an important role in students’ academic performance. Thus, motivation of teachers has positively influenced their attitudes towards performance of students with disabilities. On the other hand, 24.4% of respondents agreed, 6.7% of respondents strongly disagreed while 2.2% of respondents were uncertain and 2.2% of respondents disagreed.

**Table 6: Extent to which teachers' attitudes affect the performance**

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Very high	27	60.0	60.0	60.0
High	12	26.7	26.7	86.7
Moderate	5	11.1	11.1	97.8
Low	1	2.2	2.2	100.0
Total	45	100.0	100.0	

**Source: Primary data (June 2017)**

Table 7 presents the extent to which teacher attitudes affect the performance of the students with disabilities, as demonstrated, 60% of respondents indicated it as very high. This attributed to the fact that the attitude of teachers have greatly improved as reflected in their opinions: students are given extra hours during assessment, integrating the student in class with others, grouping them according to their level of ability and giving them more explanation and attention, 26.7% of respondents indicated high while 11.1% of respondents moderate and 2.2% of respondents low.

**Table 7: Severities of the students with disabilities affect the attitude of the teacher**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	27	60.0	60.0	60.0
No	13	28.9	28.9	88.9
Not sure	5	11.1	11.1	100.0
Total	45	100.0	100.0	

**Source: Primary data (June 2017)**

Table 8 shows that the majority of the respondents (60%) of respondents indicated that severities of the students with disabilities affected teachers' attitudes towards their performance. As it appears a big number of teachers believe that severity of the students with disabilities affect their attitudes. This research findings was supported by Lopes et al. (2004) who indicated that students with special needs, "present serious challenge to the teachers because they are difficult, time-consuming, and frustrating" .As observed, majority of the teacher believe that dealing with students with special needs requires commitment and passion of love towards them. In absence of this, teachers would not be able to implement inclusive education in their schools.

Similarly, this research finding was also corroborated by Ellin and Porter (2005) who indicated that the type and severity of the child’s disability impact teachers’ attitude towards inclusive practices. For example, teachers tend to be less accepting of the students with severe disabilities compared to those with mild disabilities, 28.9% of respondents indicated no, and 11.1% respondents were not sure.

**Table 8: Nature of the students with disabilities affects the attitude of the teachers**

<b>Opinion</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Yes	26	57.8	57.8	57.8
No	11	24.4	24.4	82.2
Not sure	8	17.8	17.8	100.0
Total	45	100.0	100.0	

**Source: Primary data (June 2017)**

Table 9 presents responses on whether the nature of students’ disability affects teachers’ attitudes. Majority of the respondents (57.8%) of respondents indicated yes. As affirmed by a big number of the respondents, the nature of the students with disabilities affects their attitudes towards teaching. The research finding is consistent with other study conducted by Forlin (1995) who indicated that acceptance of inclusion was lower for children with intellectual disability than children with physical disability, where as in the study conducted by Clough and Lindsay (1991) majority of teachers surveyed ranked the needs of children with emotional and behavioral difficulties as being the most difficult to meet, followed by children with learning difficulties, followed by children with visual impairment, and followed by children with a hearing impairment .They attributed the low ranking of children with sensory and physical impairment to the relatively infrequent existence at that time of these children in mainstreams classes. Thus, teachers’ attitude appear to vary with their perceptions of the specific disability, as well as the demands that students’ instructional and management needs will place on them. On the other hand, 24.4% of respondents indicated no while 17.8% of respondents were not sure.

**Table 9. Respondents' opinions on performance rate of the students with disabilities**

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Very good	8	17.8	17.8	17.8
Good	29	64.4	64.4	82.2
Fair	6	13.3	13.3	95.6
poor	1	2.2	2.2	97.8
Very poor	1	2.2	2.2	100.0
Total	45	100.0	100.0	

**Source: Primary data (June 2017)**

Table 10 presents teachers opinion on the performance rate of the students with disabilities. As shown, 64.4% of respondents admitted that students with disabilities are capable of doing well regardless of their attitudes, they believe that disability is not inability, student with disabilities can perform like others students. On the other hand, 17.8% of respondents indicated very good performance rate, 13.3% of respondents had the opinion that performance was fair while 2.2% of respondents believed it was poor and 2.2% of respondents had the opinion that it was very poor.

**Table 10: Respondents' opinions on areas of teachers training needs**

Areas of teachers training needs	Frequency	Percent
Inclusive Education	6	13.3
Special Needs Education	8	17.8
Both Inclusive and Special Needs Education	29	64.4
Teacher professional development	2	4.4
Total	45	100.0

**Source: Primary data (June 2017)**

Table 11 presents the training needs for teachers. It was observed that majority of the respondents (64.4%) of respondents indicated that training is needed in both inclusive and special needs Education. The research finding was also supported by other research studies conducted by Siegel and Jausovce (1994) who indicated that in-service training was highlighted as an effective way of improving teachers' attitudes towards inclusion. This was

followed by 13.3% of respondents who noted that training in inclusive education was needed, 17.8% of respondents indicated training in Special Needs Education, 4.4% of respondents indicated training in teacher professional Development.

#### 4.4. Factors that influence teachers’ attitudes towards students with disabilities

**Table 11: Training as an influence of teachers’ attitude towards performance**

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	31	68.9	68.9	68.9
Agree	7	15.6	15.6	84.4
Uncertain	1	2.2	2.2	86.7
Strongly disagree	3	6.7	6.7	93.3
Disagree	3	6.7	6.7	100.0
Total	45	100.0	100.0	

**Source: Primary data (June 2017)**

Table 12 presents teachers training influence their attitude towards the performance of the students with disabilities. As indicated by 68.9% of respondents who strongly agreed that teachers training is required for all teachers especially in inclusive and Special Needs Education because it plays crucial role not only in enhancing their skills but also in influencing their attitude. The research findings was explained more by other research studies who argued that intensive training in special education is required for all regular education teachers in order for them to be effective in an inclusive education setting (Shah, Das, Desai, & Tiwari, 2014).It was found that when such training was offered to these teachers, it increased their perceived self-efficacy in including children with special needs in their classrooms. Fore stance, Burke and Sutherland (2004) found that the teachers who received intensive training in working with children with disabilities were later more successful and least eager to complain about inclusive practices. The research study concluded that provision of training for regular education teachers must be comprehensive before the inclusion process can take place

This is consistent with research study conducted by Smith and Merry (1995) who have shown that when teachers are not trained in techniques for including children with disability and do

not share responsibilities with others, they would not have a change of attitude. In other words, when planning and training have not taken place, teachers develop negative attitudes towards inclusion which in turn affect their roles, 15.6% of respondents agree, while 6.7% of respondents disagree, 6.7% of respondents strongly disagree while 2.2% of respondents indicated uncertain.

**Table 12: Experience as an influence of teachers’ attitudes towards performance**

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	34	75.6	75.6	75.6
Agree	8	17.8	17.8	93.3
Uncertain	1	2.2	2.2	95.6
Strongly disagree	1	2.2	2.2	97.8
Disagree	1	2.2	2.2	100.0
Total	45	100.0	100.0	

**Source: Primary data, June (2017)**

According to table 13, 75.6% of the respondents strongly agreed that teachers’ experience influencing teachers’ attitude towards the performance of the students with disabilities. Other researchers have explained more about the findings as indicated in their views that teachers with long experience use better classroom management approaches and adequate teaching methods that encourages students’ autonomy and reduce custodial control (Guskey, 1988), thus taking responsibility for students learning needs, managing classroom problems and keeping students on task. Teachers without experience in teaching children with SEN were more negative in their beliefs regarding core perspectives of inclusion possibly because they lacked knowledge and specific skills in instructional and management skills than teachers with relevant experience (Avramidis & Kalyva, 2007). On the other hand, 17.8% of respondents agreed, 2.2% of respondents disagreed, 2.2% of respondents strongly disagreed and 2.2% of respondents were uncertain on whether teachers’ experience influences their attitudes towards the performance of students with disabilities in school.

**Table 13: Motivation as an influence of teachers' attitudes towards performance**

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	32	71.1	71.1	71.1
Agree	9	20.0	20.0	91.1
uncertain	1	2.2	2.2	93.3
Strongly disagree	2	4.4	4.4	97.8
Disagree	1	2.2	2.2	100.0
Total	45	100.0	100.0	

**Source:** Primary data, June (2017)

Table 14 reveals that 71.1% of respondents strongly agreed that teacher motivation influence their attitudes towards the performance of the students with disabilities. This is attributed to the fact that some of the teachers have been able to achieve some training within school that have helped them to improve their skills hence improving on their level of motivation. On other hand other research studies have supported this finding as revealed by Sternberg (2005) who believes that motivation is very important for school success, in its absence; the student may never make an effort to learn. On the contrary, 20% of respondents agreed, 4.4% of respondents strongly disagreed, 2.2% of respondents disagreed while 2.2% of respondents were uncertain on whether teachers' motivation influence their attitudes towards the performance of the students with disabilities.

**Table 14: Expectations as an influence of teachers' attitudes towards performance**

Opinion	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	24	53.3	53.3	53.3
Agree	17	37.8	37.8	91.1
Uncertain	1	2.2	2.2	93.3
Strongly disagree	2	4.4	4.4	97.8
Disagree	1	2.2	2.2	100.0
Total	45	100.0	100.0	

**Source:** Primary data (June 2017)

Table 15 revealed that 53.3% of respondents strongly agreed that teachers' expectations influence their attitudes towards performance of students with disabilities. Some teachers



believe that once they place high expectation on their students with disabilities, they are likely to pass with high grade whereas those with low expectations will lower their grades. This was also corroborated by Whitaker (2004) who found that the main factor in the classroom is not the student, but the teacher. Great teachers have high expectations for their students, but even higher expectations for themselves .These teachers recognize the importance of connecting with their students, that if they are enable to connect with them emotionally then it is impossible to affect their mind. Therefore, the rewards of positive expectations may help students reach their highest level of achievement. Additionally, 37.8% of respondents agreed, 4.4% of respondents strongly disagreed, 2.2% of respondents disagreed and 2.2% of respondents indicated that they were uncertain on whether teachers' expectations influence their attitudes towards performance of students with disabilities.

**Table 15 : Insufficient teaching and learning resources as an influence of teachers' attitudes towards performance.**

<b>Opinion</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Strongly agree	15	33.3	33.3	33.3
Agree	24	53.3	53.3	86.7
Uncertain	2	4.4	4.4	91.1
Strongly disagree	3	6.7	6.7	97.8
Disagree	1	2.2	2.2	100.0
Total	45	100.0	100.0	

**Source primary data (2017)**

As table 16 shows, the study finds that 53.3% of respondents agreed that insufficient teaching and learning resources influence their attitude towards the performance of the students with disabilities. This finding is consistent with the research study conducted by Mmbaga (2002) who argues that schools are not making necessary purchase of teaching and learning materials, equipments for making teaching aids, and as result of this factor school do not make effective planning for their development hence implementing inclusive education becomes a challenge.

In view of that, the researcher also felt that insufficient teaching and learning resources to be among the critical factor not only affecting the implementation of inclusive education but also performance of the teachers and that of students .Additionally insufficient teaching and

learning resources is attributed to the fact that most school cannot afford to purchase them because they are expensive.

Similarly, 33.3% of respondents strongly agreed, 6.7% of respondents strongly disagreed, 4.4% of respondents were uncertain while 2.2% of respondents disagreed that insufficient teaching and learning resources influence their attitudes towards the performance of the students with disabilities.

#### **4.5 Teachers attitudes towards inclusion of the students with disabilities**

Research findings on teachers attitudes towards inclusion of the students with disabilities found that teachers are more receptive to the concept of inclusion and this was reflected in their response during focus group discussion, they believe that disability is not inability. Thus, children with disabilities can be educated like others, flexibility is required in including children with Special Educational Needs, giving students extra time during assessment, showing friendship and love to the children, modification of the teaching methodology in attempt to accommodate students with disabilities, to be innovative, teachers not to be aggressive to the students. Teachers' concern towards inclusion is also reflected in their advocacy towards them. For example one of the teacher recommended that;

*“Grading system for the students with disabilities should be adjusted by Rwanda Education Board. We wish if you could make an advocacy for us so that REB can consider the challenges encountered by the students with disabilities in learning”.*

Research findings through focus group discussions with teachers show that teachers believe that inclusion is not only about including students in classes, teachers have to show friendship and love to the students with disabilities as the best practice of perceiving the challenges they encounter and how to adopt appropriate strategies of solving them. They also assert that teachers should be patient whenever dealing with the students with disabilities.

The study revealed that teachers encounter a challenge of insufficient teaching and learning resources and this may be an obstacle towards including the students with disabilities. Additionally, they face the challenge of using sign language in teaching instruction especially for the students with hearing impairment. One of the teachers' during focus group discussion emphasised that:

*“indeed we need training in sign language, for me if I could at least get training for one day, it could help me very much to interact with the students with hearing impairment”*

This was also raised by the students during focus group discussion, who revealed that one of the challenges they encountered was interacting with their teachers because some of them did not know how to use sign language.

The research findings revealed that teachers believe that attitudes towards the inclusion of the students with disabilities should be reflected in a number of ways, including sensitizing the students without disabilities to take care of those with disabilities. This kind of support was reflected during focus group discussion with the students, where one of the student without disability assisted the researcher to interpret in sign language what her colleague with hearing impairment was saying.

However there are some teachers who have not yet understood the ideas of including the students with disabilities. In the research findings, it was found that some teachers do not care about including students with disabilities. This is because they believe the number of students with disabilities is more than that of trained teachers.

#### **4.6 How teachers’ attitude affect students’ performance**

Research finding revealed that the performance rate of the students with disabilities was good as indicated by the research findings and this was attributed to some of the reasons identified by some of the teachers; special treatment provided to the students, grouping students, that is, integrating them with others without disabilities, teaching students according to their capacity of understanding. Teachers also believe that the performance of students may also be attributed to the nature of their disabilities. For example, one teacher indicated:

*“During an interview with the Head teacher .He assert that students with disabilities perform according to their level of ability for example in P4 the best performing student in first term was one with multiple disability on other hand students with mental disability progress well and many changes are observed through their interaction with peers, and their autonomy”.*

On the other hand respondents who indicated very good revealed that it is attributed to the fact that teachers work as team and they feel that the challenges encountered by students with disabilities is their concern. Whereas respondents who indicated fair attributed this to some of the factors revealed by some teachers; the number of the trained teachers appear to be less compared to the number of the students with Special Educational Need. This is attributed to the fact that teachers lack prior knowledge of dealing with children with Special Educational Needs, ignorance of their parents who still think that children with disabilities cannot do anything in the society and at school.

One of the students with physical impairment who was asked to reveal the challenges she faces in her studies reported that every morning they have to transport her on the wheel chair to reach at school and once she fails to get someone to bring her at school she misses the lesson hence affecting her performance. Students may also perform depending on the nature of his/her disability. During focus group discussion, teachers felt that students with mental challenges performed better in social skills and those with hearing impairment perform better in grammar than essay.

#### **4.7 Modalities of improving teachers' attitudes**

Research findings revealed that teachers believe that for their attitudes to be improved they need regular training in Inclusive and Special Needs Education so as to impart them with adequate knowledge and skills that would make them able to fit the students with disabilities in an environment like other students.

During focus group discussion, teachers raised the issue of inadequate training in Inclusive and Special Needs Education as contributing factor to the lack of awareness. They affirmed that they only rely on the training organized within their school, for example, where a teacher who have knowledge on particular teaching instruction can organize training for those without knowledge on it. However some teachers have been able to receive training. Teachers also revealed that training has helped them on how to effectively teach students with disabilities, they have also known how to provide first aid and to include them with others in the School. During focus group discussion with students with disabilities, they raised the issue of training as an important aspect for the teachers and also towards their learning. The following were some of statements reported by students:

*“For me I find training to be very important to the teachers because they help us learn well and to interact with them. He understands the problem of each child. He feels confident in explaining to those who have not understood”*

*“Another student with hearing impairment reported that we meet the challenge of interacting with our teachers because they do not know how to interpret sign language. I wish our teacher would be trained in sign language”*

Research findings also revealed that teachers believe that there is need of close collaboration between teachers and parents as essential factors that improves their attitudes, this can be attributed to the fact that parents have detailed information regarding their children. Thus, working closely with teachers will help them to determine the appropriate learning environment and placement and hence improving on their attitudes.

#### **4.8 Students perception of teachers’ attitudes towards inclusion**

Students have valuable perception of how teachers interact with them and these perceptions can be a useful tool to improve schools (Tyack & Cuban, 1995). Students are the heart of the schools, yet as the consumers, their opinions are not solicited or considered. It is in this regard, the researcher felt necessary to hear the views of the students on how they perceive the attitude of their teachers towards inclusion.

Student asserts that they find teachers’ attitude to be good in regard to inclusion because they try to explain to them where they do not understand, they advise them, and they are cooperative towards them. They are flexible, they give them extra time during assessment and they have tried to group them with other students without disabilities in order to understand the challenges they encounter, they try to bring the students who cannot see well near the chalkboard.

Students also affirm that if their teachers were to be provided with adequate training they would be able to learn well, close interaction with their teachers, they would make the teachers be able to understand the problem of each student. They would further be treated equally without discrimination. For the students with hearing impairment they wish their teachers could be trained in sign language.

However some of the students revealed that they encounter some challenges in their studies related to the nature of their disabilities. One of the students with hearing impairment revealed that they faced the challenge of interacting with their teachers because some (teachers) did not know sign language.

#### **4.9 Conclusion**

This chapter started with the introduction of the respondents' background so as provide thorough understanding of their demographic characteristics and besides that they were also teachers' variables.

The chapter dealt with presentation, analysis and interpretation of the findings on the impact of teachers' attitudes on the performance of the students with disabilities which include: Nature of attitudes that teachers hold towards inclusion of the students with disabilities, factors that influence teachers' attitudes towards students with disabilities, whether or not teachers' attitude affect students' performance and modalities of improving teachers' attitudes.

Quantitative data was analysed and interpreted where as qualitative information from the data collected from head teachers, directors of studies, teacher and students with and without disabilities were analysed in narrative form.

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Introduction**

This chapter gives a summary of findings, conclusions, recommendations, strength and limitation of the study and suggestion for further studies.

### **5.2 Summary of Findings**

The purpose of this study was to assess the impact of the teacher's attitudes on the performance of the students with disabilities and the research study was guided by four objectives.

The research finding indicated that inclusion of the students with disabilities is indeed a desirable practice. This is attributed to the fact that some teachers consider inclusion of the students with disabilities as their concern as reflected in their opinions where they indicated that children with disabilities should be loved like other students, disability is not inability, flexibility in teaching and assessment, students with disabilities should be supported like other students, students should be integrated with other in groups, students should be provided with adequate teaching and learning resources and treating the students equally without discrimination.

However, findings also revealed that some teachers believed that inclusion of the students with disabilities was not a desirable practice. This was attributed to lack of awareness on inclusion of students with disabilities, the number of trained teachers appear to be less compared to the number of students with Special Educational Needs. It was also noted that inclusion of the students with disabilities was in theory not in practice.

Teachers' attitudes was found to be affecting the performance of the students with disabilities in positive ways as indicated by the performance rate, the performance was good. This was attributed to teachers' efforts in supporting students as reflected in their opinions which are as follows: teaching according to their capacity, giving them extra hours during assessment, they also have assessment form for each student which facilitates them to monitor the progress of each student according to his or her ability.

This was attained, however with some of the teachers who asserted that there are other factors which affect their attitudes which include: Lack of training in inclusive and Special Need Education, the nature of student disability, insufficient teaching and learning resources since students of this category require extra time and attention in the class. Therefore, all these factors may have negative effect on the performance of the students with disabilities.

The research study revealed that training influence teachers attitude towards the performance of the students with disabilities. As indicated by the research findings, majority of teachers revealed that teacher training play an important role in influencing their attitudes.

The research study revealed that teachers' experience in teaching is influenced by their attitudes towards the performance of the students with disabilities. As observed, teachers with many years of experience in education have been able to give extra care and attention to the students with disabilities compared to those with fewer years in teaching experience.

The research finding reveals that teachers' motivation plays an important role in influencing the attitudes of the teachers. The majority of teachers believe that motivation influences their attitudes towards the performance of the students with disabilities. Teachers motivation provides a desire for the students to learn as attributed by some teachers, who reported that teacher should be motivated to love their work by providing them with variety of teaching and learning resources and also supporting them financially.

The research study revealed that teachers' expectation influence teachers attitudes towards the performance of the students with disabilities as indicated by research findings. Teachers who have high expectations make student perform better while those with low expectation may make students perform poorly.

Teachers believe that students would perform better if they have high expectation of them and poor if they have low expectation towards them.

The research study also revealed that teachers' insufficient teaching and learning resources influence their attitudes towards the performance of the students with disabilities.

Therefore it can be argued that the third objective was achieved, as a big number of teachers revealed that above factors play a crucial role in influencing their attitudes.

The research findings concluded that teachers attitudes may be positively influenced through provision of adequate training in Inclusive and Special Needs Education, through



collaboration with the parents of the students with disabilities so that teachers can get clear information regarding the children background and also providing them with adequate teaching and learning resources.

### **5.3 Recommendations**

Recommendations have been drawn taking into consideration stakeholder in charge of education: Ministry of Education, REB, teachers and students. Recommendations have been drawn in line with the existing challenges facing children with disabilities.

#### **Ministry of Education**

- i. Provision of adequate education resources in inclusive school for students with different category of disabilities. In fact the research findings revealed that there is a big challenge of lack of education resources for the children with disabilities.
- ii. To sensitize the teachers on the policy regarding inclusive education since it was found that some of teachers are not aware of inclusive education. The research findings revealed that teacher lack awareness on inclusive education.
- iii. To look at how teachers can be motivated in their work either financially or providing them with technical support of specialist in some teaching instruction such as sign language, physiotherapist, speech therapist who can work hand in hand with them.

#### **Rwanda Education Board**

- i. The department in charge of teachers should look at modalities of increasing teachers training in inclusive and Special Need Education for all inclusive school. Research findings revealed that teachers lack training in inclusive and Special Needs Education.
- ii. Department in charge of Curriculum should look at modalities of diversifying the curriculum so that students with learning disabilities are taken into account.
- iii. The department in charge of examination and accreditation should look at modalities of revisiting the grading system taking into account students with disabilities. The research findings revealed that grading system for students with disabilities should be considered.

## **Teachers**

- i. Teachers should always have high expectation for all students with disabilities.
- ii. Teachers should be sensitised to work closely with the parents since they are the one who know more about the challenges encountered by their children.
- iii. Teachers should reflect positive attitudes towards the students with disabilities, since it is an important aspect in teaching and learning.

## **Students**

- i. Students with disabilities should be sensitised to study in groups with those without disabilities.
- ii. Students with disabilities should be sensitized to know that they have ability like others since disability is not inability.
- iii. Students without disabilities should be sensitized to support those with disabilities.

## **5.4 Conclusions**

This chapter dealt with summary, conclusion, recommendations, strength and areas of further research. The research study was conducted in Kamonyi District. From the findings the research study concluded that majority of teachers believed inclusion of the students with disabilities is desirable practice, teacher attitude affect the performance of the students with disabilities, the study also concluded factors like training, experience, motivation, expectation and insufficient teaching and learning resources influence their attitudes towards performance of the students with disabilities, the study found that teachers' attitude can be positively influenced through training, close collaboration between parents and teachers and provision of adequate teaching and learning resources.

## **5.5 Strength and limitation of the study**

The strength for this study is that improvement in the academic performance of the students with disabilities would be realized as well as improvement of teachers' attitudes since the topic is about assessment of impact of the teachers' attitudes on the performance of the students with disabilities.

While carrying out this study, the researcher encountered a challenge of some few teachers who were not realistic in expressing their feeling towards their attitudes to the students with disabilities hence this became a limitation of study since attitude cannot be easily observed.

### **5.6 Suggestions of further studies**

The following areas were suggested for further researches based on the fact that they would provide additional information relevant to the study that has not been done.

- 1) Assessment of impact of teachers' attitudes towards the behaviour of students with disabilities.
- 2) Investigation of teachers' attitudes towards inclusive education policy in Rwanda.
- 3) Investigation of teachers' attitudes towards the ignorance of parents in education of their children with disabilities.

### **5.7 Conclusion of the chapter**

The study presented the summary, conclusion, recommendations, strength of the study and limitation and suggestions for further studies.

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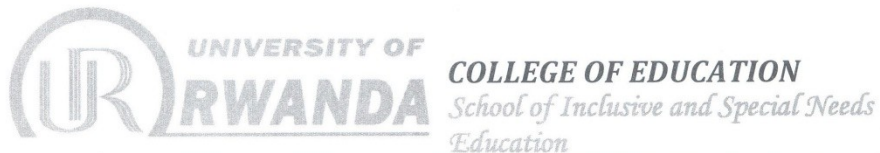
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## APPENDICES

## Appendix 1: Authorization letter for collection of data



### TO WHOM IT MAY CONCERN

Dear Sir/Madam,

Re: /.....*Charley MUGISHA*.....

The School of Inclusive and Special Needs Education offers a Masters Degree in Special Needs Education. As part of the academic requirements students must write their dissertation on a topic of their choice after conducting a research study.

In order to facilitate them complete their studies we seek for your cooperation in allowing the above named student conduct his research on the topic: "*An Assessment of the Impact of Teachers' Attitudes on the performance of students with disabilities in Kamonyi district*"

to collect data in your Institution /Organization. This will enable the student to write his dissertation.

In case you may require any other information regarding this exercise you are welcome to contact the School of Inclusive and Special Needs Education.

Thank you for your cooperation

Sincerely yours

Done at UR-CE on *22/05/2017*

Signed.....*[Signature]*.....

Dr. Evariste KARANGWA

Dean, School of Inclusive and Special Needs Education

Email: karangwa28@gmail.com

Tel: 0785489767/ 0739140377





8. Teachers' attitude towards inclusion of the students with disabilities affect their performance.

- a) Strongly Agree
- b) Agree
- c) Uncertain
- d) Strongly disagree
- e) Disagree

9. At what degree does teachers' attitude affect the performance of the students with disabilities.

- a) Very high
- b) High
- c) Moderate
- d) Low

10. Do you believe the severity of disabilities of student can affect teachers' attitudes?

- a) Yes
- b) No
- c) Not sure

11. Do you believe the nature of disabilities of student can affect teachers' attitudes?

- a) Yes
- b) No
- c) Not sure

12. How would you rate the performance of the students with disabilities?

- a) Very good
- b) Good
- c) Fair
- d) Poor
- e) Very poor

13. Could you outline some of the reasons for your rating?

1. ....  
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2. ....  
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3. ....  
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4. ....  
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5. ....  
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6. ....  
.....

14. In which area do you think teacher training is required?

- a) Inclusive Education
- b) Special Needs Education
- c) Both Inclusive & Special Needs Education
- d) Teacher profession development

15. Teacher training can influence their attitudes towards performance of the students with disabilities.

- a) Strongly Agree
- b) Agree
- c) Uncertain
- d) Strongly disagree
- e) Disagree

16. Teachers' experience in Special Needs Education can influence their attitudes towards performance of students with disabilities.

- a) Strongly Agree
- b) Agree
- c) Uncertain
- d) Strongly disagree
- e) Disagree

17. Teachers' motivation can influence their attitudes towards performance of students with disabilities.

- a) Strongly Agree
- b) Agree
- c) Un certain
- d) Strongly disagree
- e) Disagree

18. Teachers' expectations towards performance of students with disabilities can influence their attitudes.

- a) Strongly Agree
- b) Agree
- c) Un certain
- d) Strongly disagree
- e) Disagree

19. Teachers' lack of teaching and learning resources can influence their attitudes towards performance of the students with disabilities.

- a) Strongly Agree
- b) Agree
- c) Un certain
- d) Strongly disagree
- e) Disagree

20. Could you describe teachers' attitude towards inclusion of the students with disabilities?

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21. What can be done to improve teachers' attitudes?

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22. Any additional comments/suggestions.....

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### **Appendix 3: Interview guide for Head teacher, Director of studies**

- 1) Could you describe the attitudes teachers hold towards inclusion of the students with disabilities?
- 2) To what extent do you think teachers' attitude affect the performance of the students with disabilities in your School?
- 3) Could you explain how attitude affect the performance of the students?
- 4) Do your teachers receive training in Inclusive Education and Special Needs Education?
- 5) Have you found this training to be helpful for your teachers?
- 6) What factors do you think influence teachers' attitudes towards performance of students with disabilities?

#### **Appendix 4: Interview guide for focus group discussion for students with & without disabilities**

My name is Charles MUGISHA I am conducting a research study on the topic entitled: "An Assessment of the Impact of Teachers' Attitudes on the Performance of Students with Disabilities in Kamonyi District".

- 1) Could you briefly explain the attitudes your teachers hold towards inclusion of the students with disabilities?
- 2) Do you think your teachers pay attention to the academic needs of the students with disabilities?
- 3) How has teachers' attitude affected your performance?
- 4) Do you think teachers' training in inclusive and Special Needs Education would enhance your performance?
- 5) What are factors do you think can influence teachers' attitudes towards performance of students with disabilities?
- 6) How can teachers' attitudes be positively influenced?

## **Appendix 5: Interview guide for focus group discussion with teachers**

My name is Charles MUGISHA I am conducting a research study on the topic entitled: An Assessment of the Impact of Teachers' Attitudes on the Performance of Students with Disabilities in Kamonyi District".

- 1) In general, could you describe the attitudes of teachers towards inclusion of the students with disabilities in your School?
- 2) Could you explain how attitude affect the performance of the students with disabilities in your School?
- 3) Do you receive training in Inclusive Education and Special Needs Education?
- 4) Do you think training is very helpful for you? if so in what ways
- 5) What are factors do you think can influence your attitudes towards performance of students with disabilities?