Attitudes of primary teachers on inclusion of learners with disabilities in primary schools in

Ngoma District-Rwanda

By

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**CERTIFICATION**

This is to certify that the dissertation entitled **"**Attitudes of primary teachers on inclusion of learners with disabilities in primary schools in Ngoma District-Rwanda" was carried out by NYIRABARERA Rachel under my supervision in fulfilment of the Requirements for the award of Master of Education in Special Needs Education (Med SNE) in School of Inclusive and Special Education during the academic year 2015-2016.

Signature…………………………….....

Supervisor: Dr Beth MUKARWEGO Nasiforo

Date……………………………………

**DECLARATION**

I, NYIRABARERA Rachel, confirm that this is my own work; it has not been published or written by any other person. The research has been supplemented with the information from authors which have been acknowledged.

Signature………………..

NYIRABARERA Rachel

Date……………………..

**DEDICATION**

To the Almighty God,

To my sisters, brothers, mother and friends who encouraged me to go ahead by providing financial and moral support,

To my beloved husband Fidele MUNEZERO who advised and encouraged me to follow the program

To my supervisor Dr Beth MUKARWEGO Nasiforo who guided me patiently

To everyone who supported me physical, moral and financially.

This work is dedicated

NYIRABARERA Rachel

# ACKNOWLEDGEMENTS

**ABSTRACT**

The objective of the research was to find out attitudes of primary teachers towards inclusion of learners with disabilities in primary schools in Ngoma district. This study was guided by these objectives:

1. To describe attitudes of primary teachers toward inclusive education, positive or negative

2. To identify the problems primary teachers encounter in implementation of

      Inclusive education

3. To recommend good attitudes for a successful inclusion of children with disabilities in primary schools

The research was conducted in Ngoma district especially in three sectors including Zaza, Karembo and Mugesera. The researcher used descriptive survey design to collect data where questionnaires and interview were used. In this study the target population was 107 while sampling size was 79 which were selected by using probability sampling and Cluster random sampling among them 73 were teachers while 6 were head teachers. Questionnaires were for 73 teachers while interview was for 18 teachers among those who participated in questionnaires and 6 head teachers. The research findings indicated that many teachers have negative attitudes toward inclusion of learners with disabilities in regular schools due to many factors like low skills, inadequate teaching aids and so many others. There were recommendations to Ministry of education, teachers and future researchers.

# LIST OF ABBREVIATIONS AND ACRONYMS

**UN**: United Nations

**UNESCO:** United Nations Educational Scientific and Cultural Organisation

**EFA**: Education for All

**MDGs**: Millennium Development Goals

**SNE:** Special Need Education

**UPE**: Universal Primary Education

**UNCRPD**: United Nations Convention on the Rights of Persons with Disabilities

**SEN**: Special Educational Needs

**MINEDUC:** Ministry of Education

**NUDOR**: National Union of Disability Organizations in Rwanda

**WHO**: World Health Organization

**SN:** Special Need

**IEP:** Individualized Education Plan

**IE:** Inclusive Education

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# CHAPTER ONE

# GENERAL INTRODUCTION

## 1.1 Introduction

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

## 1.2 Background of the study

Teaching students with special needs in the regular schools is referred to as inclusive education. (Moest, 2005). An inclusive school is therefore, a learning institution that admits learners with special needs and those without any disability" (Moest, 2005). Many international organizations and governments have committed themselves to inclusive education at least at the public speaking level (Mitchell, 2008).

Inclusion of children with disabilities started quite some years ago in developed countries and is booming step by step in African countries as they became aware of the benefits of inclusion for children with disabilities as well as the social impact of the system.

In Orodho (2009) who stated the opinion that "there should be equal opportunities in education for all, each individual is born with a given amount of capacity. Educational systems should be designed with a view to removing barriers of any nature. For example, barriers based on socio-economic factors, socio-cultural factors, geographical factors, school-based factors and any other factor which prevents learners who have a learning disability to take advantage of their inborn talents since disability is not inability.

Education offered to such groups of learners will accelerate them to social promotion since education is a great equalizer which enhances life chances of the children with special needs. The theory demands that opportunities be made available for individuals to go through all levels of education (primary, secondary and tertiary) to which access will not be determined by the disability of the learners but on the basis of individual's capability".

The Universal Declaration of Human Right on 10 December 1948 in its 26 article states:

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. (UN, 1948)

The purpose of World Programme for Action concerning Disabled Persons is to promote effective measures for prevention of disability, rehabilitation and the realization of the goal of "full participation" of disabled persons in social life economic development, and of "equality". This means opportunities equal to those of the whole population and an equal share in the improvement in living conditions resulting from social and economic development. These concepts should apply with the same scope and with the same urgency to all countries regardless of their level of development (UNFPA, 1982).

Article 23 of the United Nations' Convention on the Rights of the Child said that **"**You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life" (UN 1989)

The world conference on Education for All held at Jomtien, Thailand in March 1990, it was based on education without any kind of discrimination; here children with disabilities were not left behind. In its resolutions, 3rd article: universalizing access and promoting equity, the 5th point said that: The learning needs of the disabled demand special attention, steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system (Wadi,1990).

Among the outcome of the Decades of Disabled Persons was the adoption of Standard Rules on the Equalization of Opportunities for Persons with Disabilities by the General Assembly of the United Nations. The standards consist of 22 rules where the 6th rule was concerned about education (UN.1993):

"States should recognize the principle of equal primary, secondary and tertiary educational opportunities for children, youth and adults with disabilities, in integrated settings.

They should ensure that the education of persons with disabilities is an integral part of the educational system.

1. General educational authorities are responsible for the education of persons with disabilities in integrated settings. Education for persons with disabilities should form an integral part of national educational planning, curriculum development and school organization.

2. Education in mainstream schools presupposes the provision of interpreter and other appropriate support services. Adequate accessibility and support services, designed to meet the needs of persons with different disabilities, should be provided.

3. Parent groups and organizations of persons with disabilities should be involved in the education process at all levels.

4. In States where education is compulsory it should be provided to girls and boys with all kinds and all levels of disabilities, including the most severe.

5. Special attention should be given in the following areas:
(a) Very young children with disabilities;
(b) Pre-school children with disabilities;
(c) Adults with disabilities, particularly women.

6. To accommodate educational provisions for persons with disabilities in the mainstream, States should:
(a) Have a clearly stated policy, understood and accepted at the school level and by the wider community;
(b) Allow for curriculum flexibility, addition and adaptation;
(c) Provide for quality materials, on-going teacher training and support teachers.

7. Integrated education and community-based programmes should be seen as complementary approaches in providing cost-effective education and training for persons with disabilities. National community-based programmes should encourage communities to use and develop their resources to provide local education to persons with disabilities.

8. In situations where the general school system does not yet adequately meet the needs of all

persons with disabilities, special education may be considered. It should be aimed at preparing students for education in the general school system.

The quality of such education should reflect the same standards and ambitions as general education and should be closely linked to it. At a minimum, students with disabilities should be afforded the same portion of educational resources as students without disabilities. States should aim for the gradual integration of special education services into mainstream education. It is acknowledged that in some instances special education may currently be considered to be the most appropriate form of education for some students with disabilities. Owing to the particular communication needs of deaf and deaf/blind persons, their education may be more suitably provided in schools for such persons or special classes and units in mainstream schools. At the initial stage, in particular, special attention needs to be focused on culturally sensitive instruction that will result in effective communication skills and maximum independence for people who are deaf or deaf/blind.

In 1994 the Government of Spain in cooperation with UNESCO organized the Salamanca Meeting in which more than 300 participants representing 92 governments and 25 international organizations met in Salamanca, Spain, from 7 to 10 June 1994 to further the objective of Education for All by considering the fundamental policy shifts required to promote the approach of inclusive education, namely enabling schools to serve all children, particularly those with special educational needs (UNESCO, 1994)

The conference of EFA and MDGs that was held in Dakar, 2000 was made revision and assessment on Education For All which was taking place in Jomtien 1990. There were different themes that were revised like adult education, applying new technologies, children in difficult circumstances, decentralization and community participation, demographic transition, donor financing of EFA, early childhood care and development, special needs education, education in economic crises, girls' education, refugees, school health and nutrition, and textbooks and learning materials. Each thematic study gives examples of best practices and describes successful and unsuccessful experiments in policy implementation (UNESCO 2000).

 EFA disability `flagship' initiative which draws global attention to the fact that `education for all' is a fundamental human right which cannot be realized without full inclusion of all people who are in any way disabled . Education must be viewed as a facilitator in everyone's human development and functionality, regardless of barriers of any kind, physical or otherwise. Disability must never be a disqualifier. Adequate resources must be matched with political will, and constituent pressure maintained on governments to live up to their obligations.

Ultimately however, success will be judged by the quality of basic education provided to all people with disabilities, and such judgment will be appropriately passed by them, not by donors, or even governments. It is towards these criteria, and requirements for their satisfaction that this paper is directed (UNESCO 2004)

From the above summary, people with disabilities were recognized and then now they are given value like others.

Education of people with disabilities was developed and applied in different time according to the country. The following are some country and how this education was developed:

In Uganda, the government is constantly adopting its education structure and content to promote quality learning for all learners independent of special learning needs. The overall structure of education to cater for learners with special needs in education introduced in early 1990s is still the backbone in the education for all learners. To ensure that all learners with special needs were given relevant and quality education in inclusive schools, all schools in Uganda were grouped in clusters of 15-20 schools and each cluster had a special needs education coordinator. In 1997, Uganda started Universal Primary Education (UPE) with clearly stated aims and objectives for the shift from SNE to inclusion (.( Journal of Education 2014)

In Tanzania, the government is trying to implement the inclusive education programme according to the Salamanca statement of 1994. The Ministry of Education is sensitizing parents to send their disabled children to inclusive school. The government is becoming more positive toward the rights of people with disabilities. (Journal of Education 2014)

In Kenya, the genesis of special education can be traced after the end of the Second World War and has since been mainly offered to all categories of children with learning disabilities. Education to these children was only offered in special schools until the 1970's when units and integrated programmes were initiated. SNE has continued to expand although these learners have been a major challenge to the education sector. Different scholars have put it clearly that investment in education is fundamental to improving a country's economic growth, reduce poverty and boost a country's general welfare (Journal of Education 2014)

In the 19thcentury when the British colonized Kenya, Great Britain/ England had institutions for individuals with disabilities that were largely for the deaf and the blind (Heward & Smith 1990).

Most of these schools were started by churches including the Church of England and the Roman Catholic Church. As they set up colonies in Kenya, the same education system was set up, by the same missionary organizations.

Another point to note too is that, in Kenya, education access is based on how well the student receiving the education can produce positive economic outcome for the family and the nation in general (Mutua & Dimitrov, 2001).With this in mind, most of the disabilities that are recognized are physical disabilities (Kiarie, 2004)

Although education for individuals with disabilities in Kenya started as early as 1940 by the missionaries, only in recent years has attention been given to their needs (Mutua & Dimitrov, 2001). The National Development Plan emphasized that greater attention be placed on special education, especially in expansion of existing educational opportunities and manpower training institutions for individuals with disabilities, and provision of higher learning in preparation for the job market (ILO, 1997)

In Kenya, special education is a subdivision of the general education, and is explained as: "Education which provides appropriate modification in Curriculum, teaching methods, educational resource, medium of communication or the learning environment in order to cater for individual differences in learning. The implementation of the recommendations was slow, and went parallel with the existing regular education system and other services, and was not until the early 1980s that some of the recommendation started receiving attention, particularly in the field of education" (Ministry of Education, 2008)

Kenya is one of the few countries in Africa with a policy document in specialeducation. However, the document is still in draft form, completed in 1980. It has yet to receive government approval for implementation. According to Abilla, (1988), it is one of the most comprehensive works Kenya has in the field and it touches on all aspects crucial to the development and improvement of education for all children

Education of children with disabilities has shifted from segregated special schools to inclusion in general education schools and classrooms .The drive to achieve Education for All (EFA) by 2015 has led to a focus on the barriers to participation in basic education for marginalized groups (Odongo, 2012).In this line, Rwanda was not left behind.

According to Karangwa (2012), the impetus of the Rwandan government in developing free and accessible 9 years of basic education for all children since 2007 has notably been remarkable. Rwanda is making schooling more accessible to even the most disadvantaged.

The government of Rwanda has ratified a number of national and international policy documents, including the National Constitution of 2003 that provides education for all children (Art. 40) and participation of Rwandan people with disabilities (Art. 76); the law N° 01/2007 of 20/01/ 2007 whose articles 11, 12 and 13 indicate the role of the government in catering for children and youths with disabilities' education; United Nations  Convention on the Rights of Persons with Disabilities (UNCRPD) and its protocol signed on 15th  12-2008, and a number of others that express the country's pledge to support its marginalized groups.

Despite the innovative and pro-vulnerable policy initiatives, the support to learners with disabilities and other Special Educational Needs (SEN) remains comparatively low, leading to a persistently diminished proportion of learners with SEN accessing basic education. However, in few communities, agency-led inclusive education projects have seen notable school transformations towards improved accommodation of learners with diverse SEN even where resources and awareness is modest. Yet, in even many more communities, agency-led projects have perpetuated the tradition of leaving the children unschooled and/or dependent on charity and local perceptions on disability, often resulting in exclusion from skills development and social participation. Karangwa(2012)

According to the latest Education Management and Information System (EMIS) data, about 1% (28,209) of the children currently enrolled in mainstream schools are identified as having a disability. (HI, 2015) The Rwandan Population Housing Census 2012 finds more than 60% of children identified as having a disability are currently attending school (NISR, 2012). The survey also found that about 30% children with disabilities have never attended school, with slightly more of them living in rural areas (NISR, 2012).

High school dropout rates that currently stand at 11.4 per cent for primary school and 7.5 per cent for secondary school. (MINEDUC 2014). There is a lack of specialist schools, and mainstream schools do not always provide the necessary accommodation for children with disabilities which lead to high drop-out rates

Additionally, the Integrated Household Living Conditions 3 (EICV3) survey shows that disability is a major factor affecting children's on time school enrolment.

Therefore, Literacy rates amongst persons with disability in Rwanda are much lower than for persons without a disability: 50% of persons with a disability are able to read, compared to 72% of people without disabilities (NUDOR 2015).

This percentage indicates that person with disabilities are able to do well at school, but many of them stay at home due to negative attitudes of some teachers and community in general.

Teachers find it difficult to accommodate students with special educational needs, and compel them to adapt to the school instead of adapting to the needs of the students. Thus, learners with disabilities who are enrolled in mainstream school may still be marginalised, not participating or succeeding hundred 100%.

This research investigates in details the attitude of teachers towards inclusion of learners with disabilities in primary schools of Ngoma district.

## 1.3 Statement of the problem

Inclusive education is already known in education system of Rwanda and practiced in some schools but the largest number of teachers knows it theoretical while its practice is a big issue. This study is to investigate the perspective of teachers towards inclusion of learners with disabilities especially in primary schools.

Attitudes on inclusion can be associated with many factors like: lack of training on how to teach diverse learners, negative attitude towards disabilities, lack of awareness on the rights of children with disabilities, lack of motivation, lack of appropriate resources, and the accessibility of school facility.

Moreover, Jerlinder, Denarmark and Gill (2010) propose that if teachers perceive inclusive education positively, the goals of inclusive education could be fulfilled. However, if they perceive inclusive education negatively, it will create gaps between them and the students especially those with disabilities. Most teachers trust that if they have sufficient information and skills regarding inclusive education that will help them to handle the teaching difficulties and tasks they face in a more appropriate way.

According to Villa.et al (2003), these five elements must be addressed for any complex change to occur. If any one of them is unattended, the result is something other than the desired change (Thousand & 2 Villa 2005). As the below model indicated, in case one of these elements are missing, involved personnel in change process will experience confusion (without vision), anxiety (without skills), resistance (without incentives), frustration (without resources), or treadmill (without action plan). This model also apply for the current research context.

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|---|---|---|---|---|---|
| Vision | Skills | Incentives | Resources | Action Plan | = CHANGE |
| | Skills | Incentives | Resources | Action Plan | = CONFUSION |
| Vision | | Incentives | Resources | Action Plan | = ANXIETY |
| Vision | Skills | | Resources | Action Plan | = RESISTANCE |
| Vision | Skills | Incentives | | Action Plan | = FRUSTRATION |
| Vision | Skills | Incentives | Resources | | = TREADMILL |

Model of managing complex change Villa, Le, Pham, Ryan, Nguyen, Weill, Thousand (2003),

This study will find out where there is a gap in inclusion of learners with disabilities in primary regular schools. Therefore this study shall bring some change on how primary teachers view learning of those learners.

Fullan agreed with Ambrose about the factors like vision building, mastery, resources, and assistance (Dalin 1998), although they put these variables in such different terms. However, Ambrose's Model for managing complex change is found very handy for identifying problems in change process. Villa et al. (2003) claimed that this model appears to have generic, international application for promoting inclusive education.

Without making effort to make a follow up on attitudes of primary teachers towards inclusive education it will become more complicated in future generation especially for those with disabilities who will not enjoy the rights to education and some of who may get a chance to get enrolled in schools are excluded from learning hence lower performance, many repeaters, and dropout. .Primary education is considered as basic foundation of life and further studies, the reason why it must be taken into consideration.

The research will find out what primary teachers think on inclusive education, it will help to know how they value education of those children with disabilities and what can be done. Many researchers investigated attitudes of primary teachers on inclusive education but until now teachers do not reach at the greatest extent to accept inclusion of children with disabilities. Researching teachers' attitude toward inclusion is important because it can tell schools the areas that teachers need support to help them in implementation of inclusive education effectively and successfully (Buell, 1999).

**1.4. Objectives of the study**

This study will be guided by the following objectives

1. To describe attitudes of primary teachers toward inclusive education, positive or negative

2. To identify the problems primary teachers encounter within implementation of inclusive education

3. To propose good attitudes for a successful inclusion of children with disabilities in primary schools

**1.5 Research questions**

This study will be guided by the following research questions

1. What are the attitudes of primary teachers toward inclusion of children with disabilities?

2. What is the problems primary teachers face in inclusive education?

3. What are good attitudes towards inclusion of children with disabilities?

**1.6 Significance of the study**

To identify the present attitudes of primary teachers towards inclusion of learners with disabilities in regular schools shall help to plan what will be done for improving inclusive programs. It will demonstrate teachers' attitudes and concerns about inclusion.

The research findings shall help to build attentiveness among policy makers and other shareholders and also to find the gaps in implementation of inclusive education. They shall play a big role also to change undesirable attitudes of primary teachers toward inclusion of children with disabilities which is required to improve inclusive education.

As it is known that good relationship between teacher and learner is very important, the research shall improve sensitivity of teachers towards learners with disabilities, hence they shall feel welcomed to school.

Finally, academician and other future researchers shall benefit the work because it could be used as future reference. It would inform them also regarding other topics which can be of good interest of research

## 1.7 Scope and limitation of the study

### 1.7.1 Scope

This research will focus on the attitudes of primary teachers on inclusion of learners with disabilities in regular schools and head teachers as they may influence attitudes of teachers. It will not focus on other people for instance attitudes of parents, of colleagues, or many others. The study will taking place in primary schools of Ngoma district located in Eastern province, it will last five months.

### 1.7.2 Limitation

Limitations will be focused on different problems that will encounter during the research process

- ✓ Limited time: Five months are few to conduct such a research at all primary schools of Ngoma district.
- ✓ It will be difficult to reach on all primary schools because many of them are located far from main roads, so it will be expensive to gather information from all schools and also there are so many areas where it is not easy to across

## 1.8. Definition of terms

**Attitudes:** Learned and stable predisposition to react to a given situation, person or other set of cues in a consistent way that guide and influence people's behaviours in their daily lives (Corsini, 1991).

**Disability:** Is an umbrella term, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action.

Restriction is a problem experienced by an individual in involvement in life situations (WHO), or is lack or restriction of ability to perform an activity in the manner within the range considered normal within the cultural context of the human being (Moest, 2005).

**Inclusive education:** Is a concept that allow students with disabilities to be placed and receive instruction in regular classes and being taught by regular teachers (Pijl, Meijer &Hegarty, 1997) or it is an approach through which learners with disabilities and special needs, regardless of age and disability, are provided with appropriate education within regular schools (Green, 2001)

**Regular school:** This is a learning institution that normally admits learners who are not disabled (Moest, 2005).

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This second chapter focuses on empirical literature review which will describe what other researchers find out on attitudes of primary teachers on inclusion of learners with disabilities in primary schools. It will also emphasize on different theories related with this topic and then conceptual framework. This chapter will guide to understand the progress of this program among primary teachers and where there is a big gap, what is done and what needed to be done

## 2.2. Empirical literature review

Past research regarding the attitudes of professions towards inclusion has been contradictory and inconclusive. Teachers have reported both positive attitudes toward the inclusion as well as strong negative feelings about having students with various disabilities in the general education classroom (Avramidis, Byliss, &Burden,R,2000)

**Factors influencing attitudes of teachers toward inclusion**

There are many factors which may influence teacher' attitudes towards inclusion of learners with disabilities. There are factors related with the teacher, others related to the learner and others related to the environment and support .They are detailed below

**1. Factors related to the teacher**

Avramidis, Norwich (2002) summarized three groups of variables influencing teachers' attitudes. They are child-related variables, teacher-related variables and educational environment-related variables, which are, in many ways, interrelated. Other sources suggested specific factors like class size, inadequate resources, the extent to which all students would benefit from inclusion, and a lack of adequate teacher preparation.

Appropriate teacher education was the predictor of successful inclusive education (Lanier et al 1996). Avramidis, Byliss,&Burden, (2000) found that regardless of any form of professional development as with school-based in-service or pre-service training it was teachers with substantial training in special education held higher positive attitudes than those with little or no training about inclusion.

Bradshaw (2006) affirmed that only one required course appears to yield significant differences in attitudes between the groups, opportunities to attend courses relating to the IE programmes were the tool to increase the level of teachers' competency.

University of Pretoria's survey (Storbeck and Martin 2013) aimed at establishing South African teachers' attitude towards inclusion found:

- Many teachers do not believe that including children with learning difficulties will help those learners to improve their grades.
- Teachers surveyed believed that inclusion was more beneficial to the learners' social development as opposed to their intellectual development.
- The research findings also showed that teachers found it easier to include learners with physical disabilities as opposed to those with learning disabilities.
- Most schools for the deaf have low expectations for their learners and do not prepare them adequately

Many researchers emphasized teachers' attitudes as a decisive component in ensuring the successful inclusion of special needs students (De Boer, 2011). Just put, the attitudes of teachers can increase or hinder the putting into practice of inclusion. "Teachers who personally support inclusive practice and accept 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" (Ryan, 2009). Teachers are like engines that run a car where their attitudes may encourage or discourage learners, therefore their participation depend more on how teachers care for them.

Teachers are crucial in determining what happens in classrooms and there are those who would argue that the development of more inclusive classrooms requires teachers to cater for different student learning needs through the modification or differentiation of the curriculum (Forlin, 2004). As teachers spend long time with students, the reason why they are very important in implementation of inclusive education. And also they are aware about the needs and ability of each student where differentiation of curriculum may encourage learners with disabilities to participate actively.

Nevertheless teachers do have concerns about inclusion and many surveys have found that teachers' attitudes towards inclusion are not particularly positive (Ellins & Porter, 2005). Further, they express concerns about their lack of preparation for inclusion and for teaching all learners (Forlin, 2001).

Although some children might need extra support, teachers do not distinguish between 'types' of special need when planning this support (Florian & Rouse, 2001).As they are not able to identify different types of disabilities, they do not know what these learners need where they are left behind because teachers do not pay attention on them.

Many teachers in inclusive schools lack a special education training background in inclusive education and this could result in problems in the process of implementation of inclusive primary education. Moreover, their lack in knowledge about special educational needs may influence their behaviour towards acceptance of learners with disabilities .They are likely to have problems with the inclusion of pupils with learning disabilities in their classrooms" (Subban and Sharma, 2006). Teachers play a big role in primary classrooms in the learning of learners with disabilities but they face with many barriers to apply inclusive education due to lack of knowledge that may assist them to deal with the complications of inclusive education in primary schools.

Normally, "for general educators is difficult to respond to the mandate to integrate students with disabilities to the maximum extent appropriate in general settings. They may perceive this as an additional burden on their already stressed workloads" (Meijer, 1998). "Primary educators consider inclusive education as double work to them because they are not trained on related strategies that may be used for teaching learners with different abilities. Recent studies have emphasized the importance of teacher training that prepares them for inclusion and gives them more professional expertise, because this better prepares them for work with children with SN, boosts their self-confidence, and helps them develop a more positive attitude towards  inclusive practice" (Lakkala and Määttä, 2011).

Storbeck and Martin (2013) aimed at establishing South African teachers' attitude towards inclusion found that many teachers do not believe that including children with learning difficulties will help those learners to improve their grades.

Avramidis and Kalyva, 2007) have shown that a positive attitude on the part of teachers is closely connected with good, well planned, and long-term training. Barber and Turner's (2007) study that examined attitudes of younger primary school teachers showed that teachers at the beginning of their career possess good theoretical knowledge, which makes them efficient; furthermore, additional training is available to them.

Forlin , Keen, , Barrett,  (2008),  reveals that younger and less experienced teachers are more inclined to implement inclusion, while their older and more experienced colleagues are more concerned about its implementation. Other studies (Rakap and Kaczmarek, 2010; Tsakiridou and Polyzopoulou, 2014) confirm that younger teachers with the least experience are more positive about inclusion.

Regardless to teaching experience, every teacher young or old may implement inclusive education due to many factors among them I can say: background, training, skills received in classroom.

Horne and Timmons's (2009) "study that teachers had negative attitudes toward inclusion because they felt that continually having to make modifications and accommodations to meet Individualized Education Plan (IEP) requirements made teaching students with disabilities time consuming". Because they are not aware that those students with disabilities hold the same rights like those without disabilities the reason why they are not able to be patient when teaching them.

Florian & Rouse, (2001) suggested that many teachers reported that they did not think that they could teach such children, but their confidence and repertoire of teaching strategies developed over time. This would suggest that by 'just doing it' teachers are capable of developing knowledge and positive attitudes to inclusion. Inclusion threatens assumptions that some teachers have about many aspects of schools and schooling, in particular it can threaten teachers' identity. If responsibilities are to be shared and teachers are to take on new roles, then there have to be change to the way inclusion is conceptualised and a realisation that it can only be achieved if all teachers are supported in the development of all aspects of this process, knowing, doing and believing.

 "As pointed out earlier, the traditional way of attempting to bring about developments in inclusion was to focus on improving teachers' knowledge and skills, but this did not always work. Providing new knowledge has been seen as a necessary but not sufficient condition. Equally it was not sufficient to establish 'content free' action-research development projects as they often drift aimlessly. I have argued elsewhere that if two of the three aspects of development (knowing, doing and believing) are in place, then it is likely that other aspects will follow. In other words, if teachers acquire new knowledge and they are supported in implementing new practice, using a 'just do it' approach, then attitudes and beliefs will change over time. Equally if teachers already have positive beliefs and they are supported in implementing new practices, then they are also likely to acquire new knowledge and skills.

Therefore, if two of the three elements of developing inclusive practice are in place, the third is likely to follow", (Rouse, 2007)

Many previous efforts were made to compare the attitudes of teachers towards inclusion at different school levels.

The popular research was with the focus on comparing teachers of primary/elementary schools with teachers of secondary school level. Secondary teachers appear less accepting of education for students with disabilities in regular schools than elementary or primary school teachers (Smith, 2000)

The attitude became increasingly less positive with ascending grade level reasoned that the teachers may believe it easier to undertake the differentiation of curriculum and teaching methods, as well as classroom management in lower grades(Opdal,2001). However, in contrary, Kadell (2001) found no significant difference because both groups felt that training is insufficient and therefore their ability to teach these students is lacking.

If we compare the attitudes of teachers in diverse school levels to mainstreaming, Larrivee (1979) "found that the greatest discrepancy to be between kindergarten and junior high school teacher attitude, with the former having a far more positive overall attitude than the latter. Consequently, they concluded that more attention was required to the affective dimension of the secondary teachers. This was a prerequisite to skill development". "While the opposite was the priority for the elementary school teachers, who were positively disposed toward the philosophy of mainstreaming".

In opposite, there is another view that teachers of inferior educational school ranks are minus positive than teachers of secondary school grade. Hasting et al. (2003) reasoned that at lower level, children interact most of the time with only one or at least two teachers, so teachers' attitudes are more negative while secondary teacher depending on their role as the head teachers or subject teachers, and on the importance of the subjects they teach would decide how much time they work directly with students with disabilities.

Florian (2008, pp. 202-208) describes three considerations that can help support inclusion and pertain to the teachers' skills, education and working techniques:

1. Primary school teachers are not specialised to teach children with special needs,

2. The teacher training curriculum needs to include topics that cover the subject of individuality and of being different,

3. Teachers need to master new teaching techniques and connect with special needs. This is how teachers will get the adequate support that will enable the development of a collaborative approach.

Thus, many authors illustrated that primary teachers in inclusive education hold positive and negative attitudes towards inclusion of learners with disabilities in regular schools but negative attitudes dominate positive ones, and they explained how those negative attitude slower performance of learners. They put emphasis on different causes of such unwanted behaviours like lack of training, inflexible curriculum, low skills to use new techniques, lack of school support. In addition to the work of those different authors, in order to develop the desired (positive) attitudes of primary teachers towards inclusion of learners with disability, it is very important to add the course related with the rights of people with disabilities from primary education up to higher studies.

## 2. Factors related to the learners

Teachers show more concern and stress with the pupils with emotional and behavioural difficulties than with pupils with other types of special educational needs (Avramidis et al 2000).

Teachers' attitude toward the inclusion of children with disabilities into regular schools appear to be shaped by the type and the degree of the disability of the student (Agran , Alper, Wehmeyer ,2002). Studies revealed the category of the child's special needs to be an important factor connected with teachers' attitudes on inclusion. Teachers are particularly opposed to the inclusion of pupils with social, emotional, and behavioral disorders (MacFarlane and Woolfson, 2013), while they are generally more supportive of the inclusion of children with physical and sensory disabilities, followed by those with specific learning difficulties ( Lindsay, 2007).

Types or degree of disabilities influence attitudes of teachers, as it was discussed by Opdal, Wormenæs (2001) who found that exposure to and experience with students with certain disabilities had an influence on teacher attitudes.

For instance, teachers with students with visual impairment, with speech and language impairment, or with hearing impairment were more positive towards inclusion than those teachers who did not teach students with these respective disabilities. However, all the participants were negative towards inclusion of students with learning difficulties including intellectual disabilities.

**3. Support and environmental factors**

Kearney, Prochnow & Carroll-Lind (2000) "showed what teachers would like to have available for the successful inclusion of students with disabilities in their classrooms including teacher's aide hours, special programs, small group teaching, resource/support teachers and support from head teachers, senior staff and colleagues"

"School factors such as support services, climate, teacher collaboration and some factors external to the school such as wages are also identified to influence on teachers' opinions about IE" (Opdal ,Wormenæs 2001, Avramidis, Norwich, (2002). Location of the school should be a factor which may develop positive or negative attitude of teachers. Collaboration is very important in implementation of inclusive education where teachers learn from each other, and those who are experienced train others and share their ideas hence good implementation of inclusive education.

**2.3. Theoretical framework**

Theoretical framework refers to different theories developed by theorists in past time which will help to explain how inclusive education should be put into practice and how primary teachers perceive it.

The study will use three theories: Bandura's self-efficacy theory, The Cognitive dissonance theory, and balance theory. I am choosing these theories because in teaching we need to develop leaners in three learning domains such as cognitive, affective and psychomotor. Thus, these theories will guide the researcher to know if teachers cared learners with disabilities as needed.

**Cognitive dissonance theory**

Cognitive dissonance is defined as the uncomfortable feeling that arises when a person experiences conflicting thoughts, beliefs or feelings ( Gorrnly, 1992). This provides a state of psychological tension which motivates a person to reduce the dissonance. Consequently attitude changes in order to maintain consistency with overt behaviour.

Feldman (1985) posits that the main idea is that when a person holds two cognitions simultaneously that contradicts one another, that person will experience dissonance. In an attempt to reduce dissonance, it becomes necessary to change one or both of the conflicting attitudes. Gormly (1992) postulates that the process of dissonance reduction does not always take place consciously.

It is essential to remind that people's views (beliefs) in their ability can have different effects on a given situation.

Johnson (2010) argues that these beliefs influence the courses of action people choose to pursue, how much effort they put forth in given endeavours, how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding.

**Self-efficacy theory**

Bandura's self-efficacy theory originates from social cognitive theory (Bandura, 1977). The theory evolved when Bandura became aware that there was a missing element in social learning theory. According to his idea, self-efficacy beliefs are fundamental to human functioning. Artino (2006) posits that a person must possess the necessary knowledge and skills, as well as the motivation and perception, required for successful exhibition of the required behaviour under difficult circumstances.

Bandura (1977), theorized that perceived self-efficacy makes a difference in how people think, feel, and behave. His theory states that people faced with constant rejection must possess high self-efficacy, or self-worth, in order to persist. His theory further states that self-efficacy is based on one's judgment of one's capacity to execute on a given responsibility (Skaalvik & Skaalvik, 2007). It is important to note that people's beliefs in their efficacy can have diverse effects.

Johnson (2010) argues that these beliefs influence the courses of action people choose to pursue, how much effort they put forth in given endeavours, how long they will persevere in the face of obstacles and failures, their resilience to adversity, whether their thought patterns are self-hindering or self-aiding.

Educational research has examined the truth in the correlation where one's efficacy beliefs dictate performance and performance determines outcome. Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations.

These beliefs affect behaviours and ultimately performance outcomes; he described four sources of self-efficacy: mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective responses (Bandura, 1977).

Bandura (1982, 1986) maintained that mastery experiences (performance accomplishments) are the most effective way to develop a strong sense of efficacy.

Successful performances serve as positive examples that may shape perceptions about future capability to perform the same or a similar task again. This positive shaping of perceptions is what Bandura considered improving self-efficacy.

On the other hand, failing at a task can weaken self-efficacy by serving as a negative past performance that may negatively shape perceptions about capability.

Another way to develop self-efficacy is through vicarious experiences, which are generated through social models (Bandura, 1977). Bandura and Barab (1973) noted that observing others perform intimidating responses without adverse consequences can reduce fears and inhibitions, thus motivating action. As a result, people who observe others performing intimidating responses without adverse consequences are more appropriate to believe their attempts at the same action would be successful.

A third way to develop self-efficacy is through verbal persuasion, commonly used to influence behaviour because it is easy to use and readily accessible .Through other people's suggestions, people are prompted to believe that they have the capability to accomplish a task that they previously felt ill-equipped to accomplish .However, verbal persuasion alone will not prompt effective performance; people also must receive the appropriate tools needed to perform a given task (Bandura, 1977).

The last way to develop self-efficacy is through physiological and affective states. Bandura (1997) suggested that one's physical and mental states can impact one's perception about performance, thus affecting self-efficacy and ultimately performance outcomes. Emotional arousal to stressful situations may promote fear and anxiety, which negatively influences performance. In a reciprocal manner, those negative performance outcomes affect a person's physiological and affective states.

In addition to the four sources of self-efficacy Bandura (1977) also distinguished between efficacy expectation and outcome expectation. An outcome expectation is a person's estimate that a given behaviour will lead to certain outcomes.

An efficacy expectation is the conviction that one can successfully execute the behaviour required to produce the outcomes. Thus, a person can believe that certain behaviour will have a certain outcome, but if the person seriously doubts his or her ability to be successful performing the activity, outcome expectancy will not influence his or her behaviour. This is particularly applicable to verbal persuasion, which will not be successful in influencing behaviour unless a person's efficacy expectations match his or her outcome expectations.

**Balance theory**

In balance theory, balance is defined as a stable cognitive state which is comfortable to the perceiver (Feldman, 1985).

Sears (1985) argue that the motive that pushes people towards balance is trying to achieve harmonious, simple, coherent, and meaningful view of social relationships. They also maintain that imbalance systems give a pressure towards attitude change. According to this principle, people practice embarrassment and stress if there is an inequality in their attitudinal organisations which will push them to attempt to modify their attitudinal structures for getting a balance.

The above theorists emphasised more on the importance of collaboration in teaching and learning process. Therefore, when primary teachers are aware on how they may collaborate with those learners with disabilities, they will express positive attitude hence active participation for all learners irrespective their difficulties. When they are not aware on the importance of collaboration, this develops negative attitudes towards disability which may exclude learning of those learners with disabilities, dropout and many repeaters.

## 2.4. Conceptual framework

Those theoretical frameworks stated above help to develop a conceptual framework, as inclusion depends more on the attitudes of the teachers, as he/she is the one who spend many hours with students. If the teacher has positive attitudes towards inclusion, he/she is able to set high expectations for all learners and this may increase the performance for all. As collaboration is developed  high performance comes but if teachers develop negative one, he/she set lower expectations, this may limit collaboration between learners and teacher that can  slower  the performance and retention of students with disabilities.

Teachers need training about inclusive education, and then step by step negative attitudes will be removed. As some of them consider learners with disabilities as workload, wasting their time, this will be reduced as their attitudes change. As Bandura discussed about learning by imitation  in self-efficacy theory, it is not necessary to train all teachers in the same time, when some of them are trained, they will train their colleagues and learn from each other, final all teachers will be trained.

In conclusion, many researchers described different perspectives on how primary teachers react on inclusive education, some said that teacher express negative attitudes because they are not trained (Subban and Sharma, 2006).Others have said that negative or positive attitudes depend on experience someone has.( Forlin , Keen , Barrett,  2008)

So, it is very important to give training about inclusive education on early age like from primary up to higher studies, where people will be familiar with that programme instead of waiting that experience someone will get after working many years.   It is essential to consider how it might be potential for teachers to develop new behaviours of Trusting:

- That all children are value educating
- That all children can study
- That they have ability to make a modification to children's survives
- That such effort is their duty and not only a charge for experts.

# CHAPTER THREE

# METHODOLOGY

## 3.1. Introduction

This chapter was discussed on the methods that were used in the study. It was focusing on research design, study setting, population, sampling strategies and sample size, research instruments, data collection techniques, data analysis procedures, position of the researcher, validity and reliability and ethical issues

According to Christens (1991) "research methodology is a set of methods and principles that are used when studying a particular subject or doing a particular kind of work".

It was begin by examining the research design used in this study, namely qualitative and quantitative research and it will provide an explanation why they are chosen to be used. In this chapter, the researcher explained the process of data collection, instrument that were used and how they were used. As it was explained in Chapter 1, the research questions were chosen for helping to get more information about the attitudes of primary teachers towards inclusion of learners with disabilities in primary schools, this chapter contain the tools that help the researcher to answer the research questions.

As the aim of the research is to explore attitudes of teachers towards inclusion of learners with disabilities in primary schools in Rwanda, researcher used qualitative accompanied with quantitative research in order to deliver sufficient information on the perspective of primary teachers towards inclusion of learners with disabilities in regular schools.

## 3.2. Research design

Orodho (2009; 2012) notes that descriptive study designs are used in preliminary and exploratory studies so as to allow the researcher to gather information, summarize, present and interpret the study for the purpose of clarification.

A descriptive survey design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2004). Descriptive survey was used for the following reasons:

- It helped the searcher to contact with a large number of respondents and to generalize the research findings to a representative population (Gall,Gall& Borg , 2003).

- It also helped to explain how the situation is, and what was the cause of such phenomenon
- The descriptive survey was used as the researcher want to describe attitudes of primary teachers toward inclusion of learners with disabilities in Ngoma district.

**Research variables**

In this study, independent variable was attitudes of primary teachers to education of learners with disabilities, while dependent variable was inclusive education as an element that influences performance of learners with disabilities in primary schools.

### 3.3. Study setting

Because of limited time and other obstacles related with financial or not, all sectors of Ngoma district were not included in this study. It was include three sectors and then two primary schools were considered in each sector.

### 3.4. Population

Population of this study was primary teachers of Ngoma district, as the aim of this research was to find out their attitudes towards inclusion of learners with disabilities in regular school, the reason why the researcher interacted with them for getting related information.

### 3.5. Sampling strategies and sampling size

This section examined different sampling techniques which were used in this study for getting sample which represented the population and why that samples were selected.

### 3.5.1 Sampling strategies

Probability sampling was used as technique because exact number of primary teachers of Ngoma district was known. Cluster random sampling was used to select three sectors among fourteen sectors that make Ngoma district and two schools for each sector.

### 3.5.2 Sampling size

Sample of the study was primary teachers and head teachers of three sectors where two schools for each sector were selected in Ngom district: Karembo sector(Group Scolaire Kabirizi A and Ecole Primaire Ngara), Zaza sector(Primary School Zaza B and Sangaza), Mugesera(Groupe Scolaire Gatare and Nyange).

As it was not easy to collect information in all sectors that make Ngoma district because of limited time the reason why those sectors were chosen in order to correct sufficient information and make deep contact with teachers.

## 3.6 Research instruments

For getting information, questionnaires and interview were used. Questionnaires were formulated for primary teachers only. Questions for interview were for teachers and head teachers

### 3.6.1 Questionnaires

"A questionnaire is a research instrument consisting of a set of questions (items) intended to capture responses from respondents in a standardized manner''(Anol Bhattacherjee**,** 2012 ) or Questionnaire can be defined as "a written list of questions, the answers to which are recorded by respondents" (Kumar,1999).

Questionnaires were distributed to 74 teachers from six schools; they were given freedom to answer as they want. Questionnaires were made of two sections A and B: Section A was for background figures, teachers were asked to complete or tick accordingly. Section B was made of closed questions where teachers were asked to choose yes or no according to the statement and some time they were asked to explain their choice.

### 3.6.2 Interview

 "The interviewer asked structured questions and then probed accordingly in orders to obtain more complete data" (Orodho, 2009).

Questions that were guide the researcher in interview were prepared; the respondents were answer orally one by one. Questions were the same to all respondents. It was for 18 teachers in those tree sectors means 3 for each sector and 6 head teachers of those schools.

## 3.7. Data collection techniques

The techniques used to collect data were quantitative where questionnaire was used and qualitative where interview was applied. Questionnaires and interview were defined above in research instrument.

### 3.8. Piloting study

A pilot study is a mini-version of a full-scale study or a trial run done in preparation of the complete study. The latter is also called a 'feasibility' study. It can also be a specific pre-testing of research instruments, including questionnaires or interview schedules. (Van Teijlingen & Hundley, 2001).

Piloting study was conducted after organizing the research methods and techniques. It was done to verify how those methods and techniques were put into practice. The instruments of this study were verified on population that are alike with the target population. The piloting study was applied to Group Scolaire Zaza A in Zaza sector where 6 teachers were selected to complete questionnaires and three to answer the questions of interview. The outcomes resulting from piloting helped the researcher to revise the research instruments for removing all kind of vagueness. Piloting facilitated to collect and analyse data in good way.

### 3.9. Data analysis procedures

Descriptive statistics was used to examine data that were collected from the nominated sample via questionnaires and interviews. The researcher analysed data for making information meaningful, clear and understandable. Information from questionnaires were analysed by recording answers from respondents in tables then making judgement according to the statement. Information from interview were analysed by judging the answer of each respondent. Inferential statistics was adopted to make general conclusion for attitudes of primary teachers on inclusion of learners with disabilities.

Quantitative data was analysed by given code and classified in tables for making them clear and easy understandable and qualitative data will be collected and analysed in description system.

### 3.10 Position of the researcher

In the period of data collection, behaviour of the researcher was detached. Emotions, judgement and favour were avoided for getting answers from respondents on their own.

### 3.11 Validity and reliability

### 3.11.1 Validity

Validity is the degree to which a test measures what it is supposed to measure (Kothari, 2005).

The researcher made proof reading of questionnaires and questions of interview for organizing well the questions and use simple language for making easy understandable to the respondents. As well piloting study helped to make the questions valid as it helped to know where questions were not understandable and where there was a mistake.

### 3.11.2 Reliability

An instrument is said to be reliable if it consistently yields similar results when re-tested with similar subjects (Orodho,2004). The researcher used member checks, after collecting first information, and then returned to members who gave information to ask them again some questions to check if the information given were correct. Triangulation also was used, by using different methods : Questionnaires and interview for making sure if the answer that was given were correct.

### 3.12. Ethical issues

Ethical concern is very important in each research, researcher have to reflect on the concern which may affect the participants. The researcher should be aware if the participants feel free before, during and after data collection. "By understanding and addressing such ethical concerns, some of which are embedded in governmental regulations, Educational researchers show respect for research participants, protect them from avoidable harm, and honour their contributions to research knowledge" (Gall, Gall & Borg, 2007).

Participants of this study were informed that their participation is voluntary, and the researcher informed them that the purpose of the study was to develop inclusion of leaners with disabilities. They were informed also that the data collected were used only on the purpose of this study and not any other reason The privacy of the participants were saved by not requesting questions which may identify them. The outcomes of the study were reserved strictly intimately. The researcher sought for permission for collecting data from head teachers of primary schools from Ngoma district specifically (head techer of Group Scolaire Kabirizi A, Ecole Primaire Ngara, Primary School Zaza B, primary school Sangaza, Groupe Scolaire Gatare and Group Scolaire Nyange)

## 3.6 Conclusion of the chapter

In conclusion, this chapter helped to get information needed as there were methods and instruments that were helped to answer the questions of the study.

The researcher collected information carefully for getting correct information that was used in the development of education for those learners with disabilities in regular schools.

# CHAPTER FOUR

## PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

### 4.1 Introduction

This chapter indicates the outcomes of the research on attitudes of Rwandan primary teachers towards inclusive education. The outcomes addressed the following research questions of the study:

1. What are the attitudes of primary teachers toward inclusion of children with disabilities?

2. What are the problems primary teachers face in inclusive education?

3. What are good attitudes towards inclusion of children with disabilities?

As it was to investigate attitudes of primary teachers toward learners with disabilities in regular school. In this research, attitude was viewed as emotion of teachers on learners with disabilities. Attitudes were evaluated by using a series of 12 statements where respondents were asked to answer by "yes" or "no". The answer of each element was saved to judge the difference and similarities in the answers' emotion. Respondents of the research were classified in terms of age, gender and working experience

### 4.2. Background information

This section shows background information on the attitudes of primary teachers and head teachers on inclusion of learners with disabilities in regular schools. It was focused on gender, age and working experience as it was indicated on first part of questionnaires. Respondents were asked to tick where it was appropriate with the information that was asked.

### 4.2.1. Gender of teachers

Teachers were asked to tick where it was related with their gender: female or male

**Table 1: Gender of teachers and their percentage**

| Male | | Female | | Sum | Percentage |
|---|---|---|---|---|---|
| Number | percentage | Number | Percentage | Number | Number |
| 32 | 43.8 % | 41 | 56.1 % | 73 | 100 % |

The table 4.2.1. shows the distribution of teachers in the schools where the researcher found the information. Male were 32(43.8 %) while female were 41(56.1 %). Female exceed male because of education for all.

### 4.2.2. Age of teachers

Teachers were asked to complete with their chronological age

**Table 2. Showing age of teachers**

| Age | Male | | Female | | Sum | Percentage |
|---|---|---|---|---|---|---|
| | Number | Percentage | Number | Percentage | | |
| 20-30 years | 4 | 12.7 % | 7 | 17 % | 11 | 15 % |
| 31-40 years | 15 | 46.8 % | 20 | 48.7% | 35 | 47.9 % |
| 41-50 years | 7 | 21.8% | 10 | 24.3 % | 17 | 23.2 % |
| 51-60 years | 5 | 15.6 % | 4 | 9.7 % | 9 | 12.3 % |
| 61 + years | 1 | 3.1 % | 0 | 0 % | 1 | 1.3 % |

The above table indicates distribution of teachers according to their age. The table shows that between 20-30 years there was 11(15 %) teachers, between 31-40 years there was 35(47.9 %), between 41-50 years there was 17(23.2%) , between 51-60 years there was 9(12.3%) while above 61 years there was 1(1.3 %) teacher. This table indicates that young teachers are so many as the distribution shows how 46 among 73 teachers are concentrated between 20-40 years.

Why young teachers are so many? It is because of Rwanda policies that encourage education for all which avoid all kind of discrimination where there are many schools like nine years basic education, twelve years basic education, boarding schools and private schools.

 "Before 1994, education in Rwanda was reserved for the privileged few, but over the last 17 years access to education has increased tremendously. Today a child born in Rwanda is guaranteed a minimum nine years basic education, six at primary and three at secondary school. The number of students at primary level has more than doubled. There are almost nine times more students in secondary and those in higher education are a massive 17 times more than before. The corruption that used to determine who could pursue his or her studies has been eliminated and the only thing that determines how well a student does in school is their own hard work". Institute of Policy Analysis and Research Rwanda (IPAR, 2012)

**Table 3**. **Working experience**

Teachers were asked to indicate their teaching experience. The following table shows their experience

| Teaching experience | Male | | Female | | Sum | Percentage |
|---|---|---|---|---|---|---|
| | Number | Percentage | Number | Percentage | | |
| **Under 5 years** | 4 | 12.5% | 6 | 14.6 % | 10 | 136 % |
| **6-10 years** | 8 | 25% | 11 | 26.8 % | 19 | 26 % |
| **11-15 years** | 12 | 37.5% | 17 | 41.4 % | 29 | 39.7 % |
| **16-20 years** | 5 | 15.6 % | 3 | 7.3 % | 8 | 10.9 % |
| **Above 21 years** | 3 | 9.3 % | 4 | 9.7 % | 7 | 9.5 % |

The above table indicates how teaching experience of teachers were arranged, under 5 years there was 10 teachers (13. 6 %), 19 teachers had between 6-10 years (26 %), 29 teachers had between 11-15 years (39.7 %), 8 teachers had between 16-20 years (10.9 %) while 7teachers had above 21 years (9.5 %). Many teachers were concentrated between 11-15 years. This distribution indicated that they were strong to work as they were not too young or not too old.

**4.3. Outcomes of the research**

The following tables focus on how respondents answered the questions relating with attitudes of primary teachers towards inclusion of learners with disabilities in regular schools. It represents mean and standard deviation on the answers that were given by the teachers

**Table 1.Teachers'attendance on inclusive education**

| Did you learn inclusive education during your studies? | Frequencies | Percentage |
|---|---|---|
| Yes | 40 | 54.7 % |
| No | 33 | 45.1 % |
| Total | 73 | 100 % |

Table.1 indicates how teachers were informed on inclusive education, where 40 (54.7 %) teachers said that they learnt inclusive education during their studies. 33 (45.1 %). The research indicated that many teachers didn't learn inclusive education in their studies, many of them had finished their studies many years ago when inclusive policy was not developed. Some teachers did not learn inclusive education as this policy was not developed during the last decades hence those who learnt many years ago were missed the information related to inclusive education.

**Table 2**. **Skills on inclusive education**

| Do you have adequate Skills on inclusive education? | Frequency | Percentage |
|---|---|---|
| Yes | 22 | 30.1 % |
| No | 51 | 69.8 % |
| Total | 73 | 100 % |

The above table shows the distribution of amount of information that teachers had about inclusive education 51(69. 8 %) teachers said that they didn't have enough information on inclusive education while 22(30.1 %) said that they had adequate information on inclusive education. Even though in previous table, 40 teachers among 73 said that they learnt inclusive education in their studies but they haven't enough skills on how they may satisfy the needs of learners with disabilities.

In this table, 51teachers who said that they hadn't adequate skills on inclusive education were so many; it means that there was challenge to implement inclusive education. "Teachers lack knowledge about special educational needs may influence their behaviour towards acceptance of learners with disabilities.

They are likely to have problems with the inclusion of pupils with learning disabilities in their classrooms" (Subban and Sharma, 2006)

**Table3. Inclusion of learners with disabilities in regural school improve learning ?**

| Statement | Frequency | Percentage |
|-----------|-----------|------------|
| **Yes** | 51 | 69. 8 % |
| **No** | 22 | 30.1 % |
| **Total** | 73 | 100 % |

The above table shows that 51 (69.8 %) agreed that inclusion of learners with disabilities in regular schools improve their learning. 22 (30.1 %), said that inclusion of those learners with disabilities in regular schools doesn't improve their learning. Even though many teachers appreciate the importance of inclusion for learners with disabilities in regular schools improve their learning some teachers do not value this importance where they said it should be good when those learners are educated in special schools where they should be trained by specialists.

**Table 4. Attendance of learners with disabilities in mainstream schools**

| Do you have students with disability in your classroom? | Frequency | Percentage |
|---------------------------------------------------------|-----------|------------|
| **Yes** | 7 | 9.5 % |
| **No** | 66 | 9o.4% |
| **Total** | 73 | 100 % |

Table 4 shows that 7 (9.5 %) said that they have learners with disabilities in their classrooms while 66 (90.4 %) said that they hadn't learners with disabilities in their classroom.

This table indicates that in these schools there is low attendance of learners with disabilities in regular schools; it does not mean that there are few number of those learners in Zaza, Mugesera and Karembo sectors but some teachers do not know to identify learners with disabilities in classroom. Although some children might need extra support, teachers do not distinguish between 'types' of special need when planning this support (Florian & Rouse, 2001).

**Table 5.Time provided to learners with and without disabilities in your classroom?**

| Do you provide enough time to learners with and without disabilities in your classroom? | Frequency | Percentage |
|---|---|---|
| Yes | 3 | 4.1 % |
| No | 70 | 95.8 % |
| Total | 73 | 100 % |

The above table shows that 3(4.1 %) said that they have time to provide support to all learners regardless their differences while 70 (95.8 %) said that they haven't adequate time to meet the needs of all learners. The research found that it is very difficult to many teachers to meet the needs of mixed learners. As they haven't enough skills on how they may help those learners, the reason why they missed time to support them. As it was explained early by Horne and Timmons's (2009) "found that teachers had negative attitudes toward inclusion because they felt that continually having to make modifications and accommodations to meet Individualized Education Plan (IEP) requirements made teaching students with disabilities time consuming".

**Table 6.Training on inclusive education**

| Did you attend at least one training on inclusive education | Frequency | Percentage |
|---|---|---|
| Yes | 12 | 16.4 % |
| No | 61 | 83.5 % |
| Total | 73 | 100 % |

Table 6, Showed how teachers attended training of inclusive education. 12 (16.4 %) said that they attended training of inclusive education where 61(83.5 %) said that they were not trained on inclusive education. Many teachers among those who said no claimed that they need more training to be aware on how they may help learners with disabilities. As inclusive education is new all, it should be good if all teachers are trained on how they may teacher mixed learners otherwise learning of learners with disabilities left behind.

Training is very important as it was said by Avramidis and Kalyva,( 2007) have shown that a positive attitude on the part of teachers is closely connected with good, well planned, and long-term training.

**Table7.Teaching diversity learners with disabilities and those without disabilities in the same class is the same as teaching learners without disabilties**

| Teaching in inclusive is the same as in exclusive? | Frequency | Percentage |
|---|---|---|
| Yes | 1 | 1.3% |
| No | 72 | 98.6 % |
| Total | 73 | 100 % |

The above table indicates 1 (1.3 %) teachers said that there is no difference to teach mixed learners and teaching learners without disabilities while 72 (98.6 %) teachers said that teaching mixed learners is not the same as teaching learners without disabilities. "for general educators is difficult to respond to the mandate to integrate students with disabilities to the maximum extent appropriate in general settings. They may perceive this as an additional burden on their already stressed workloads" (Meijer, 1998).

**Table 8. Inclusion of learners with disabilities in regular school cause many problems than what they solve**

| Statements | Frequency | Percentage |
|---|---|---|
| Yes | 40 | 54.7 % |
| No | 33 | 45.2 % |
| Total | 73 | 100 % |

The above table indicates that 40 (54.7 %) teachers said that including learners with disabilities in regular schools cause many problems than what they solve while 33(45.2 %) teachers disagreed with the statement.

Those who said no, explained that including learners with disabilities in schools helps them to develop theirselves and the country in general. "For general educators is difficult to respond to the mandate to integrate students with disabilities to the maximum extent appropriate in general settings. They may perceive this as an additional burden on their already stressed workloads" (Meijer, 1998).

**Table 9**. **Teachers have double activities when teaching mixed learners.**

| Statement | Frequency | Percentage |
| --- | --- | --- |
| Yes | 39 | 53.4 % |
| No | 34 | 46.5 % |
| Total | 73 | 100 % |

This table shows that 39 (54.4 %) teachers agreed that teaching mixed learners double teachers' activities where 34 (46.5 %) teachers said that teaching mixed learners does not double teachers' activities. Those who said yes explained how teachers have double activities when teaching mixed learners, in this time teachers have time to follow learners without disabilities and time to follow those with disabilities who sometime need extra time to be supported. Primary educators consider inclusive education as double work to them because they are not trained on related strategies that may be used for teaching learners with different abilities(Lakkala and Määttä, 2011).

**Table10**. **The needed support to help learners with disabilities in classroom.**

| Did you given the needed support to help learners with disabilities in your classroom? | Frequency | Percentage |
| --- | --- | --- |
| Yes | 5 | 6.8 % |
| No | 68 | 93.1 % |
| Total | 73 | 100 % |

Table 10 shows that 5 (6.8%) teachers said that they are given support to meet the needs of learners with disabilities where 68 (93.1%) said that they are not give support related to the learners with disabilities.

Those who said no explain the problems rising as the school does not provide the support needed to help learners with disabilities especially insufficient teaching and learning aids which are very important, this hinder the learning of those learners.

In the above table, many teachers said that they are not given support which is very important as it was said by Kearney, Prochnow & Carroll-Lind (2000) " Teachers would like to have available for the successful inclusion of students with disabilities in their classrooms including teacher's aide hours, special programs, small group teaching, resource/support teachers and support from head teachers, senior staff and colleagues". Also Horne and Timmons's (2009) "found that teachers had negative attitudes toward inclusion because they felt that continually having to make modifications and accommodations to meet Individualized Education Plan (IEP) requirements made teaching students with disabilities time consuming".

**Table11**. **School staff is aware on inclusive education?**

| Statements | Frequency | Percentage |
| --- | --- | --- |
| **Yes** | 10 | 13.6 % |
| **No** | 63 | 86.3 % |
| **Total** | 73 | 100 % |

The above table shows how teachers viewed their school staff about inclusive education. 10 (13.6 %) said that their staff is aware on inclusive education as they were given support, they were trained, given information to help learners with disabilities. 63 (86.3 %) said that their staff is not aware on inclusive education as they were not given training, support and information on how learners with disabilities should be helped.

The above findings were obtained from questionnaires where teachers provided answers according to the questions that they were asked and delivered information that they have. The research was not guided by questionnaires only but also interview for teachers and head teachers.

The following are results from interview with teachers on how they behave on inclusion of learners with disabilities in regular schools:

On the side of teachers, there is no big difference between answers that were provided on questionnaires and those from interview. Basing on their answers, the attendance of learners with disabilities is low where many of them said that they have no learners with disabilities in their classroom.

Among those few who attend the school none have total blindness or hearing loss, means that attendance of those learners is very low.

Let take an example of some respondent D who said that "I have no student with disabilities in my classrooms and I didn't learn together with someone who is disabled so I do not know how can I teach those learners". Respondent K said that " I have student who is paralysed right arm and right leg, to teach him is not easy as he met with this problem when he was in primary two, so training him to write with left hand is not easy because we haven't sufficient skills to help learners with disabilities.

Generally, many teachers provided similar answers where they said that it is not easy to meet the needs of learners with disabilities because they are not skilful to teach them. Some said that they short time where to meet the needs of all learners become an issue. They said that they meet with many challenges among of them is lack of teaching aids, parents who didn't follow their learners, lack of training and limited time. But few of them said that they provide support as they can let take an example of respondent K' who said that he helped her student who have weak muscles of arm to write, step by step she learned to take pen then now she is able to write as others even though she writes slowly but it will come.

On the side of head teachers there are similar challenges where they said that it is not easy to train and to provide support to their teachers on how they may teach learners with disabilities alongside with learners without disabilities. They said that they meet with the problem of teaching aids, unconducive environment where those schools which were built long time ago do not allow all learners to attend the school easily.

In conclusion, this fourth chapter present the outcomes of the research where the researcher investigated information about attitudes of primary teachers of Ngoma district towards inclusion of learners with disabilities in regular schools. Quantitative data were obtained through questionnaires which were completed by teachers while qualitative data were acquired from interview with teachers and head teachers. This chapter helps to have information on how teachers view this new system of education.

# CHAPTER FIVE

## SUMMARY, CONCLUSION AND RECOMMENDATIONS

### 5.1 Introduction

This chapter is concerned about brief information of the full research, conclusion and recommendations on different sectors and future researchers.

### 5.2. Summary

The study was conducted in Ngoma district to find out how primary teachers view inclusion of learners with disabilities in regular schools. The main objective of the research was to investigate attitudes of primary teachers, to find out barriers they meet in this new cross cutting issue and to suggest good attitudes on this programme

The researchers used mixed methods where quantitative method was used to collect information from questionnaires where teachers were asked to complete them and qualitative method was used to gather data from interview, this was for teachers and head teachers. The outcomes indicated how teachers and head teachers behave on inclusive education.

After data collection and interpretation, the researcher found that almost teachers did not understand well what they can do for teaching those learners with and without disabilities in the same classroom. Many teachers considered it as overworked and many of them feel stressed to teach mixed learners. Even though it is not easy for teachers to teach mixed learners, few teachers tried their best to help those leaners like someone who trained a child to write with left hand after being paralysed right arm; this teacher should be model to others.

### 5.3. Conclusion

The research found the results of the research questions for the study, for the first question which was: what are the attitudes of primary teachers toward inclusion of children with disabilities? After data interpretation, some teachers have positive attitudes like those who tried to help learners with disabilities to participate in classroom like others. But also, other express negative attitudes like those who consider inclusive education like burden for them.

The second research question was: What are the problems primary teachers face in inclusive education? The findings indicated that primary teachers meet with many problems which sometime hinder them to implement inclusive education properly and cause them to behave negatively in this programme.

The research found out many of those problems like limited training, shortage and even lack of teaching aids, low skills, unconducive environment and also negative attitudes of parents towards their learners with disabilities.

For the last question which was: What are good attitudes towards inclusion of children with disabilities? Good attitudes are those that permit teachers to recognize the right of leaners with disabilities and avoid every kind of discrimination among learners basing on their differences.

## 5.4. Recommendations and suggestions

Recommendations are for Ministry of Education, policy makers, head teachers and future researchers.

### 5.4.1 Recommendations to the Ministry of Education

The researcher recommends to the Ministry of Education the followings:

- To strengthen education of learners with disabilities by developing and adopting a special policy for inclusive education;
- To put in place follow-up mechanisms for implementation of inclusive education in schools;
- To have a specific enough budget for inclusive education;
- To deliver in service trainings for teachers and schools staff on inclusive education;
- To training student teachers in inclusive education at early stage, right from their education in Teacher Training Centers;
- To avails teaching aids and provide sufficient facilities to schools to enable inclusive education practises;
- As many schools were built many years ago, their modification should be done to allow all learners to reach them freely;
- . Newly constructed school facilities should consider the needs of children with disabilities who are studying there or will be studying there in the future.
- Curriculum should be adapted to meet the needs of learners with disabilities.

### 5.4.2 Recommendations for the teachers

- To use improvisation where there is scarcity of teaching aids
- Working as a team for learning from each other
- Claiming their rights when it is necessary such as need for trainings, and any other support from administrators
- Provide the needed support on learners with disabilities as it's their right
- Strengthen good relationship with parents in order to find out locally tailored solutions

### 5.4.3 Recommendations for future studies

Future studies are recommended to focus on problems faced by teachers to implement inclusive education as it was the main reason which may cause teachers to behave negatively towards inclusion of learners with disabilities in regular schools.

### 5.5 Strengths and limitations of the study

About limitations of this study, the respondents expected that the researcher is going to solve some of their problems like provision of teaching aids, and training on inclusive education

### 5.6 Conclusion of the chapter

This is the last chapter of the study which summarized the whole research. The researcher provided conclusion based on findings. Recommendations which were given to different sectors if will be taken into consideration will improve attitudes of primary teachers towards inclusion of learners with disabilities in regular primary schools then those learners will participate and perform well.

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**APPENDICES**

**Appendix1: Authorized letter from University of Rwanda College of Education**

UNIVERSITY OF
UR RWANDA

**COLLEGE OF EDUCATION**
*School of Inclusive and Special Needs Education*

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam,

Re: / .NYIRABARERA. *Rachel*

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:"
*Attitudes of primary teachers towards inclusion of Learners with disabilities in primary schools of NGOMA 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 ............../2017

Signed.........................................

Dr. Evariste KARANGWA

Dean, School of Inclusive and Special Needs Education

Email:karangwa28@gmail.com

Tel: 0785489767/ 0739140377

**Appendix 2: Questionnaire for teachers**

Complete this questionnaire by answering all questions. Do not worry about the information that you will give, they will be used for investigation of teachers' attitudes toward inclusion of learners with disabilities in regular schools as it is the aim of the study.

**Section A: Background figures (complete or tick where it is necessary)**

1. School location…………….

2. Gender: Male ☐           Female ☐

3. Marital status: Single ☐          Married ☐          Divorced ☐          Widow ☐
Widower ☐

4. Working experience in years      ☐

**Section B: Questions**

1. Did you learn inclusive education during your studies?  Yes ☐      no  ☐

2. Do you have adequate skills on inclusive education? Yes ☐      no ☐

3. Inclusion of learners with disabilities in regural school improve leaning. Yes ☐

no ☐

4. Do you have students with disability in your classroom? Yes ☐

no ☐ .  If yes, which type of disabilities do you have

5.Do you have enough time to provid the needs of learners  with and without disabilities in your classroom? Yes ☐     no ☐

6. Did you attend at least one  training on inclusive education. Yes ☐       no ☐

If it is no, what do you needs?

7.Teaching diversity learners with disabilities and those without disabilities in the same class is the same as teaching learners without disabilties.  Yes ☐   no ☐

8. Inclusion of learners with disabilities in regular schools cause many problems than what they solve. Yes ☐   no ☐. If it is no, explain

9. Teachers have double activities when teaching mixed learners.Yes ▭     no ▭

10.Did you given the needed support to help learners with disabilities in your classroom?.Yes ▭     no ▭. If it is no, exlpain

11. School staff is aware on inclusive education?  Yes ▭     no ▭.If it is no, what do you think to your school staff?

**Appendix 3: Interview Guide for Teachers**

1. Do you have students with disabilities in your classroom?

2. Which type of disabilities your learners have?

3. What can you do for helping your learners to follow well your subject

4. Did you sometime spend your time for giving extra support to your learners with disabilities?

5.Teaching in inclusive classroom, is it the same as teaching where there is no one with disabibity? If it is no, where is the difference?

6.Which barriers did you meet with when teaching learners with and without disabilities?

**Appendix 4: Interview Guide for Head Teachers**

1. Do you have learners with disabilities in your school? If yes, do you follow how teachers help those learners?

2. Do you have trained teachers on inclusive education?If yes, how can you help them to train those who are untrained.

3. Did you invite an expert to train your teachers they may teach learners with disabilities in regular classrooms?

4. Do you giving an ear when they ask you some support? What can you do when you are asked some support that you are not able to solve?

 5.What do you need to improve successful implementation of inclusive education in your school?