PROBLEMS HINDERING MAINSTREAM TEACHING

UNDER INCLUSIVE SETTING IN

APAC TOWN COUNCIL

APAC DISTRICT

BY: ELIM YEKO PETER

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A RESEARCH REPORT PRESENTED TO THE

BOARD OF EXAMINERS OF KAMPALA

INTERNATIONAL UNIVERSITY AS

PARTIAL FULFILMENT FOR

THE AWARD OF BACHELOR

OF EDUCATION.

DECLARATION:

I Elim Yeko Peter hereby declare to the best of my knowledge that this is my original work. It has never been submitted to any university or institution of higher learning for the award of Bachelor of Education or any other award.

Researcher: Elim Yeko Peter

Sign:...................................

Date:...................................

Supervisor: Mr. Bwonyo Bosco Acup

Sign:...................................

Date:...................................

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DEDICATION:

This work is dedicated to my mother Asinasi Onea who educated me and enable me to reach this level.

My family members: Martha, Eunice. Sam, Dickens, Lydia, Ivan, Daniel, Shilla and Monica.

ACKNOWLEDGEMENT:

This work would not have been produced without the support of other people. For that matter, I am therefore very happy to thank all those whose contributions helped me in producing this work successfully.

First of all I should convey my sincere gratitude to all my dear lectures who helped me went through the course successfully.

Special thanks go to Mr. Bosco Bwonyo, my research supervisor. Despite his tight duty schedules, accepted to spare his valuable time to supervise my work. .

I express my appreciation to the teaching staff of Alik primary school more so to: Nelson Ayo, Catherine Adul, Lawrence Anok, Paul Orua Egum among others who offered courageous words and made me to succeed in the study.

I will not forget my classmates and coursemates whose influence molded me throughout the course more so among others include: Ataro Filda, Egwang Cluckson, Emorut Vincent, Ojok Sam, Okello James, Elim Jimmy, Amongi Konnie, Odokonyero Geoffrey. Without your influence, this study would have failed.

My relatives especially Uncle Patrick Ogwang Adaa, John Odur Onea, sister Lucy Okello and my mother Asinnasi Onea.

I would not forget to thank the Education Department officials especially the DEO Apac, Billy Okunyu, DIS Apac J.W. Okabo Opio (RIP), Accountant John Oduru whose support and words of encouragement made me to succeed.

Lastly, I would like to thank all my family members especially Shilla, Monica, Daniel, Ivan, Dickens, Lydia, Sam, Martha and Eunice who remained lonely and lack material care and fatherly support during my frequent absent from home.

LIST OF TABLES:

ABSTRACT:

Despite national and international policy for all schools to adopt inclusive education system, many schools still find it difficult to implement inclusive education. This is because of the many challenges surrounding its implementation.

This research therefore, was intended to investigate the major problems hindering mainstream teaching and learning under inclusive education setting in schools.

To get accurate and correct data, questionnaires and interviews were administered to total of sixteen respondents which included Head teachers, teachers and learners with special needs.

The findings indicated that rejection by peer learners and teachers as the main challenge hindering implementation of inclusive education.

However, the results of the study conducted ended up with a suggestion that training and retraining of teachers in the skills of handling learners under inclusive setting be regularly done and the sensitizations of peer learners, teachers, parents and the general stakeholders in education be conducted.

CHAPTER ONE

Introduction:

The chapter looked at Background. statement, objectives and purpose of the study with limitations and delimitation.

Background to the study.

The government of Uganda attaches great importance to the development of education in the country. Since its introduction way back in 1894 when Uganda became a British protectorate, education of children has played a key role in the promotion and the development of the nation ideologically, economically, politically, culturally and socially.

In Uganda for instance, the education of children with special needs can be traced back in 1952 having been initiated by the then Governor Sir Edward Cohen. This was possible because he had a blind relative. Later on, the school for the blind was then set up in Iganga.

In a similar way, by 1972, a school for the mentally retarded children was started at the Nile Victoria School in Jinja. Unfortunately, the provision of special education was still based on the traditionally remote and segregated model where learners with special needs were educated in an isolated school setting away from their so called normal peers. These special schools which were meant to provide education for the disabled Asian children ceased to exist after the expulsion of the Asians from Uganda in 1972

However, by 1987, the Ugandan government took an upper hand in developing and promoting the provisions of education to children with special needs. This was done by setting up a government special unit of the mentally handicapped at Shimoni Teachers' College Demonstration School in Kampala. This unit at Shimoni was to reinforce those other special schools that were established by voluntary organizations such as the Mercy Children's Centre (M.C.C) which was established in 1979.

Despite all these effort by the government and non governmental organizations to open up government (public) and private schools for children with special needs, there was no school opened in Apac district to cater for education of children with special needs in the area. Many children with special needs therefore, had no access to formal education except those from well to do families and those closed to the clergymen that had chances to take their children to units and special schools in Kampala. Children with special needs from poor families had therefore, no other options apart from remaining at home without education.

In 1997, many children with special needs got their way to schools during the introduction of Universal Primary Education popularly known as UPE. This was in accordance with the declaration of 'Education for All' at Jomtien, Thailand, Conference in 1990, which adopted the goal of Education for all (EFA), by the year 2000.

Uganda also being a party and signatory to the World Conference on special needs Education of 1994 held at Salamanca Statement, which urged governments to urgently

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adopt inclusive Education setting as the most effective system to eradicate rampant discrimination against persons with all types of disabilities in community.

In favour of the above statement, Uganda government then showed support by producing very many key policy documents to be developed and adopted in the social sector plans to provide social services to all Ugandan children including those with special educational needs. Some of these key policy documents includes among others:

- Government White Paper on Education (1992)
- The Constitution of the Republic of Uganda (1995)
- The Children's Statute Act (1996)
- The Local Government Act (1997)
- The Disability Act (2006).

All the above policy documents highlight children's rights to have their basic needs met by providing them with food, education, medical care and shelter regardless of sex, disability etc. this therefore, provides an opportunity for all the children including those with special needs to access free primary education within the mainstream setting under inclusive education programme throughout Uganda as a nation and Apac Town Council in particular.

And it is because of this background that the researcher intends to carry out a study to dig out and unearth problems affecting the mainstream teaching and learning under inclusive setting in selected primary schools in Apac Town Council, Apac district.

1.1 Statement of the problem:

The problem under investigation was that despite several efforts at mainstream learning as a strategy towards inclusive education, schools in Apac Town Council have failed to implement this policy.

1.2 Purpose of the study:

- The purpose of the study was to investigate the problems affecting mainstream teaching and learning under inclusive setting in selected primary schools in Apac Town Council.

1.3 Research questions:

This research study was guided by these questions.

- What are the problems affecting the mainstream teaching and learning of children under inclusive setting?
- What are the major causes of these problems hindering the effectiveness of inclusive education setting?
- How can the problems identified be solved?

1.4 Significance of the study:

According to Cowrie (1989), significance of the study refers to the importance of the study being conducted.

The researcher hoped that this study will be of greater importance to:

- Help classroom teachers identify major obstacles that interfere with their normal mainstream teaching under inclusive setting.

- Help school administrators and teachers in getting appropriate remedies and adopting strategies in solving problems as regard inclusive setting.

- Help policy makers to revisit some of the educational policies related to inclusive education and integration.

- Help parents and other stakeholders in education to understand their roles in the promotion of inclusive education.

1.5 Objective of the study:

(i) To identify the problems hindering the implementation of inclusive education in primary schools.

(ii) To find out the root causes of the problems affecting inclusive education.

(iii) To get remedies to mitigate problems being experienced under inclusive setting.

1.6 The scope of the study:

The scope of the study according to Kakooza (1996) refers to the specific geographical area where the study will be conducted. This study was carried out in Apac Town Council, Apac district. The study was also based on the challenges experienced in an inclusive education setting within selected primary schools in Apac Town Council.

Limitations:

During the study, the researcher experienced the following limitations:

(i)   Scarcity of literature on children with special needs education under inclusive setting.

(ii)   Lack of finance to organize the final report for example typing, binding etc.

(iii) Insufficient time to conduct the study, printing, compiling and binding due to congested workload.

(iv)   Poor responses to questionnaires by some respondents as some gave irrelevant information.

Delimitations:

This study was easy due to the following advantages to the researcher:-

(i)   The knowledge of the local language by the researcher.

(ii)   The researcher enjoyed cheap means of transport as the area of study was near.

(iii) Familiarity by the researcher and the subjects.

(iv)   The area in which the study took place was small.

(v)   The researcher also enjoyed free meals and accommodation during the study.

Definition of terms:

Acknowledgement: Accepting to recognize and appreciate some body for giving help.

Inclusive Education: Educating all the children within the same environment regardless of their disability status.

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Literature review: Presenting the theory of the underling problems under the study.

Significance: Refers to the purpose of doing some thing.

CHAPTER TWO:

Introduction:

Literature review according to Kakooza (1996) is showing the theory underlying the problems and other similar research done, conclusions reached and recommendations made.

This research study was carried out to find the problems being experiences in the mainstream teaching and learning under the inclusive setting in schools within Apac Town council, Apac district.

Many authors who were concerned about the education of children with special needs made studies on these problems and some of their related findings were hereby presented:

Meaning of inclusive education:

According to Stella (2001), inclusive setting refers to a way of providing educational services and addressing the learners' needs within the mainstream.

In the same way, Julius Omuguru (2004), explained inclusive education as the provision of education to all the learners within the same environment, under the same condition regardless of disability status.

Problems hindering mainstream teaching under inclusive setting:

Mainstream teaching under inclusive setting makes teachers and learners face many problems that one cannot mention all. The few problems identified here by some past scholars are just to make the public get a better understanding of the fate of learners with special needs under inclusive setting and subsequently get ways of helping them.

According to Conrads, (1978) just like Trybus, this social and educational problems tend to interfere with their achievement at school and social adjustment in society when they become adults.

However, Conrads' discovery is not always true. The researcher feels that children with special needs not achieving in school is not because of inclusion. Their poor performance actually stem from their isolation which is as a result of being neglected and rejected by both teachers and peers.

In Uganda for instance, the support to teachers handling children with special needs under inclusive setting is supposed to come from Educational Assessment Resource services that is to say Special Needs Education Coordinators at district level and sub county respectively. Unfortunately, the size of the Special Needs Education coordinators both at district level and sub county level is small compared to the number of teachers who need support.

Teachers seem to lack appropriate instructional materials suitable for use in mainstream teaching and learning. This according to Kauffman (1999), 'the general teachers went unprepared to teach due to poorly supported infrastructural facilities including lack of instructional materials.

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Christensen (1996) reported inclusion as being faced with immediate problems such as high demand for resources, consultative support by fellow teachers, supplementation and resource room pull out.

Kenward (1997), in support of Christensen's findings, also found out that the major problem in most school environment is the buildings and facilities which are too old and can not provide children with special needs immediate accessibility as they lack provision for persons with disabilities.

Teachers lack training for integration and therefore do not have the appropriate teaching methods that are relevant when teaching children with special needs in the mainstream teaching as pointed out by Scruggs and Mastopieri (1996).

Obombal (1997) also reported that there is inadequate number of teaching personnel especially trained to handle children with special needs in an inclusive setting.

Obombal's report placed a lot of support onto Marthias' findings (1995) who says that 'mainstreaming was a difficult system to implement'. It is due to the inadequate availability of teachers who have had training in special needs in order to handle children with special needs in the mainstream effectively'.

Lack of parental support to education of their children with special needs is another problem faced by teachers teaching children with special needs in the mainstream in that these children are just sent to school and all is left to the teachers alone.

Atim and Okot (1998) noted that parents fail to provide resources for children at school, which resources would help children learn properly.

Causes of problems in mainstream teaching and learning under inclusive setting:
Andreas F. (1990-1996), in his report pointed out that, 'the leading cause of problems experiences by children especially those with special needs come from malnutrition, poor parenting, maladjustment of behaviour, poor communication model and reduced level of participation in daily activities'. This bring enormous draw back especially when these children with special needs are educated under inclusive programme.

In the same way, Rogash et al (1995) say that, children with special needs experience various kind of maltreatment which interferes with their normal development progress. This therefore, becomes a great challenge not only to those children but also to teachers as well, especially when it comes to shaping the discipline of these children.

Carol Crealock Ph. D (1993), says that 'children and young people with specific learning difficulties originate their problems from severe childhood psychological difficulties.

Basing on Carol's argument, experience has also shown that, when young children are taken out and poorly trained with bad concepts and attitudes, they would find it extremely difficult to change from that negative trend since they learnt it at an early stage of development hence leading to enormous problems in school.

Mitigating options to the problems identified.

Turker (1991), observed that teachers who teach children with special needs in an inclusive setting should be creative and able to assess the children's needs as to give them suitable learning activities that match with their learning needs, ability and perception level.

In line with this, Wiig (1982) provided the following suggestions to teachers on how to help children with special needs under inclusive setting:-

- Promote, adopt and use variety of interactions.
- Adapt and enhance class presentation in response to their learning needs.
- Make referrals of these children to their service providers.

The employment of appropriate teaching methods that suit the needs, ability and interest of individual learners is necessary if the problems of mainstream teaching is to be addressed.

Aggarwal E (1995) explains that teaching methods are embroided strategies and tactics of showing learners how to do things so that they can be able to do things themselves. This was in support of Drummond (1979). who also says that methods are ways of thinking about a process which should be interpreted by the teacher before using them.

Drummond also argues that, there is no single method which is perfect in teaching. He further went on to say that certain methods can be highly successful with certain groups of learners with a certain teacher, but the same method may not work well with another teacher with different learners or even the same learners.

Kirk G (1989) observes that 'we as teachers should allow space for exploration (pp 110).

Westwood (1993) argue that methods and teaching approaches used for teaching ordinary children can also be used for teaching the learners with special needs in the mainstream as long as they are modified.

Following the above views therefore, it is clear that it is the duty of every teacher to select and modify the methods of instruction in order to accommodate the varied needs. ability and interest of all the learners in an inclusive setting regardless of the degree of special needs.

Lesterman (1987) recommended that task analysis would be the most appropriate approach in teaching children with special needs in the mainstream teaching under inclusive setting.

Lesterman's recommendations on task analysis was also supported by Nicholas Kibuda (2003), wlo also advocated for the use of task analysis in teaching learners with severe mental retardation in mainstream schooling.

Kibuda also noted with great concern that teachers should break work more slowly and set shorter objectives in order to achieve the participatory level of task analysis approach. This he argues would help solve the problem of teachers having greater ambition of finishing the syllabus by setting longer objectives.

Jeffer (1993) recommended modeling techniques for teaching children with special needs in the mainstream. It is a technique which can be used in many subjects for example matching and counting in mathematics, naming of things in language. It therefore, provides a more learning experience as it allows participation of all the learners in the classroom activities.

Other ways of solving problems encountered in the mainstream teaching and learning according to Hawes (1992) is the use of child-to-child approach which he says is good for teaching children with special needs as it help train children for future independence.

CHAPTER THREE

METHODOLOGY

INTRODUCTION

This chapter described the sampling techniques commonly used by educational researchers.

In this chapter therefore, the research design, area of study, the study subjects, instruments and the procedure for data collection were described.

Study design:

This research was carried out as a case study in which sampled population was used to reflect the problems encountered in the mainstream teaching of children with special needs under inclusive setting.

Area of the study:

This refers to the population the researcher is interested in to get useful information for research. The researcher in this study intended to carry out research in Apac Town council with its base in Apac primary schools within the Town council.

These are centre schools in Apac Town Council and therefore easy to access.

Besides they are implementing inclusive education of learners with special needs Education with the greatest number of teachers trained in handling learners with special needs.

Target population for the study:

Population refers to people from whom the researcher can obtain necessary information of data about the study.

The target population for this study therefore included: Two head teachers, seven teachers, eight learners with special needs. The above population for this study were purposively sampled.

Head teachers:

Since the headteachers must supervise the work of teachers, property and assess how the schools are providing quality education. The researcher therefore hoped that the headteachers would provide relevant information about mainstream teaching in their respective schools as they do listen to teachers problems.

Teachers:

Jeffrey (1993) observes that teachers are professionals who have frequent contact with learners and are the ones responsible for the day to day guidance. Teachers are therefore sampled as they plan programmes of learning and teaching and make informed decision concerning resource teaching and discipline.

The researcher hoped that teachers would provide relevant information concerning mainstream teaching.

Learners:

These are taken as they are directly involved in the learning process. They were therefore the very people who face many of the problems and can provide relevant information as required by this study.

The research instruments:

The research instruments spell out which tools are to be used and the reasons for using such tools. For this study the researcher intended to use structured questionnaires and interview for collecting data.

Structured questionnaires are written sets of questions usually given to a large number of people to answer aiming at certain information.

Advantages of structured questionnaires:

- It is possible even with a distant respondent

- It allows the respondent freedom of thinking before responding.

- It imposes uniformity on the information obtained.

- It reduces,biasness or errors caused by the presence of the researcher.

- It offers information in areas that might not have been seen by the researcher.

Interviews:

This is a face to face conversation between the researcher and the respondent with the aim of collecting relevant information.

Advantages:

- Clarification of questions can easily be done.

- Other information can be collected through observation.

- It can be done to any person even those who are illiterate.

- It is motivating to the respondents as good relationship is a built.

Procedure for data collection:

The researcher produced questionnaires and interview guides. After that, he got introductory letter from the university and proceeded to the field to collect the raw data. The researcher began by distributing the questionnaires to head teachers and teachers before conducting interviews with the learners.

Any error that was detected was corrected there and then. The researcher after some days moved round and collected back the completed questionnaires for scrutiny. This was to make sure that the collected data were accurate and consistent with other facts that were gathered.

Data analysis:

This is a process whereby collected data is carefully examined. Coded and sorted out so that the understanding of the problem may be conveyed to other professionals.

The collected data from the sampled population were quantitatively analyzed in chapter four of this research report.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

Introduction:

In this chapter the researcher presents the data analysis and interpretation. For the attention of the reader, the analysis of the data collected is based on the formulated research objectives which were produced in chapter one of this research reports and were made as follows:-

- Major problems hindering the implementation of mainstream teaching and learning under inclusive education setting.
- The root causes of the problems affecting mainstreams teaching and learning.
- The mitigating option towards addressing the problems hindering mainstream teaching and learning.

The Comprehensive analysis and interpretation of the collected data were therefore, presented in table 1-3.

Table 1:

The problems facing mainstream teaching and learning under inclusive setting.

Major problems	Frequency
Lack of Instructional Materials	3
Inadequate number of trained teachers	2
Poor means of communication	1
Lack of parental support	3
Rejection by peers and teachers	7
TOTAL	16

The finding in table 1 show the different responses regarding problems affecting mainstream teaching and learning under inclusive school setting. Most respondents indicated that rejection of children with special needs by both peers and teachers as the most common problem (7) while other problems are lack of instructional materials and parental support (3). inadequate number of trained teachers to handle inclusion (2) and poor means of effective communication was identified by (1) respondent.

Table 2:

Table 2:

The major causes of the problems affecting the mainstream teaching under inclusive education setting.

Causes of the problems	Frequency
Ignorance of the parents about the potentials of their children with special needs	9
Lack of teachers' innovativeness in utilizing the environment and taping individual learners	3
Misconception about the cause of disabilities among many learners.	3
Lack of community awareness on special needs and participation.	1
TOTAL	16

The finding in table 2 show different responses regarding major causes of problems affecting the implementation of inclusive education setting. A total of 9 respondents representing 56% indicated that ignorance of the parents about the potentials of their children with special needs as the major cause of the problems while lack of teachers' innovativeness, misconception about disabilities among learners (3) and lack of community awareness on special needs were identified as causes of the problems hindering mainstream teaching and learning.

Table 3:

Table 2:

The major causes of the problems affecting the mainstream teaching under inclusive education setting.

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Misconception about the cause of disabilities among many learners.	3
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TOTAL	16

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community awareness on special needs were identified as causes of the problems hindering mainstream teaching and learning.

Table 3:

Mitigating options	Frequency
Training of more specialized teachers	08
Modifying school environment	01
Provision of relevant instructional materials	02
Sensitizing teachers, peers and parents	05
TOTAL	16

Mitigating options to address the problems affecting mainstream teaching and learning under inclusive education setting.

The findings in table 3 show different responses regarding the suggested solutions to mitigate problems affecting mainstream teaching and learning. Eight out of the sixteen respondents indicted that training of more specialized teachers to handle inclusive education would help solve the problem. Other mitigating options were sensitization of parents, peers and teachers (5), provision of relevant instructional materials (2) and modification of the school environment.

Conclusion

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS/ SUGGESTIONS:

Introduction:

The purpose of the study was to investigate and establish the problem hindering

mainstream teaching and learning under inclusive education in primary school within

Apac Town Council, Apac district.

In this chapter, the researcher presented a details discussion of the findings,

conclusion and recommendations made. The presentation of these aspects is based on

the three formulated research objectives:

Discussion:

Basic on objective one which stated that "to identify the major problems affecting

mainstream teaching and learning under inclusive education

The results showed that rejection of children with special needs by their peers and

teachers, lack of appropriate instructional material, lack of parental support,

inadequate number of trained teachers to handle these children under inclusive

education and poor means of communication were the major problems affecting

mainstream teaching and learning.

The findings were in agreement with Mary s' Atim (2001) who stated that without acceptance of these children with special needs in schools by both teacher and peers together with support from parents, mainstream teaching and learning can not be successful.

This was again confirmed by Obombal E. (1997) who reported that there is inadequate number of teaching personnel especially trained to handle inclusive education setting.

Discussion on results based on objective two.

Objective two stated that "to find out the root causes of the problems hindering mainstream teaching and learning under inclusive setting.

The results shows that ignorance of the parents about the potentials of their children with special needs, misconception about the cause of disabilities, lack of teachers' innovativeness in utilizing the environment and taping individual learners talents and lack community awareness on special needs, and participation were the major root causes of the problems affecting implementation of inclusive education in schools. This was in support of carol crealock PhD (1993) who says that "children and young people with specific learning difficulties originate their problems from severe childhood psychological difficulties".

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To carol, the negative trend would be extremely difficult to change of they begin experiencing at an early stage of development hence leading to enormous problems in school.

Andreas F. (1996), also in his report pointed out malnutrition, poor parenting, and maladjustment of behavior and reduced level of participation in daily activities as the leading causes of the problems hindering inclusive education setting.

Discussion on results based on objective three

Objective three stated that "to find out the mitigating options to address the problems affecting inclusive setting.

The results showed that training of more specialized teachers to handle inclusion, sensitizing teachers, parents and peers, provision of relevant instructional materials and modifying school environment were the mitigating option that would help address the problem affecting mainstream teaching and learning.

They results were in support of Turker (1991) who observed that teachers who teach children with special needs in an inclusive setting should be creative and be trained to assess the children's needs as so to give them suitable learning activities that match with their ability and perception level.

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To confirm the above findings. west wood (199) argues that, every teacher has the duty to modify the method and environment in order to accommodate the varied needs, ability and interest of all the learners in an inclusive setting regardless of all the degree of special needs.

Conclusion:

The conclusion drawn by the researcher was developed from the research objectives put forward as.

Most children with special needs are not learning well under inclusive education setting because of bring rejected by classroom teachers and their peer learners.

' Most stake holders in education lack the knowledge and awareness about the potentials of children with special needs. The teachers, parents and peer learners are ignorant about thee importance of educating learners with special needs along side their normal peers.

Sensitization of stakeholders on education including teachers. parents, peer learners would help address the problems affecting mainstream teaching and learning in an inclusive setting.

Recommendations/Suggestions

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Parents should be sensitized and encourage to work hand in hand with the teachers in order to give meaningful supports towards education of their children more so in this era of inclusion.

There is need to organize regular refresher courses for teachers so as to update their skills and knowledge in handling children with special needs especially under inclusive education setting.

School administrators should consider adjusting their school environment including infrastructure and curriculum to accommodate all categories of learners including those with special needs.

Peer learners should be encouraged through offering regular guidance and counseling services so that they could accept their peers who are having special needs as their brothers and sisters with only reduced abilities.

Other professionals such as community workers, health workers and clergy should be involved in meeting learners' needs.

Law makers (legislators) need to come out with clear policy and guidelines on teacher-pupil ratio especially in an inclusive school.

Motivation of teachers handling inclusive education be done by everybody who can be parents, school administrators and government. Teachers' welfare be given the first priority.

Teachers should be encouraged to explore and utilize the local environment in order to develop relevant instructional materials.

Suggestions:

Ministry of Education and Sports should revitalize and strengthen the activities of the EARS/SNE centers at District level and the SNECOs

A similar study of this kind need to be conducted since this one was done in a smaller geographical area with few respondent.

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APPENDIX A

Introductory Letter
Kampala International University
Institute of Open and Distance Learning
P O Box 20000 Kansanga, Kampala, Uganda
256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)
e-mail: efaqbamiye@yahoo.com Tel: 0753142725

Office of the Director

....

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR. **ELIM YEKO PETER**

REG. # **BED/25315/81/DU-LR**

The above named is our student in the Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He's/she wishes to carry out a research in your Organization on:

MAINSTREAM TEACHING AND INCLUSIVE SETTING IN APAC TOWN COUNCIL.

The research is a requirement for the Award of a Diploma/Bachelors degree in Education.

Any assistance accorded to him/her regarding research will be highly appreciated.

Yours Faithfully,

MUHWEZI JOSEPH
HEAD, IN-SERVICE

Questionnaire to the Head teacher:

Dear Respondent,

May you please fill this questionnaire. The information you give will be treated as confidential.

1. (a) What is your school enrolment? Boys ....Girls.......Total....

    (b) How many learners with special needs do you have in your school? Boys.....................Girls.............,....Total...............

2. (a) Have you had any training in handling learners with special needs? Yes   or No (Please tick appropriately)

    (b) If yes, for how long? ....

3. Which of the following problems are facing your school as far as mainstream teaching is concerned.(please tick appropriately)

    a) Lack of instructional materials.

    b) Inadequate numbers of teachers.

    c) Proper means of communication.

    d) Lack of parental support

    e) Rejection by peers and teachers

4. Rank the following according to how they affect mainstream teaching and learning

    a) Lack of instructional materials.

    b) Inadequate numbers of teachers.

    c) Proper means of communication.

    d) Lack of parental support

    e) Rejection by peers and teacher

5. Which of the above problems are caused by

    i.   Parents:...

            ....

   ii.   Teachers:...

            ....

  iii.   Learners:..

            ....

6. Give any other problems challenging mainstream teaching and learning in your

school.

....

....

7. Which of the strategies can mitigate the above problems (please tick appropriate).

   a) Training of more teachers.

   b) Modifying school environment.

   c) Provision of relevant instructional materials.

   d) Sensitizing teachers, peers and parents.

8. Any other comment.

....

....

<div align="center">

Thank you

</div>

Questionnaire to the Teacher.

Dear Respondent,

May you please fill this questionnaire. The information you give will be treated as confidential.

1. (a) What is your class enrolment?

   Boys ……………………….Girls…………………..Total…………...

   (b) How many children with special needs do you have in your class?

   Boys ……………………Girls …………….Total……….…………

2. (a) Have you had any training in teaching learning with special needs? Yes or No   (please tick appropriately)

   (b) If yes, for how long? ……………….………………………………

3. Which of the following problems are facing your class as far as mainstream teaching is concerned.(please tick appropriately)

a) Lack of instructional materials.

b) Inadequate numbers of teachers.

c) Proper means of communication.

d) Lack of parental support

e) Rejection by peers and teachers

4. Rank the following according to how they affect mainstream teaching and learning.

a) Lack of instructional materials.

b) Inadequate numbers of teachers.

c) Proper means of communication.

d) Lack of parental support

e) Rejection by peers and teachers

5. Which of the above problems are caused by

    i. Parents:..

      ....

   ii.   Teachers:...

      ....

  iii.   Learners:..

      ....

6. Give any other problems challenging mainstream teaching and learning in your class.

....

....

7. Which of the strategies can mitigate the above problems (please tick appropriate).

   a) Training of more teachers.

   b) Modifying school environment.

   c) Provision of relevant instructional materials.

   d) Sensitizing teachers, peers and parents.

8. Any other comment.

....

....

Thank you

Interview Guide for the Learners:

1 (a) What is your name? ....

 (b) How old are you? ....

 (c) What class are you in? ....

2. What is the nature of your special needs? ....

3. What problems are you facing in your class as far as mainstream teaching

 and learning is concerned.

4. What do you think had caused all those problems you have identified?

....

5. In your own suggestion, how do you think these problems can be solved?

....

6. In which way are the following groups of people supporting your

 education?

(a) Parents ....

(b) Teachers ....

(c) Non Governmental Organizations ....

Thank you

APPENDIX E

MAP OF UGANDA SHOWING DISTRICT OF STUDY