

**Effectiveness of Inclusive Education on Academic Achievement of Children with Disabilities in Primary Schools in Bungokho Sub county, Mbale District, Uganda**



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**Effectiveness of Inclusive Education on Academic Achievement of Children with Disabilities in Primary Schools in Bungokho Subcounty, Mbale District, Uganda**

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2015-M312-40001**

**September, 2018**

## **DEDICATION**

This work is dedicated to my husband Pr. Apollo Mwenyi and my children and all the friends who have supported me in doing this research.

## ACKNOWLEDGEMENT

This work was accomplished through efforts of a number of people and I am greatly indebted to them.

First and foremost, I thank God who has enabled me to reach this far, His grace has been sufficient even at times when things seemed so hard and impossible, God was right there with me, to Him be the glory and Honour, Amen.

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## LIST OF ACRONYMS

DEO	:	District Education Officer
FGD	:	Focus Group Discussion
GoU	:	Government of Uganda
IDA	:	International Development Agency
IE	:	Inclusive Education
IEP	:	Individual Education Plan
KISE	:	Kenya Institute for Special Education
MoES	:	Ministry of Education and Sports
NDP	:	National Development Plan
NGO	:	Non-Governmental Organization
PLE	:	Primary Leaving Examinations
PWDs	:	People with Disabilities
SAQs	:	Self-Administered Questionnaires
SEN	:	Special Education Needs
SNE	:	Special Needs Education
TLM	:	Teaching/Learning Materials
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
UNICEF	:	United Nations Children Education Fund

UNISE : Uganda National Institute for Special Education

USAID : United States Agency for International Development

USDC : Uganda Society for Disabled Children

## ABSTRACT

The study investigated the effectiveness of Inclusive Education on Academic Achievement of children with Disabilities in Primary Schools in Bungokho Sub County, Mbale District, Uganda as the main objective. The specific objectives of the study were: To find out how inclusive education is implemented in primary schools in Bungokho Sub County, Mbale district; secondly to establish the key indicators of academic achievement of children with disabilities in primary schools in Bungokho Sub County, Mbale district and lastly to establish the influence of Inclusive Education on academic achievement of children with disabilities in primary schools in Bungokho Sub County, Mbale district.

The study employed both quantitative and qualitative research designs. The population of the study consisted of 10 schools (8 government aided schools and 2 private schools), 130 teachers, 10 head teachers and 160 children with disabilities. The study sampled these through simple random sampling techniques guided by Morgan (1970) which brought the study sample to 169 respondents from the 10 schools.

The study used both primary and secondary data; secondary data was from the CCT's office at the district and the head teachers' office(s). The study considerably used primary data collected through self-administered questionnaires and one to one interview with head teachers. The researcher analyzed the data using descriptive statistics for quantitative data with aid of Statistical Package for Social Scientists (SPSS) and content analysis for qualitative data. The research study showed that Inclusive Education implementation affects academic achievement of children with disabilities by 32.2%; this is because computed  $R^2 = 0.322$ . The study further revealed that inclusive education is not being taken serious in some schools and that many teachers do not have the requisite skills and knowledge to support children with disabilities in their classes.

The study findings will be significant to policy makers, school administrators, head teachers and, School Management Committees, the MoES in the district, the academia by providing more information on inclusive education and academic achievement of children with disabilities. The findings may also form reference for future and further research in the field of education.

The study recommends full embracement of inclusive education by schools in Bungokho Sub County, Mbale district since it is a policy by the Ministry of Education and Sports; that teachers be trained in inclusive education methodologies to ensure that they offer necessary help to the children with disabilities. The government needs to provide sufficient TLM to the schools to ensure that teachers have what to use and that learners are able to access text books. The NCDC needs to continuously relook at the curriculum and fully spell out possible adaptations which should be rolled down to teachers/schools. There needs to be a system of inclusive assessment to ensure that children with disabilities are not left behind. The system of individualized teaching and individual education plans (IEP) for children with disabilities needs to be embraced by schools in Bungokho Sub County, Mbale district. Finally, the Ministry of Education and Sports needs to monitor closely to ensure that schools are actually implementing inclusive education; otherwise it will remain on paper and the website without being implemented. Research findings conclude that students with special educational needs manage to learn some academic skills in inclusive education. However, they can learn more if the barriers can be eliminated.

## CHAPTER ONE

### GENERAL INTRODUCTION

#### 1.0 Introduction

This chapter presents the background to the study, the statement of the problem, the general and specific objectives of the study. It also considers the research questions, scope and significance of the study as well as the justification, conceptual framework and definition of key terms in the study.

#### 1.1 Background of the Study

Humphries and Gordon (2012) believe that prior to legislation requiring public education for children with cognitive or emotional disabilities, deafness, blindness or the need for speech therapy, among others, parents had few options other than to educate their children at home or pay for expensive private education. The provision of appropriate educational needs for children with disabilities has long been a common issue in education. However, these authors argue that today children with disabilities routinely attend the same public schools as children without disabilities. In the same vein, Rabinow (2014) asserts that the history of special needs education started in the early part of the 20<sup>th</sup> Century from the United States of America, adding that in 1961, President John F. Kennedy created the President's Panel on Mental Retardation. The panel's recommendations included federal aid to states.

According to Atkinson et al. (2007), in 1965, Lyndon B. Johnson signed the Elementary and Secondary Education Act, which provided funding for primary education, and is seen by advocacy groups as expanding access to public education for children with

disabilities. Currently, the education of children with special needs is a massive undertaking in the United States.

The DFID report (2016) on inclusive education assessment contends through its child-friendly schools initiative that Rwanda has established an improved school environment with better teaching methods and psychological support for all learners, particularly girls and other vulnerable children such as those with disabilities. Under this arrangement, high standards are set for teaching methods and curricula, sanitation facilities, and the provision of sports and co-curricular activities.

In Uganda, the 1995 Constitution established certain rights with respect to education. Article 30 of the Constitution provides that “all persons have a right to education.” Article 34 provides that “a child is entitled to basic education which shall be the responsibility of the State and the parents of the child.” In consonance with the Constitution (1995), Uganda has put in place “The Persons with Disability Act (2006)” and also ratified the “United Nations Convention on the Rights of Persons with Disabilities (2008).” Both Instruments demand for Access, Equity and Quality as regards to educational services for persons with disabilities. To meet those requirements, the Ministry of Education & Sports put in place a department responsible for Special Needs and Inclusive Education.

Prior to 2006, learning support was provided in special schools and in special classes (Units/Annexes) integrated in the ordinary schools in Uganda (MoES, 2008). Learners with barriers (special needs) arising from disability conditions usually require specialized support services (e.g. Sign language interpreters, Braille transcribers etc.),

specialized teaching methods, access to resource rooms and use of specialized technology to access curriculum. Summarily, this approach takes care of learners with visible impairments, usually in the severe-profound levels requiring specialized support. However, after 2006, the Ministry of Education started on the current approach of Inclusive Education (IE) which focuses beyond both the traditional and the transitional practices of special education and integration respectively. The present trend of inclusive education and policy thrust embraces modifications in curricular, teaching methods, teaching/learning resources, medium of communication and adjusting the learning environment to meet individual learning needs. It is learner centered, flexible and adjustable to the individual needs and potential of every child.

This approach takes cognizance of and seeks to mitigate factors that form barriers to children's participation in learning and development. It is meant to widen opportunity for all children to interact, play, learn, experience the feeling of belonging and develop in accordance with their potentials and difficulties; thereby obtaining good quality of life within their respective environments. It is all about changing attitudes, behavior, teaching methods, curriculum, environment and allocation of human, material and financial resources to meet the educational needs of all Learners (MoES, 2016)

Conceptually, the Uganda National Institute of Special Education Report (UNISE, 2012), defines Special Needs Education (SNE) as the practice of educating children with special educational needs (e.g. learning disabilities, communication disorders, emotional and behavioural disorders, physical disabilities and developmental disabilities) in a way that addresses their individual differences and needs. Ideally, this process involves the



individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings (UNESCO, 2010).

According to UNISE (2012), provision of special needs education is based on individualization, adapted curriculum, special materials, and structure of content among others. It is a process of addressing and responding to the diversity of needs of all learners through inclusive practices in learning, cultures and communities and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 2010). These interventions are designed to help learners with disabilities achieve a higher level of personal self-sufficiency and success in school and their community, than may be available if the children were only given access to a typical classroom education. This would ultimately improve their academic performance.

According to IDA (2011), academic performance generally refers to how well a child is accomplishing his or her tasks and studies, but there are quite a number of factors that determine the level and quality of children's academic achievement. Certainly the most well-known indicator of academic achievement is the child's "score." Grades are most often a tallying or average of assignment and test scores and may often be affected by factors such as attendance and instructor opinion of the child as well.

It is important to note that a child with a learning disability often has several related signs, and these persist over time. The signs of learning disabilities vary from person to

person. Common signs that a person may have learning disabilities include the following: difficulty with reading and/or writing; problems with mathematics skills; difficulty in remembering; problems in paying attention (Autism); trouble following directions; poor coordination; difficulty with concepts related to time; and problems staying organized (unsettled) (IDA, 2011).

According to UNISE (2012), schools use different approaches to providing special education services to children. These approaches can be broadly grouped into four categories, (communication and interaction; cognition and learning; behaviour; emotional and social development; and sensory and physical) according to how much contact the child with special needs has with non-disabled children.

Theoretically, the study focused on two learning theories; Behavioral Learning Theory by Watson (1913) and the Constructivist Theory by Piaget and Vygotsky (1915). Watson was responsible for the movement towards behaviorism (observable and measurable outward behavior) and away from functionalism (how learning occurs). He used Pavlov's findings on animal responses to stimuli as a basis for his work. For example, Pavlov rang a bell when his dog was going to be fed. The ringing of the bell caused Pavlov's dog to salivate, because the dog had been conditioned to feed at this time. This behavior resulted in Pavlov asserting that canines had been conditioned to respond to external stimuli. Hence, Pavlov believed that humans could also be conditioned to respond to similar stimuli. This means that in special needs education, the teacher can adopt this behavioral learning theory to help children with disabilities to effectively learn by adopting certain teaching methods

The Constructivist Theory postulated by Piaget and Vygotsky (1915) views learning as a search for meaning. In the same vein, Rummel (2008) describes elements that help predict what children understand at different stages of development. These authors believed that knowledge is constructed by the learner and that the learner develops her/his own understanding through experience. While Bush (2006) claims that whereas a behaviorist would continue to look at the content to be learned and the influence of the environment upon that learning, a constructivist would be more interested in knowing how the learner is attempting to construct meaning. Given the different points of view expressed by psychologists and educators who advocate for selected theories of learning to increase children achievement, teachers can adopt any one of the theories and customize it to design instruction and develop curricular that promote learning for children with special needs.

Contextually, the Uganda's National Development Plan (NDP), 2010/11-2014/15 indicates that 10% of school-going age children in Uganda have special needs, thus requiring Special Needs Education. However, the UNICEF (2012) Annual Report indicated that only 5% of the children with disabilities are able to access education within an inclusive setting of the regular schools, whereas 10% access education through special schools and annexes. Currently, the Government of Uganda (GoU) promotes a twin track approach to provision of education for people with disabilities that is promoting both inclusive education and special needs education where it is needed. For that matter, according to Ministry of Education and Sports official records, all the 21,000 primary schools in Uganda practice Inclusive Education by admitting learners with disabilities.

The Uganda Bureau of Statistics (2015) illustrates the enrolment of children with disabilities in Mainstream Primary schools for the period 2013-2015 as below:

**Table 1.0: Enrolment of Pupils with disabilities in Schools in Uganda (2013-2015)**

<b>Class</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
P1	38,169	40,023	40,895
P2	28,502	30,430	31,263
P3	30,828	36,528	34,847
P4	29,572	33,796	35,128
P5	24,881	28,287	27,781
P6	19,585	21,986	22,233
P7	12,000	13,302	12,871
<b>TOTAL</b>	<b>83,537</b>	<b>204,352</b>	<b>205,018</b>

*Source: UBOS Statistical Abstract (2015).*

Mbale District Education (2016) record of statistical returns from schools indicated that the enrolment of children with disabilities in Primary schools in 2016 was 507 children most of whom were in primary six and seven. On the other hand, the Annual Report of the District Education Officer Mbale (2016) indicated that the academic performance in most primary schools was appalling save for few private schools (Nkokonjeru P.S, Grace P.S, Tower P.S) in the municipality. In his report, the DEO reiterated the perpetual poor academic performance of rural schools especially for children with disabilities. Table 1.1 presents the performance of children with special needs at PLE in Mbale District from 2010 to 2016.

**Table 1.1: Performance of Children with disabilities in PLE in Mbale District (2010-2016)**

<b>Year</b>	<b>GRADES BY DIVISIONS (%)</b>						<b>Total</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>U</b>	<b>ABS</b>	
2010	2.2	49.8	23.2	11.7	9.8	3.2	<b>276</b>
2011	4.7	56.9	18.0	7.6	8.3	4.5	<b>211</b>
2012	7.8	53.1	14.8	8.3	5.8	10.2	<b>235</b>
2013	4.9	58.5	14.8	10.5	5.5	5.8	<b>237</b>
2014	1.9	55.0	24.0	10.6	5.4	3.2	<b>187</b>
2015	5.0	66.7	17.2	5.1	2.8	3.3	<b>150</b>
2016	<b>8.0</b>	<b>65.2</b>	<b>17.8</b>	<b>5.6</b>	<b>2.5</b>	<b>0.9</b>	87

*Source: Mbale District Education Office (2016).*

The summary of results in Table 1.1 shows that for the past seven years, the performance of children with disabilities has been very poor. For instance, in 2016, the year with the best performance in the past seven years, out of 87 children with disabilities who sat PLE only 8% passed in division One (i.e. 7 children). It means that many of the schools did not pass any child with special needs in division one or two.

According to the reports submitted to the CCTs, schools in Bungokho Sub County are still struggling to ensure that their schools are conducive for all children including those with various disabilities. Reports in the CCT's office indicate that some teachers are not well equipped to handle children with certain disabilities which has greatly affected the academic achievement of these children. According to DEO Report (2016), the academic performance of children with disabilities has not been good. The purpose of this study therefore is to investigate the effectiveness of inclusive education on academic achievement of children with disabilities in Bungokho Sub County, Mbale district and make recommendations thereof.

Critics like Miheso (2012), Manoah et al (2011), and Benson (2011) assert that placing normal children in the same classes with children with disabilities may impede the educational progress of all learners as the teacher has to use several methods to cater for children with mixed abilities. Some special education classes have been criticized for a watered-down curriculum. The study by Farrell (2007) from the School of Education, University of Manchester on the relationship between inclusion and academic achievement in English mainstream schools concluded that mainstream schools need not

be concerned about the potentially negative affects the overall academic achievements of their pupils and of including pupils with SEN in their schools.

Empirical studies by Sermier *et. al* (1997) on the effectiveness of Inclusive Education on Academic Achievement, Student Behavior and Self-Esteem, and Parental Attitudes carried out in phases, revealed that students in inclusion classes were more likely to experience gains in reading scores with no noteworthy differences for mathematics, language, and spelling compared to their counterparts who were not in inclusion. The current study looks at academic achievement in general which many researchers have not considered; many have looked at academic performance in a single subject or two subjects only.

According to IDA (2011), the practice of inclusion (in mainstream classrooms has been criticized by advocates and some parents of children with special needs, because some of these children require instructional methods that differ dramatically from typical classroom methods. Furthermore, critics assert that it is not possible to deliver effectively two or more very different instructional methods in the same class

Miheso (2012) believes that as a result, the educational progress of children who depend on different instructional methods to learn often fall even further behind their peers. It is on this basis that this study sought to establish the effectiveness of inclusive education on academic achievement of children with disabilities in primary schools in Bungokho Sub County, Mbale District.

Therefore to provide children with disabilities with quality education in regular

schools, it is necessary to have a critical look at school policies and practices to make sure that they can properly accommodate all children with diverse education needs. Many people are skeptical about enrolling children with special needs in public schools since they are not sure how this practice can affect the quality of education for other children. However, if public schools could remain loyal to inclusive principles, it would be possible to educate all students equally. Thus, School improvement trends and reforms should aim for inclusive and student-friendly environments for all (UNESCO, 2009).

## **1.2 Statement of the Problem**

Since the inception of the Universal Primary Education programme in 1997, Uganda has encouraged inclusion for all children in primary schools, regardless of their disability (Kristensen et.al, 2016). Nearly 15 years later, children with disabilities remain marginalized and not properly integrated into inclusive education which has affected their academic achievement in school (UNISE, 2016).

In 2016, a New Vision investigation into education for children with various disabilities in primary schools in Uganda reveals that schools have not yet fully adapted to the needs of children with disabilities. Despite the effort by some teachers in using inclusive education approaches such as individualized teaching, adapted teaching methods, emotional attachment; and use of special materials during the teaching and learning process, academic achievement of these children has perpetually remained low (Mbale District Education Office, 2016). This study therefore sought to establish the effectiveness of inclusive education on the academic achievement of children with disabilities with emphasis on primary schools in Bungokho Sub County, Mbale district, Uganda.

## **1.3 Objectives of the Study**

The study was guided by a major objective and specific objectives.

### **1.3.1 Major Objective of the study**

The study set out to examine the Effectiveness of Inclusive Education on Academic Achievement of Children with Disabilities in Primary Schools in Bungokho Subcounty, Mbale District, Uganda.



### **1.3.2 Specific Objectives**

The study was based on the following specific objectives:

- i. To find out how inclusive education is implemented in primary schools in Bungokho Sub County, Mbale district
- ii. To establish the key indicators of academic achievement of children with disability in primary schools in Bungokho Sub County, Mbale district
- iii. To establish the influence of Inclusive Education on Academic Achievement of children with disabilities in primary schools in Bungokho Sub County, Mbale district.

### **1.4 Research Questions**

The study sought answers to the following research questions:

- i. How is inclusive education provided in primary schools of Bungokho Sub County, Mbale district?
- ii. What are the key indicators of academic achievement of children with disability in primary schools in Bungokho Sub County, Mbale district?
- iii. How does inclusive education affect academic achievement of children with disabilities in primary schools in Bungokho Sub County, Mbale district?

### **1.5 Scope of the Study**

The study scope included: content scope, geographical scope; as well as Time scope;

The study focused on six main approaches of inclusive education often adopted by schools/teachers during instruction of learners with various disabilities in inclusion.

These were individualized teaching (Individual Education Plans – IEPs); modifications in

curricular; teaching/learning resources; inclusive assessment; communication and adjusting the learning environment; and teaching methods for the learners with disabilities. This was in order to establish the effect of such approaches on the academic achievement of the learners with disabilities. The study considered achievement of pupils with disability on daily/ongoing basis. For purposes of this study, children with mild to moderate disabilities were considered (KISE, 2016).

The study focused on the period from 2013 to 2017; because according to Mbale District Education Office (2016), this was the period when there was consistent poor achievement in most of the schools in the study area for children with various disabilities amidst inclusive education policy in place (not more than 8% pass-rate in division one for children with disabilities). This period also provides the necessary data for this study.

## **1.6 Significance of the Study**

This successful completion of the study will be useful to several stakeholders;

The findings from this study will highlight the importance of consistent implementation of inclusive education in attainment of good academic achievement of children with disability. The findings may provide a basis for policy reformulation so as to appropriately address the plight of children with disability by the MoES.

The district education officer will find the study report useful as a basis for effective monitoring and supervision of inclusive education in the area of study and district as a whole.

The head teachers will use the study findings too as a basis to help facilitate effective learning of students with disability in their schools. Using this study report, the head

teacher may be able to assess the effectiveness of the inclusive methodologies employed by teachers in handling learners with disabilities.

The head teacher together with DEO may be able to understand the key factors affecting the academic achievement of children with disability in the school and district as a whole.

To Teachers, the findings will provide a basis for identifying the appropriate methods of dealing with children with learning disabilities which will subsequently impact on the child's academic achievement positively.

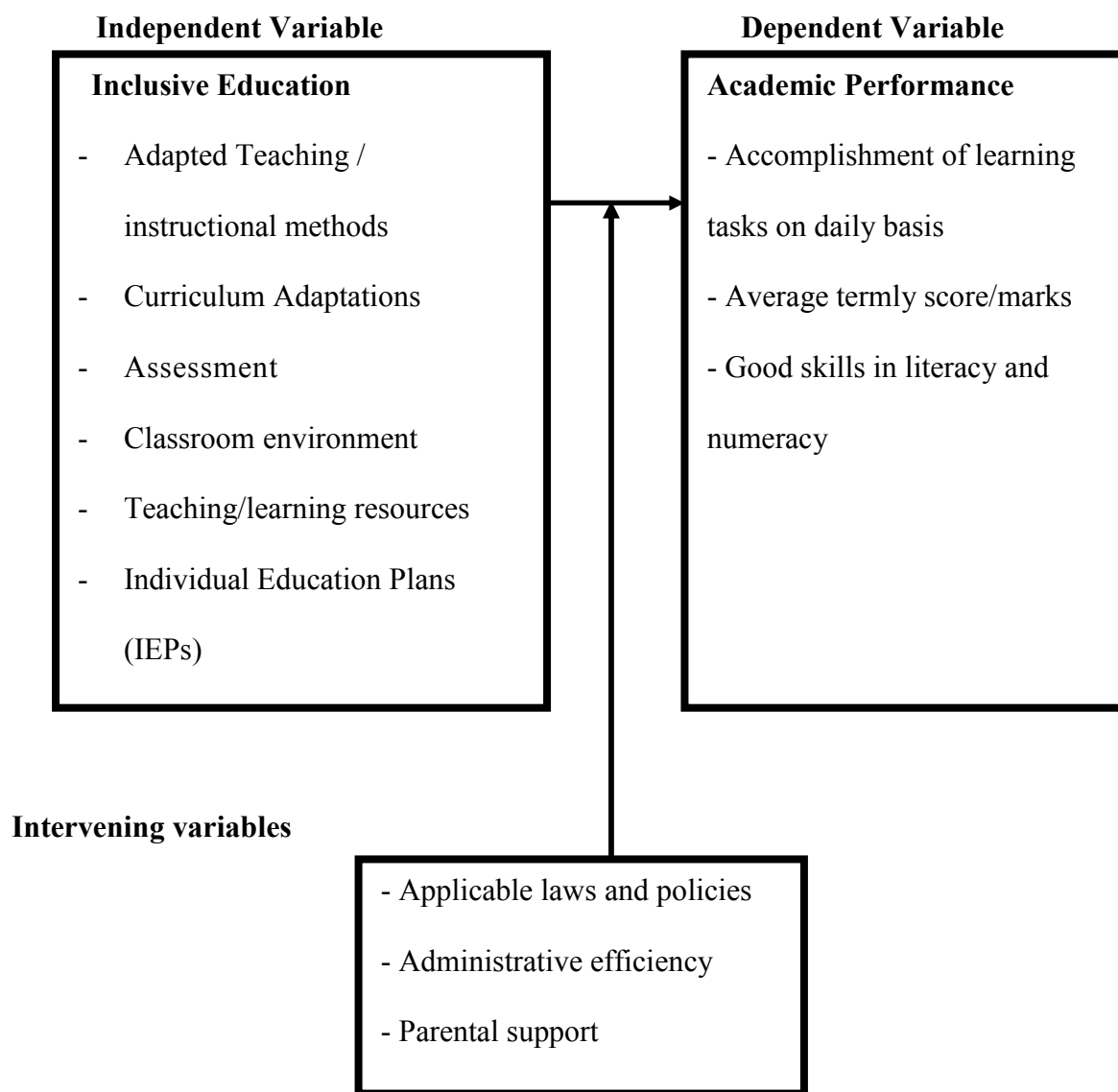
The research findings may also act as a point of reference for other researchers. Further research can be carried out by the academia on other issues relating to inclusive education for children with disability that have not been adequately captured by this study.

## **1.7 Justification of the Study**

Academic achievement of children with disability is very important because the system of education is to produce quality graduates that will be self-reliant and who will positively contribute to the development of the country. This study is necessary because it provides information for parents, educators and school administrators on the factors that affect the academic achievement of children with disability. The study seeks to provide a valuable reference for schools and other education departments to reflect upon the quality of education available to children with disabilities in the country.

## 1.8 Conceptual Framework

A conceptual framework is an analytical tool with several variations and contexts, it is used to make conceptual distinctions and organize ideas. In other words, the conceptual framework is the researcher's understanding of how the particular variables in their study connect with each other. Thus, it identifies the variables required in the research investigation (Regoniel, 2015)



*Source: Adopted and modified from UNISE (2012) and IDA (2011).*

**Figure 1: Conceptual framework**

From the conceptual framework, it can be observed that the independent variable in the study was Inclusive Education (IE) and focus was on six aspects of inclusive education advocated for by government of Uganda (MoES); these are Adapted Teaching / instructional methods, Curriculum Adaptations, Inclusive Assessment, Classroom environment, Teaching/learning resources and Individual Education Plans. The dependent variable was academic achievement of the children with disabilities. This was considered on the basis of accomplishment of learning tasks on daily basis, and the grade attained in assessment on termly basis and literacy and numeracy skills. There are several intervening variables that were envisaged to have some effect on the situation regarding inclusive education and academic achievement of children with disabilities. These included applicable laws and policies, school conditions, administrative efficiency, parental support and support from NGOs.

## 1.9 Definition of Key Terms

**Academic achievement;** this refers to pupil education achievement

**Inclusive Education;** means facilitating education of students with disabilities with a whole ‘package’ of provisions which include curriculum adaptation, teaching/learning materials, adapted teaching methods, modified assessment techniques, and accessibility arrangements.

**Indicators;** refers to ‘signs’ that show something has been achieved. The researcher also defines ‘indicator’ as a thing that indicates the state or level of something or a device providing specific information on the state or condition of something, in particular.

**Integration;** Integration means the process of transferring children with special needs from special schools to mainstream schools (Thomas et al., 2005). To the researcher integration means taking children with disabilities to mainstream schools to learn together with others.

**Learning disabilities;** these are neurologically-based processing problems that can interfere with learning basic skills such as reading, writing and/or mathematics. They can also interfere with higher level skills such as organization, timely planning, abstract reasoning, long or short term memory and attention. The researcher views learning disabilities as the inability of the learner to comprehend what the teacher is teaching in the required time.

**Mainstreaming;** this approach refers to the practice of educating children with disability in classes with non-disabled children during specific time periods based on

their skills. The researcher defines mainstreaming as handling with various abilities and disabilities together in a classroom setup.

**Segregation;** this is where children with disability do not attend classes with non-disabled children. Segregated children may attend the same school where regular classes are provided, but spend all instructional time exclusively in a separate classroom for children with disability.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter reviews the literature related to inclusive education and academic achievement of children with disabilities. The review is in accordance to the three study objectives.

#### **2.1 Implementation of Inclusive education in primary schools in Bungokho Sub County, Mbale district.**

According to the study by Mitchell (2008), Inclusive Education means educating learners with special educational needs in regular education settings. However, IE is not limited to only placement but rather, it means facilitating education of students with disability with a whole suite of provisions which include curriculum adaptation, adapted teaching methods, modified assessment techniques, and accessibility arrangements (Mitchell, 2008).

According to Dyson et al. (2004), there are limited numbers of classroom-based observation studies examining effective teaching practices in inclusive classrooms. A component that is often not included in research examining effectiveness of inclusion and its impact on student outcomes is an observation of the quality of classroom teaching. Farrell (2000) suggests that studies should examine observation of actual teaching as opposed to focusing on comparisons of placement labels such as “inclusive” versus “special” classrooms. Thus, focusing on classrooms as units of analysis is a step forward in identifying how inclusive education can be



implemented effectively in practice for all students (Erten & Savage, 2012). It's upon this analogy that this study set out to examine the effectiveness of inclusive education on academic achievement of children with disabilities in primary schools in Bungokho Sub County, Mbale district.

Inclusive teaching strategies is an inclusive education approach and refers to teaching approaches that address the needs of students with a variety of backgrounds, learning styles, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued (Ambrose *et. al.*, 2010). “Even though some of us might wish to conceptualize our classrooms as culturally neutral or might choose to ignore the cultural dimensions, students cannot check their sociocultural identities at the door, nor can they instantly transcend their current level of development. Therefore, it is important that the pedagogical strategies we employ in the classroom reflect an understanding of social identity development so that we can anticipate the tensions that might occur in the classroom and be proactive about them” (Ambrose *et. al.*, 2010, p. 169-170)

The Ministry of Education and Sports recommends curricular adaptations as one of the key ways of achieving inclusive education in Uganda (MoES, 2016). A curriculum that takes diversity into account should, first of all, be flexible and adaptable without loss of content. It should be designed with the general goal of “reducing attitude and concept barriers”, and characterize itself by “giving new meaning to the learning process in its relation with human development”. It is not just a matter of small episodic modifications the teacher may come to perform, in terms of methods and

contents. It should take into consideration “the necessary adjustments for the inclusion and effective participation of students with disability in all school activities (Glat, 2014).

The author mentions two types of adaptation are mentioned whose need is felt for the inclusion of learners with disability in regular classes: accessibility adaptation of the curriculum (eliminating architectural and methodological barriers), and pedagogical adaptation (or curricular in their own right). On the accessibility dimension, it is stressed that “accessibility and school permanence do not assure knowledge acquisition and teaching quality”. There is need for proper pedagogical preparation of the teacher or curricular adaptation before a child with disability is placed in a regular classroom because a mere physical inclusion of the student with disability, the way it has been happening in many school systems results in an exclusion from school, implying a failure, and, probably poor academic achievement or the school dropout of that student.

Assessment is one of the central and leading factors in educational process. Being an integral part of teaching and learning process assessment serves effective and fast learning of students in classroom. Classroom assessment includes all kind of decision-making methods about developments and regressions in academic achievement of students (Linn and Miller, 2005). Accurate assessments lead to right decisions which facilitate students’ progress. In contrast, poor assessment can hinder and even cause reverse effects in one’s progress. Another reason that makes assessment so critical is that assessment assists a teacher to fit instructions to the level of students’ skills, monitoring students’ achievement, modifying instruction if needed, and trying hard to

enhance student competence (Salvia et al., 2013).

Assessment in Inclusive Setting (2007) also suggests the focus of inclusive assessment: the purpose of inclusive assessment should be to improve learning for all pupils in mainstream settings; all assessment procedures, methods and tools should inform teaching and learning and support teachers in their work; inclusive assessment may include a range of assessment procedures that fulfill other purposes in addition to informing teaching and learning.

Effective educators consider classroom environment and make necessary adaptations in order to make sure that it facilitates academic and social needs of all students (Friend and Bursuck, 2006). Since one of the essential preliminaries of inclusive classroom is suitable classroom arrangement that contributes to learning and development of all students including those with disability, it is important to form a universal design so that all students have physical access to all materials and activities. Universal design for classroom environment includes principles that support creating classrooms.

Pielstick (1999) classified three aspects of the classroom environment: the physical, social and instructional aspects. Sundstrom et al. (1990) also suggest that classroom arrangement that promotes informal and face-to face interaction empowers inter-member communication and higher level of integrated group activities. The UN Convention on the Rights of Persons with Disabilities (2006, p. 4) defines universal design as “the design of products, environments, programs and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design” shall not exclude assistive devices for particular groups of

persons with disabilities where this is needed.” Universal design is not only about access, but also about creating a more inclusive and learning-friendly environment in schools. With universal design principles schools enable all students to learn, develop, and participate (UNESCO, 2009)

Frazer , Okebukola and Jegede (2012) stressed that a professionally qualified science teacher no matter how well trained, would be unable to put his ideas into practice if the school setting lacks the equipment and materials necessary for him or her to translate his competence into reality. In this regard, instructional materials have been defined by various authors for example; Obanya (2012) viewed them as didactic things which are supposed to make learning and teaching of all categories of children possible. Abdullahi (2012) asserts that instructional materials are materials or tools locally made or imported that could made tremendous enhancement of lesson impact if intelligently used. Ikerionwu (2013) referred to special materials as objects or devices, which help the teacher to make a lesson much clearer to all learners including those with special education needs.

According to DFID (2007), adequacy of instructional materials such as textbooks which is the main instructional material is the most cost-effective input affecting student achievement. In this context, adequate supply is usually assumed to be a minimum of one textbook per three students, and at primary level enough reading books so that every child has the opportunity to read at least one new book every week. Schools need to have all teaching materials in school and these materials must take into account all students including those with leaning difficulties (Rummel, 2008)

It is also important to have appropriate personnel planning for adequate instructional materials and physical facilities to support educational efforts. Therefore, scarcity of textbooks, libraries and physical facilities will constraint the educational system from responding more fully to new demands (Coombs, 1990). According to Coombs (1970), inadequacy of TLR affects the academic achievement of learners. This study therefore seeks to delve into the effectiveness of TLR on the academic achievement of children with disabilities in primary schools in Bungokho Sub County, Mbale district.

Individual Education Plans refers to a specific learning programme to a learner that takes into consideration the learner's strengths and areas of need (KISE, 2016). An IEP provides a systematic way to monitor progress of a learner's learning and effectiveness of your teaching as a teacher (ibid). The IEP records the specific skills a learner has that will be used in both teaching and learning. It also records a particular area of need that will be the target of the support. Individualized education plans (IEP) list what accommodations or modifications a child with special education needs should receive. Every student with documented disability should always go through the IEP process (KISE, 2016)

## **2.2. Key indicators of Academic Achievement of children with disabilities in primary schools in Bungokho Sub County, Mbale district**

Studies by Guskey *et. al* ( 2013) revealed that student achievement forms the basis of almost all aspects of education. Simply, achievement means “the accomplishment of something”, and in education that “something” generally refers to articulated learning goals. Although learning process takes place in various contexts, the focus of educators rests on learning that occurs in established instructional environments such as schools

and classrooms where educators interact with students to help them achieve explicit knowledge and skills.

For Fisher *et. al* (1995) academic achievement refers to successful achievement in schooling. Schooling, in its term, includes academic skills such as writing, reading, problem solving etc. which are integral parts of academic content. School environment is critically important for advanced educational achievement. The level of achievements of children with disabilities in IE depends on several factors one of which is teaching approach of an educator. Teaching strategy has appeared to improve academic success throughout all grade levels for both children with and without special needs (Fisher et al., 1995). Other techniques which has boosted educational attainments of children with disabilities are the usage of didactic materials in addition to textbooks in the sphere of social studies (Gersten, 2006), and using an inquiry-based approach to science with a focus on varied ways of communicating learning (Pulincsar, Magnusson, Collins, and Cutter, 2001).

Armstrong (2006) proposes more detailed definition of academic achievement as the totality of speech acts and written communications that view the purpose of education primarily as supporting, encouraging, and facilitating a student's ability to obtain high grades and standardized test scores in school courses, especially in courses that are part of the core academic curriculum. For Armstrong (2006), first and foremost in academic achievement is an emphasis on academic content such as literature, science, and mathematics as well as academic skills such as reading, writing, problem solving, and critical thinking. Armstrong (2006) gives secondary status to the study of history, the

social sciences, and foreign languages, and considers some content and skill areas to be outside academic achievement such as music, drama, art, physical education, vocational education, and “life skills” (e.g. personal care, and health education).

Studies by Sanders and Horn (1998) show that a competent teacher can support and boost academic achievements of children more than other factors. A teacher who is equipped with necessary knowledge and experience is apparently a leading factor to provide equal opportunities and education for all within inclusive setting. Reynolds (2009) as cited in European Agency for Development in Special Needs Education (2010, p. 7) suggests that a teacher’s theoretical and empirical knowledge, teaching approach, and values can create a suitable learning environment for all.

### **2.3 To establish the influence of Inclusive Education on Academic Achievement of children with disabilities in Primary Schools in Bungokho Sub County, Mbale district**

This study also sought to establish the influence of inclusive education on academic achievement of children with disabilities in primary schools in Bungokho Sub County, Mbale district.

Some recent studies have investigated the effects of inclusion on the academic achievement of children and teenagers with disabilities. Laws et al.(2000) as cited in Sermier et. al (2011) found that children in general education classrooms achieved significantly higher scores in vocabulary and grammar comprehension. The author found out that there were more students who had developed reading skills among the included children than among the children in special schools.

In another study by Cole *et. al* (2004), compared the progress of pupils with mild disabilities who had been fully included in general education classrooms and pupils who had been educated in special schools. They found no significant difference between the progress made by the two groups in reading and mathematics during the course of one school year.

In his study, McManis, (2014) illustrates that Peer-supported learning can be very effective and engaging and takes the form of pair-work, cooperative grouping, peer tutoring, and student-led demonstrations which greatly improves learner achievement. With regard to the whole group, using technology such as interactive whiteboards is related to high student engagement and achievement (McManis, 2014).

When needs of a student are met through adjusting the instructional method, the chances are high that the student will achieve academically (Ambrose *et. al.*, 2010).

The ultimate goal of curriculum adaptation is to provide a learning environment that will maximize the potential for student success. Differentiated instruction is an instructional theory that allows teachers to face this challenge by taking diverse student factors into account when planning and delivering instruction. Based on this theory, teachers can structure learning environments that address the variety of learning styles, interests, and abilities found within a classroom (Limbu, 2012).

In their study, Soodak (2013) believes that teacher behaviors and classroom management skills can result in increased academic engagement and achievement as well as decreased problem behaviors for students with and without disability, thus making it easy to meet



the needs of all students. This was believed to be the case in the primary schools in Mbale District as a whole. This study has suggested strategies to improve the situation.

Research studies on the classroom environment have revealed that physical arrangement plays a vital role in the teaching-learning process. It can affect the achievement of both teachers and students (Erten and Savage, 2012). The learning setting is comprised of different things i.e., learners, teachers and the physical environment (Lippman, 2010).

Poor school buildings and overcrowded classrooms affect academic achievement negatively. Taylor and Vlastos (2009) found the relationship between environment and design within the classroom from a theoretical perspective. They found that physical environment of the classroom acts as “Silent curriculum”. It means that classroom environmental design can facilitate and improve the learning process like the overt curriculum. Poor and inadequate facilities affect the overall achievement of the institutions. Sufficient facilities promote academic achievement and ensure to strengthen the overall institutional achievement, while unattractive and old school buildings; cracked classroom walls and floors; lack of toilets; overcrowded classrooms etc negatively affect academic achievement of the institutions (Hussain, et al. 2012)

Similarly, Popoola (2013) investigated the effect of instructional resources on the academic achievements of students with disability in Ogun State. Five schools in Abeokuta were used for this study. Questionnaires were designed to elicit responses on instructional materials that were available for the teaching and learning of each of the three school subjects examined. The author collected WASC examination results for five

years and compared achievements of students in schools with adequate material resources and achievements of students in schools with inadequate material resources. The author found a significant difference in the achievements of the two sets of students. The schools with adequate instructional materials performed better than those with inadequate instructional materials.

Kenya Institute of Special Education (KISE) mentions important elements concerning IEPs; first, the Individual Education Plan helps to address specific learning needs of the child. The teacher and teacher assistant or the committee in charge will list the specific areas of need and develop goals for the child to be achieved in a given period; these should be monitored and evaluated to ensure that the child is achieving academically (Julyne, 2016).

#### **2.4 Conclusion of Literature**

In summary therefore, for this study on effectiveness of inclusive education on academic achievement of children with disabilities we can conclude from previous studies that inclusion seems to allow children with disabilities to make either as much, or more, progress in their academic achievement than separate educational settings. However, comparative studies about the outcomes of inclusion are often hampered by methodological weaknesses which invite some caution in the interpretation of their results (Hegarty, 1993).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methodology that the study followed. It describes and explains the research design used in the study, population, selection of the sample, sample size, sampling techniques, data collection instruments, methods of testing the validity and reliability of the instruments, the research procedure that was followed; and the data management and analysis techniques that were used in conducting the study.

#### **3.1 Research Design**

A research design is a plan showing how the problem of investigation will be solved (Orodho, 2003). The study adopted both quantitative and qualitative approaches. The quantitative approach was used because the study sought to establish the effectiveness of inclusive education on academic achievement of children with disabilities in primary schools in Bungokho Sub County, Mbale district. It was also used to quantify data that was gathered from a large group of respondents in a short time by generating frequency tables from Statistical Package for Social Scientists (SPSS). The qualitative approach was equally applied because it helped the researcher to obtain in-depth textual information using interview guides and documentary review (Amin, 2005). The documents reviewed included attendance registers, teachers' child performance records, and staff meeting minutes among others.

### **3.2 Area of the Study**

The study was carried out in Bungokho Sub County, Mbale District. The district is located in the eastern part of the Eastern Region of Uganda, about 250 Km from Kampala. It has two counties with 14 sub-counties and one municipal council. Bungoko Sub County was selected because it is said to have adopted inclusive education (Mbale District Education Office, 2016); the academic achievement of the children with disabilities in most classes has been poor with a marginal pass-rate of between 30-40% each year at PLE (Mbale District Education Office, 2016).

### **3.3 Study Population**

Population is a complete set of elements i.e persons or objects that possess some common characteristics defined by the sampling criteria established by the researcher (Kothari, 2006). The population of this study comprised 160 children with mild to moderate disabilities, 130 teachers and 10 head teachers from the 10 schools in the study area, Teachers and head teachers were selected because they are the ones who implement inclusive education and the children with disabilities were selected because they are the end users or beneficiaries of inclusiveness.

### **3.4 Sampling procedures**

Since it was not possible to actually study the whole target population, a well-chosen sample size provided more accurate and reliable information. Therefore, the selection of the sample size was done using simple random sampling techniques.

### 3.4.1 Sample Size

A sample is a selection of respondents chosen in such a way that they represent the total population as much as possible (Amin, 2005). Table 3.0 below presents a summary of population and the study sample. There are 8 government and 2 privately owned primary schools in Bungokho Sub County. All the 10 were considered as population for this study. Therefore, the total population of the study was 10 schools and 300 respondents (head teachers, teachers and children with disabilities). The researcher used census to select schools where to base the study. The researcher used random sampling to select teachers; the sample size from the above population was selected according to Morgan (1970) as in table 3.0 below

**Table 3.0: Sample Size**

<b>Item</b>	<b>N (Population)</b>	<b>n (Sample)</b>	<b>Method</b>
Head teachers	10	6	Simple random
Teachers	130	73	Simple random
Children with disabilities	160	90	Simple random
<b>TOTAL</b>	<b>300</b>	<b>169</b>	

*Source: Primary Data*

### 3.4.2 Sampling Techniques

Sampling techniques are methods of selection of respondents chosen in such a way that they represent the total population as good as possible (Amin, 2005). The author further asserts that these can be probabilistic (dependent on equal chance) or non-probabilistic (not dependent on equal chance). The study employed both probabilistic sampling techniques which included simple random sampling for all respondents (head teachers, teachers and children with disabilities)

### **3.5 Data Collection Methods**

According to Saunders (2003), data collection is the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes. The study used different data collection methods and instruments in the process of collecting data in the field. The following data collection methods were used: questionnaire, face to face interviews, focus group discussions and documentary review.

#### **3.5.1 Questionnaire**

Amin (2005, p.269), defines a questionnaire as a written form consisting of interrelated questions prepared by the researcher about the problem under study based on objectives of the study to which answers are recorded by the respondent. The researcher used self-administered questionnaires (SAQs) as the major instrument for data collection; they were administered to the teachers and head teachers. Questionnaires were used because they are easy to interpret and the researcher saved time because they easily generated quick responses from a large number of respondents and tapped attitudes, feelings, interests and opinions of respondents (Amin, 2005, p.269).

#### **3.5.2 Interview**

Interviewing is a method of collecting qualitative data through question and answer approach with the interviewee through face to face interactions (Kothari, 2006). Face to face interviews were used to collect data from the head teachers on effectiveness of inclusive education on academic achievement of children with disabilities in their respective schools; an interview guide was used. Face to face interviews were used

because they helped the researcher to understand the respondents' attitudes, feelings, interests and opinions on issues surrounding effectiveness of inclusive education on academic achievement of children with disability.

### **3.5.3 Focus Group Discussions**

The researcher also used focus group discussion (FGD) as a way of collecting data from children who were identified as having disabilities from all the sampled schools. FGD guide was used to ensure that relevant questions / topics are discussed in order to gather useful data for the study; this was in line with what Kvale (1996) believes about FGDs, he asserts that focus group discussions are particularly useful for getting the story behind a participant's experiences. The researcher secured permission from respective head teachers before engaging the children in FGDs. The children had mild – moderate disabilities and therefore they were able to respond; the researcher also went ahead to explain to the children the purpose of the research to enable them respond freely. About 85% of the children could understand and try to respond in English though the researcher encouraged them to respond in any language they were fluent in, at the end it was English, Gishu and Luganda that were used of which the researcher is fluent in all.

In all, 10 FGDs were conducted with 87 out of the sample of 90 participating; one FGD was conducted in each of the schools. FGDs were mainly conducted during break time because the researcher did not want to interfere with children's lessons.

### **3.5.4 Documentary review**

The researcher also reviewed records relating to inclusive education and academic achievement in the primary schools under study; records on children's academic

achievement in the respective schools were examined and analyzed. The documents reviewed were mainly in the respective school head teacher's office, District Education Office (DEO) and the CCT's office at the district. In the schools, documents reviewed ranged from termly performance records, teachers' schemes and lesson plans, records of special needs teachers, staff minutes. At the CCT's office, records pertaining teacher capacity training on inclusive education among others were reviewed.

### 3.6 Quality Control methods

The instruments of data collection assessed the quality in terms of validity and reliability to ensure dependability of the results of the study; the supervisor of this study reviewed all data collection tools.

#### 3.6.1 Validity

Validity is the ability to produce findings that are in agreement with theoretical or conceptual values; to produce accurate results and measure what is supposed to be measured (Amin, 2005). In this study, validity of the instrument was assessed through consultation and rating the items and then computing the Content Validity Index (CVI) which is a measure of validity of the instrument. CVI was computed from a formula;

$$CVI = \frac{VR + R}{K}; \quad \text{Where VR is for Very Relevant, R for Relevant and K is for total number of items in the instrument.}$$

From the rating of the items in the instrument, 10 items were rated as very relevant while 13 items were rated as relevant giving a total of 23 out 28 items in the instrument. By substitution;

$$\frac{CVI = 14 + 9}{31} = 0.821 \text{ which can be approximated to } 0.82$$



This implied that the validity of instrument was good and was therefore used in the data collection process.

The researcher believes that one of the strategies to establish validity is triangulation, a multiple methods of data collection which includes interview and observation. This study also applied triangulation with the intention of ensuring validity.

### **3.6.2 Reliability**

Reliability is dependability or trustworthiness; it is the degree to which the instrument consistently measures whatever it is measuring. An instrument is reliable if it produces the same results whenever it is repeatedly used to measure trait or concept from the same respondents even by other researchers (Amin, 2005 page 293). In this study, the researcher ensured reliability by applying the same instrument(s) to the same respondents two times to see if they gave the same responses and this was proved by the researcher in consultation with the supervisor. In the FGDs, the same questions were asked to the same respondents after some time and the responses were the same which made the tools pass the reliability test.

### **3.7 Data Management and Processing**

Research data management is a term that describes the organization, storage, preservation, and sharing of data collected and used in a research project. Research data management concerns the organisation of data, from its entry to the research cycle through to the dissemination and archiving of valuable results. It aims to ensure reliable verification of results, and permits new and innovative research built on existing information (Whyte *et. al*, 2011).

The process involved collecting all the filled questionnaires and data collected from FGDs and face to face interviews; these were kept in a separate box file that had been set aside for the purpose. The researcher verified the data that had been collected to ensure that all the required data/information had been collected before entering the quantitative data into SPSS and theming for qualitative data. The same file name was used in storing data in the computer.

### **3.8 Data Analysis**

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. According to Saunders (2003), data analysis has multiple facts and approaches, encompassing diverse techniques under a variety of names, in different business, science, and social science domains.

Qualitative data was analyzed using content analysis by generating themes from the data collected through face to face interviews and focus group discussions.

Quantitative data was analyzed using the Statistical Package for Social Scientist (SPSS) to generate simple descriptive statistics such as frequencies and regression. Coding which is an important technique in quantitative research was done before actual data collection and analysis of data to further enhance validity and reliability of data.

Interpretation of the results was based on the values from the regression results to establish the effectiveness of inclusive education on academic achievement of children with disabilities in Bungokho Sub County, Mbale district, Uganda.

### **3.9 Ethical Considerations**

The researcher respected anonymity of the respondents by ensuring confidentiality of the respondents and the data provided. This was done through assurance that the information they provided was purely for academic purposes and that their identity would not be disclosed to anyone. This was highlighted in the introductory part of the questionnaire and during interview sessions. An introduction letter from Uganda Martyrs University was also secured for purposes of introduction to respondents in the field. Lastly but not least, objectivity was considered during report writing to avoid bias.

### **3.10 Limitations and delimitations of the study**

The anticipated limitation included the fact that cases regarding disability are sensitive on the assumption that talking about them may lead to stigma and the respondents were a bit hesitant to reveal the details to the researcher. However, with the letter of introduction from the university and an honest discussion with the head teachers, teachers and the children about the intentions of the research, it was easy to convince respondents and the necessary data was eventually obtained.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.0 Introduction

This chapter comprised data analysis, presentation and discussion of findings of Effectiveness of Inclusive Education on Academic Achievement of children with disabilities basing on the person demographics and objectives of the study which included: To find out how inclusive education is implemented in primary schools in Bungokho Sub County, Mbale district, to establish the key indicators academic achievement of children with disability in primary schools of Bungokho Sub County, Mbale district and to establish the relationship between inclusive education and academic achievement of children with disabilities in primary schools in Bungokho Sub County, Mbale district

#### 4.1 Person Demographics

The study sought to find out the demographic information of the respondents because it was important for the researcher to find out the ability of the respondents to give satisfactory information on effectiveness of inclusive education on academic achievement of children with disabilities and this has been discussed in the following sections as; gender, education level, position held, age and length of service as a teacher in the area of study

##### 4.1.1 Gender Characteristics of Respondents

The study examined and described the gender details of respondents in the study as presented in the table 4.0 below. The researcher felt this was critical as it may affect the

delivery of inclusive education to children especially those with disability, it is assumed that male teachers many times are not good in handling children with certain disabilities.

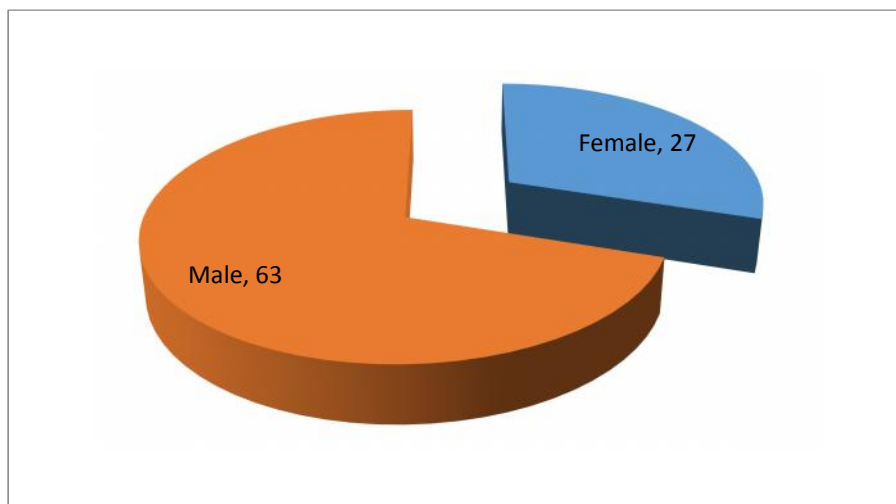
**Table 4.0: Showing gender of teachers and head teachers (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	23	29.1	29.1	29.1
Female	56	70.9	70.9	100.0
Total	79	100.0	100.0	

*Source: Primary Data*

From the table 4.0 above, it was revealed that 29.1% of the respondents were male and 70.9% female. This depicts that more females are employed by MoES than male. The findings in this study therefore represent the views of the two sex groups about effectiveness of inclusive education on academic achievement of children with disabilities in Bungokho Sub County, Mbale district. This was required for the research to elicit a balanced picture of the views of the respondents.

**Fig 2.1: Showing gender of child respondents (n=90)**



*Source: Primary data*

#### 4.1.2 Education level of respondents

The study sought to find out the education level of the teachers and head teachers and also the class level of children with disabilities as elucidated below

##### 4.1.2.1 Education level of respondents (Teachers & Head teachers)

Education of respondents was thought to be important because it directly impacts on the delivery of inclusive education. Some private schools do not have adequately qualified teachers (some do not have any teacher training background) which directly affect delivery of IE in class/school. Details about the education levels of respondents were obtained and the results are revealed in table 4.1 below;

**Table 4.1: Level of education (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Grade 3 Certificate	34	43.0	43.0	43.0
Diploma	36	45.6	45.6	88.6
Bachelor's Degree	8	10.1	10.1	98.7
Master's Degree	1	1.3	1.3	100.0
Total	79	100.0	100.0	

*Source: Primary Data*

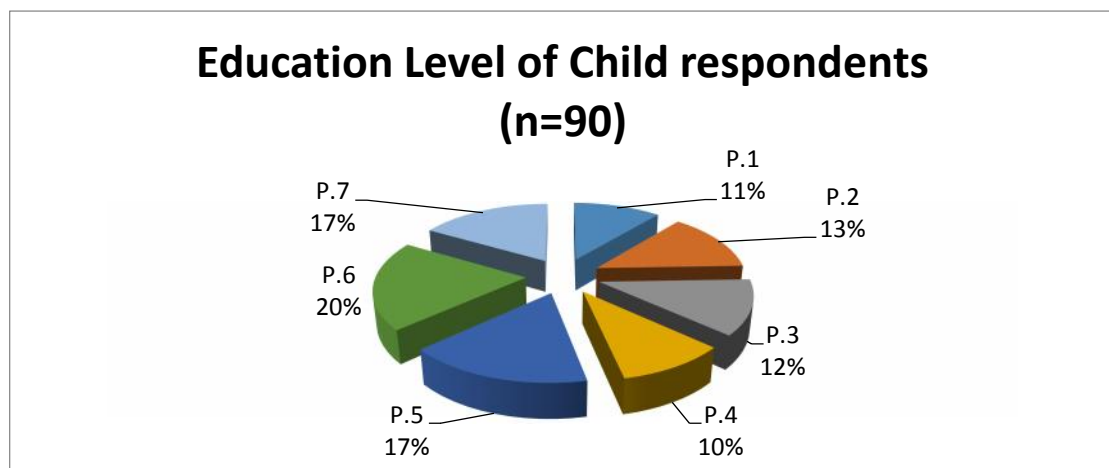
From table 4.1 above, it was revealed that 34 respondents accounting for 43.0% had grade three (3) Certificate, 36 were diploma holders representing 45.6% and 8 had bachelor's degree with a percentage of 10.1% while 1 (1.3%) had a master's degree. From the findings, majority of the teachers are diploma holders followed by grade three certificate holders which is a good indication that these respondents knew about the

variables of this research and would give credible responses which makes the research reliable.

#### 4.1.2.2 Education level of child respondents

The researcher sought to establish the class level of child respondents, this was important because it enabled the researcher to affirm if the children are mature enough to be able to respond. The findings are presented in the figure below.

**Fig 2.2: Education levels of child respondents**



*Source: School records*

#### 4.1.3 The positions held by respondents

The study obtained details of the positions held by the respondents in the respective schools for purposes of understanding their role in the delivery of inclusive education and subsequently their understanding of academic achievement of children with disability.

Details of the respondents and their positions are shown in table 4.2 below;

**Table 4.2: Position held (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Classroom Teacher	73	92.4	92.4	92.4
Head teacher	6	7.6	7.6	100.0
Total	79	100.0	100.0	

*Source: Primary Data*

The analysis of results in the table 4.2 above showed that majority of respondents in this study are classroom teachers (73) forming 92.4% followed by head teachers, who formed 7.6%. From the above description, it can be revealed that the majority of the respondents in this study are those supposed to directly implement inclusive education for better improvement of children's academic achievement. Therefore, their responses are deemed to reflect what actually takes place in the school(s). The head teachers are the custodians, they ensure that teachers are doing their role as regards implementation of IE in the school(s).

#### **4.1.4 Age groups of the respondents**

The study obtained details about the age groups of the respondents for purposes of understanding their age which may possibly reflect the experience they possess in their respective positions and regards to understanding if the school is inclusive or not. Details of the findings are shown in table 4.3 below;



**Table 4.3: Age of respondent (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18 - 34 years	14	17.7	17.7	17.7
35 - 44 years	33	41.8	41.8	59.5
45-54	29	36.7	36.7	96.2
Over 55 years	3	3.8	3.8	100.0
Total	79	100.0	100.0	

*Source: Primary Data*

From the description in table 4.3 above, it is clearly evident that the majority of the respondents are in the age bracket of 35 - 44, followed by 45 - 54, then 18 - 34 and 55+ with percentages of 41.8%, 36.7%, 17.7% and 3.8% respectively. It can therefore be concluded that the majority of the respondents are in the most active age brackets and expected to deliver their services effectively and efficiently. Those above 55 years are nearing their retirement and the researcher feels they may not be very active in implementing inclusive education and monitoring children's academic achievement.

#### **4.1.5 Length of service**

The study investigated the length in years served by the respondents in the profession and the findings are presented in the table 4.4 below. Work experience of respondents is important because the researcher felt that it adds credibility to the findings; experienced teachers would give genuine responses to the questions.

**Table 4.4: Length of service (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0 - 3 years	6	7.6	7.6	7.6
4 - 6 years	20	25.3	25.3	32.9
7 - 9 years	41	51.9	51.9	84.8
10 - 19 years	4	5.1	5.1	89.9
20 and above	8	10.1	10.1	100.0
Total	79	100.0	100.0	

*Source: Primary Data*

From table 4.4 above, it is shown that majority of respondents have worked with MoES for 7 – 9 years. The analysis reveals that 41 teachers (51.9%) have worked for 7 – 9 years, 20 teachers (25.3%) have worked for 4 – 6 years, 8 teachers (10.1%) had worked for over 20 years and 4 teachers (5.1%) had worked for 10 – 19 years while 6 respondents (7.6%) have worked for 0 – 3 years, majority of these had qualified and been posted in less than 4 years ago. This implies that majority of the respondents would have the right information regarding the variables under investigation because of the relevant experience they possessed.

#### **4.2 Implementation of Inclusive education in primary schools in Bungokho Sub County, Mbale district**

The present trend of inclusive education and policy thrust embraces modifications in curricular, teaching methods, teaching/learning resources, medium of communication and adjusting the learning environment to meet individual learning needs. It is learner centered, flexible and adjustable to the individual needs and potential of every child

(MoES, 2016). This study sought to find out how schools are implementing the policy of inclusive education in their schools and the findings are given in the tables following.

#### 4.2.1 I have learners with disability in my class

The study sought to find out if the teachers actually have children with disability in their classes; inclusive education means having all learners with varied abilities studying in the same class with their peers who do not have disability (Mitchell, 2008). The findings are given in table 4.5 below

**Table 4.5: Presence of learners with disabilities in class (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	62	78.5	78.5	78.5
Agree	15	19.0	19.0	97.5
Disagree	2	2.5	2.5	100.0
Total	79	100.0	100.0	

*Source: Primary Data*

From table 4.5 above, 62 respondents representing 78.5% strongly agreed and 15 respondents representing 19.0% agreed that they had learners with disability in their classes meaning 77 respondents (97.5%) confirmed that they have these children in their schools and classes. This is in agreement with Mitchel (2008) who asserts that it is important for teachers to know the individual students in their classes who have disability in order to attend to them effectively (Mitchell, 2008). On the other side however, 2 respondents (2.5%) disagreed, they felt that they did not have these children in their classes. This also still agrees with Mitchel (2008) who said some teachers are not technical enough to identify certain disabilities in some of the students. It also agrees with responses from some head teachers during face to face interview that some teachers are

not able to identify children with mild disabilities in class such as those with receptive language challenges.

#### 4.2.2 Adopted teaching approaches to address the needs of all learners

MoES (2016) recommends adaptation in teaching/learning methods in order to cater for learners with disability in mainstream class. The study sought to establish if teachers are adopting their teaching methods to make their classes/school inclusive. The findings are given in table 4.6 below

**Table 4.6: Adapted teaching methods (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	30	38.0	38.0	38.0
Agree	16	20.3	20.3	58.2
Not Sure	6	7.6	7.6	65.8
Disagree	17	21.5	21.5	87.3
Strongly Disagree	10	12.7	12.7	100.0
Total	79	100.0	100.0	

*Source: Primary Data*

As indicated in the table 4.6 above, 30 respondents representing 38.0% strongly agreed and 16 respondents equivalent to 20.3% agreed that they have tried to adapt their teaching methods in order to take care of children with disabilities in their classes.

This trend is in agreement with Ambrose *et. al* (2010) who said adapted teaching/instructional methods address the needs of students with a variety of backgrounds, learning styles, and abilities which impacts positively on their academic achievement. From the table above, still, 17 respondents (21.5%) disagreed and 10 respondents (12.7%) strongly disagreed, they felt they have not adapted their teaching

methods to cater for children with disabilities in their classes. This would definitely affect the academic achievement of children with disabilities. These results were found to be in agreement with the results of data collected through face to face interviews with the head teachers and the children. For instance, in one of the face to face interviews, one of the head teachers said; “I have encouraged all my teachers to ensure that they adopt teaching methods that take into consideration children that have disabilities and are unable to flow at the same rate with other learners”. Another one said when teachers use creative ways of teaching most these children with disabilities understand and are able to pick up and perform well.

Similarly, from the focus group discussions held with groups of children with disabilities, one of them said; our math teacher is good because he always teaches us counting through songs and the one of English also teaches us the alphabet through a song.

In yet another focus group discussion, another child with disabilities said; School is so interesting because our teacher helps me to understand whenever things become hard.

The results were also in agreement with several empirical researches that have supported the long held assumption that individual differences exist in how students learn and so teachers have to adopt special methods for teaching mixed abilities. Recent methodological advancements have allowed educational research to examine not only what students learn, but also how they learn. Research has found that active involvement in learning, including setting meaningful goals, selecting appropriate and task-specific strategies, monitoring motivational levels, and adapting based on feedback

are all positively related to learning outcomes. How can teachers support students' development and use of these learning processes?

Pintrich (2000) offers a slightly different perspective on how students can self-regulate their learning, with a comprehensive framework of four phases and four areas. The four phases include planning, monitoring, control, and reflection. These phases are intended to reflect common assumptions shared by many SRL models Zimmerman (2001). In phase one, the student plans, sets goals, and activates knowledge about the context, text, and self. Phase two is defined when the student exhibits metacognitive awareness and monitoring of cognition. In phase three, the student selects cognitive strategies and regulates different aspects of the context, task, and self. Lastly, in phase four, the student makes cognitive judgments and reflections on the context, task, and self. Within these individual phases, Pintrich (2000) also proposes four different areas in which self-regulation can occur. Based on different psychological functioning (Snow, Corno and Jackson 1996), the first three areas for regulation are cognition, motivation/affect, and behavior. The last area reflects contextual features, such as task characteristics, which can impede or facilitate an attempt to self-regulate their learning. As commonly suggested by most SRL theories, Pintrich's (2000) model assumes that these phases are not hierarchical because they can occur concurrently and dynamically.

Research suggests that changes in experienced teacher's support of SRL in the classroom are related to their willingness to experiment with new teaching methods and active reflection on the effectiveness of various special teaching methods (Hoekstra, Brekelmans, Beijaard and Korthagen, 2009). Furthermore, empirical findings indicate

that instructional practices are significantly associated with personal beliefs (Poulou and Norwich, 2000). This could be true of the situation in many of the primary schools in Uganda. This is because teachers tend to use as many methods as there are teachers in the country. Most of the methods they use can be regarded as special methods that are tailored towards ensuring effective student learning.

#### 4.2.3 Multiple ways of representing content to learners in class

KISE (2016) explains that adapted teaching methods support many learners' needs; they include multiple ways of representing content to students and for students to represent learning back, such as modeling, images, objectives/manipulative, graphic organizers, oral and written responses, and technology. This study sought to find out if teachers are varying their methods to make their classes inclusive, the findings are given in table 4.7 below

**Table 4.7: Multiple ways of presenting content (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	25	31.6	31.6	31.6
Agree	35	44.3	44.3	75.9
Not Sure	3	3.8	3.8	79.7
Disagree	11	13.9	13.9	93.7
Strongly Disagree	5	6.3	6.3	100.0
Total	79	100.0	100.0	

*Source: Primary Data*

Analysis in the table 4.7 above indicates that 25 respondents representing 31.6% strongly agreed and 44.3% of the respondents agreed that they use multiple ways of presenting content to the learners in their classes which makes the classes inclusive in consonance

with KISE (2016). However, 3 respondents (3.8%) were not sure if they were using multiple ways of presenting content or not. Meanwhile 11 respondents representing 13.9% disagreed and 5 respondents (6.3%) strongly disagreed, they felt that they do not vary their ways of presenting content, this goes against what MoES (2016) recommends and it also does not align with KISE (2016) for an inclusive class, this partly agrees with what 50% of the head teachers said during face to face interview, they lamented that some teachers are so rigid and not willing to adjust their methods of presenting content which excludes learners especially those with disabilities.

#### 4.2.4 Adequacy of disability related reference books in the school

Sufficient TL materials enhance academic achievement, DFID (2007) emphasizes that TL materials must be sufficient. The study delved in to establish if reference books were enough in the school(s) and the findings are shown as in table 4.8 below:

**Table 4.8: Adequacy of reference books (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	1	1.3	1.3	1.3
Agree	9	11.4	11.4	12.7
Disagree	45	57.0	57.0	69.6
Strongly Disagree	24	30.4	30.4	100.0
Total	79	100.0	100.0	

*Source: Primary data*

Analysis from the table 4.8 above shows that 1 respondent (1.3%) strongly agreed, 9 respondents (11.4%) agreed that reference books were adequate in their schools. The majority felt that reference books that take care of children with disabilities and those without were not adequate; 45 respondents (57.0%) disagreed and 24 respondents



representing 30.4% strongly disagreed. The findings are in disagreement with the recommendation by DFID (2007) and Padmanabhan (2001) who emphasize that adequacy of teaching-learning resources determines an educational system's efficiency. For effective teaching and learning, textbooks and resource materials are basic tools, their absence or inadequacy makes teachers handle subjects in an abstract manner which likely affects student achievement, (Padmanabhan, 2001).

#### 4.2.5 Adequacy of teachers' guides in the school

The researcher thought that for a teacher to be effective in teaching an inclusive class, he should have teacher guides in all academic and nonacademic subjects. This study therefore inquired about the availability and adequacy of the same and the responses are analyzed as below.

**Table 4.9: Showing adequacy of teachers' guides (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	14	17.7	17.7	17.7
Agree	21	26.6	26.6	44.3
Not Sure	2	2.5	2.5	46.8
Disagree	33	41.8	41.8	88.6
Strongly Disagree	9	11.4	11.4	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From table 4.9 above, 14 respondents accounting for 17.7% strongly agreed and 21 respondents representing 26.6% agreed that teacher guides are adequate in the school and they had no struggles in any of the subjects. This was in line with what 50% of the head

teachers said during the face to face interview with them, these head teachers said the government had given them what was sufficient to guide teachers in handling all categories of learners in their classes. Notwithstanding, 2 respondents (2.5%) were not sure if the teacher guides were adequate while 33 respondents (41.8%) disagreed and 9 respondents (11.4%) strongly disagreed with the notion. During face to face interview with the 2 head teachers of the private schools considered for this study, they said teacher guides were not enough for all teachers but at least each subject had one teacher guide that is shared. The other head teachers confessed during face to face interview that they were struggling because teacher guide books were not sufficient for all teachers as it ought to be.

#### **4.2.6 Adequacy of teaching resources such as manilas, dusters, chalk, models, charts**

For effective teaching and learning, textbook and resource materials such as chalk, charts, etc are basic tools in teaching, their absence or inadequacy makes teachers handle subjects in an abstract manner which likely affects student achievement especially those that have learning difficulties, (Padmanabhan, 2001). This research sought to find out the adequacy or inadequacy of the same and the analysis is indicated in the table 4.10 below

**Table 4.10: Teaching resources (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	14	17.7	17.7	17.7
Agree	27	34.2	34.2	51.9
Not Sure	3	3.8	3.8	55.7
Disagree	31	39.2	39.2	94.9
Strongly Disagree	4	5.1	5.1	100.0
Total	79	100.0	100.0	

*Source: Primary data*

Table 4.10 above reveals that 14 respondents (17.7%) strongly agreed and 27 respondents representing 34.2% agreed that teaching resources such as Manila paper, chalk, etc were adequate. This also agrees with what the head teachers said during face to face interview about affordability of some materials. 3 respondents were not sure while 31 of them representing 39.2% disagreed and 4 respondents (5.1%) strongly disagreed, they felt the teaching resources were not adequate. The head teachers from the private schools which were considered under this study said many times they run short of teaching resources because they majorly depended on school fees collections from learners/students. According to Coombs (1970), inadequacy of teaching and learning resources affects the academic achievement of learners.

#### **4.2.7 Teaching/learning materials cater for all categories of learners**

The study sought to find out if the teaching/learning resources available in the school cater for all learners including those with disability. The findings and analysis are given in the table 4.11 below;

**Table 4.11: Do TLM cater for all learners (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	7	8.9	8.9	8.9
Agree	7	8.9	8.9	17.7
Not Sure	7	8.9	8.9	26.6
Disagree	31	39.2	39.2	65.8
Strongly Disagree	27	34.2	34.2	100.0
Total	79	100.0	100.0	

*Source: Primary data*

Analysis in table 4.11 above shows that 7 respondents representing 8.9% strongly agreed that the available TLM cater for learners of all categories, 7 respondents (8.9%) agreed that the TLM cater for all categories of learners including those with disabilities. 7 respondents (8.9%) were not sure while 31 respondents representing 39.2% disagreed to the statement that TLM cater for all categories of learners. Again, 27 respondents representing 34.2% strongly disagreed; they felt the teaching/learning resources did not cater for all categories of learners. This was in consonance with what 70% of the head teachers said during face to face interviews, they lamented that some teaching / learning resources that would cater for some learners with disability are very expensive and that the schools wouldn't afford them without external support. This means that many pupils with disability are not catered for; as mentioned by Coombs (1990), inadequacy of TLR affects the academic achievement of learners and in this case, the researcher feels the most affected are those with disabilities.

#### 4.2.8 The desks/seats are enough for all learners in my class

Effective educators consider classroom environment and make necessary adaptations in order to make sure that it facilitates academic and social needs of all students (Friend and Bursuck, 2006).

**Table 4.12: Adequacy of desks/seats (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	2.5	2.5	2.5
Agree	17	21.5	21.5	24.1
Not Sure	4	5.1	5.1	29.1
Disagree	36	45.6	45.6	74.7
Strongly Disagree	20	25.3	25.3	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From the table 4.12 above, 2 respondents representing 2.5% strongly agreed that the desks/seats as part of the classroom environment were adequate, 17 respondents (21.5%) agreed while 4 respondents (5.1%) were not sure if the desks/seats were enough. 36 respondents representing 45.6% disagreed while 20 respondents representing 25.3% strongly disagreed, they felt the desks in their classes/schools were not adequate. This as well agrees with what 100% of the respondents said; they felt the desks were not enough and the government and parents needed to do something about it. One of the head teachers said UPE has led to increased enrolment and yet government funding has continuously remained low. Considering Sundstrom et al. (1990) who suggested that classroom arrangement should be in a way that promotes informal and face-to face interaction in order to empower inter-member communication and higher level of

integrated group activities, the current situation in many schools does not promote this; many classes are squeezed and packed so face to face interaction would not be possible.

#### 4.2.9 My classroom arrangement promotes face-to face interaction with all learners

Sundstrom et al. (1990) suggests that classroom arrangement should promote informal and face-to-face interaction and empower inter-member communication and higher level of integrated group activities. The study sought to find out if the classroom arrangement promotes face-to-face interaction with all learners; the findings are given in the table 4.13 below.

**Table 4.13: Classroom arrangement (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	2.5	2.5	2.5
Agree	5	6.3	6.3	8.9
Disagree	40	50.6	50.6	59.5
Strongly Disagree	32	40.5	40.5	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From table 4.13 above, 2 respondents representing 2.5% strongly agreed and 5 respondents (6.3%) agreed that the classroom arrangement promotes face to face interaction with learners as suggested by Sundstrom et al. (1990). In another case, 40 respondents representing 50.6% disagreed while 32 respondents representing 40.5% strongly disagreed that the classroom arrangement does not promote face-to-face interaction and empower inter-member communication and higher level of integrated group activities which affects achievement of pupils especially those with disability.

During face to face interview with head teachers, all the 6 said the UPE programme does not favor arrangement of classrooms in an inclusive manner because learners are so many.

#### 4.2.10 The classroom environment favors learners of all categories

Classroom environment is very key to the academic achievement of learners with disability. The MoES (2016) asserts that there is need for the classroom environment to be set in a way that encourages and promotes inclusive learning. This study sought to find out if the classroom environment favours all learners including those with disability; the findings are as in table 4.14 below.

**Table 4.14: Classroom environment and category of learners (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	1	1.3	1.3	1.3
Agree	5	6.3	6.3	7.6
Disagree	44	55.7	55.7	63.3
Strongly Disagree	29	36.7	36.7	100.0
Total	79	100.0	100.0	

*Source: Primary data*

Table 4.14 above shows that only 1 respondent (1.3%) strongly agreed and 5 respondents representing 6.3% agreed that the classroom environment favors all categories of learners while 44 respondents representing 55.7% disagreed and 29 respondents representing 36.7% strongly disagreed; these respondents felt the classroom environment does not favor all categories of learners which impacts negatively on the academic achievement of

children with disabilities. During face to face interview, one of the head teachers said the school does not have enough resources to make classrooms inclusive as they ought to.

#### 4.2.11 The curriculum is designed to eliminate architectural and methodological barriers

Curriculum adaptation is one of the key aspects suggested by MoES (2016) to creating inclusive schools. The curriculum should be set in a way that eliminates any barriers to learning especially for children with disability. The research sought to establish if the curriculum has been designed to eliminate any architectural and methodological barriers and the findings are given in the table 4.15 below;

**Table 4.15: Design of curriculum (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	11	13.9	13.9	13.9
Agree	22	27.8	27.8	41.8
Disagree	27	34.2	34.2	75.9
Strongly Disagree	19	24.1	24.1	100.0
Total	79	100.0	100.0	

*Source: Primary data*

Analysis in table 4.15 above indicates that 11 respondents (13.9%) strongly agreed and 22 respondents representing 27.8% agreed that the curriculum is designed to eliminate architectural and methodological barriers to learning. Nonetheless, 27 respondents representing 34.2% disagreed and 19 respondents strongly disagreed. This kind of response in a way agrees with what the MoES and UNISE mentioned that the curriculum is continuously looked into to ensure that its design eliminates all barriers to learning.



The teachers who disagreed and strongly disagreed feel the curriculum still has a lot to be worked on to ensure that it's all-inclusive.

#### 4.2.12 The curriculum is child centered

According to Glat (2014), two types of adaptation are mentioned whose need is felt for the inclusion of learners with disability in regular classes: accessibility adaptation of the curriculum (eliminating architectural and methodological barriers), and pedagogical adaptation (or curricular in their own right). The study sought to find out if the curriculum is in line with Glat (2014) and the findings are as in table 4.16 below

**Table 4.16: Nature of curriculum (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	10	12.7	12.7	12.7
Agree	30	38.0	38.0	50.6
Not Sure	4	5.1	5.1	55.7
Disagree	27	34.2	34.2	89.9
Strongly Disagree	8	10.1	10.1	100.0
Total	79	100.0	100.0	

*Source: Primary data*

Child centered curriculum promotes inclusive education. From the table 4.16 above, 10 respondents equivalent to 12.7% strongly agreed and 30 respondents equivalent to 38.0% agreed that the curriculum is child centered. These responses are in line with the California Positive Environments, Networks of Trainers (PENT) definition which says curricular adaptations as “changes permissible in educational environments which allow the student equal opportunity to obtain access, results, benefits, and levels of achievement.” 4 respondents (5.1%) were not sure if the curriculum is child centered

while 27 respondents representing 34.2% disagreed and 8 respondents representing 10.1% strongly disagreed, they felt the curriculum is not child centred. The researcher views this as a serious issue that affects the academic achievement of children with disabilities. Face to face interviews with the head teachers also revealed gaps in the curriculum in regards to being child centered, 5 out of the 10 head teachers said the curriculum needs to be modified again to make it more inclusive.

#### 4.2.13 I am able to identify children with SEN in my class

The study sought to establish if teachers have the knowledge and skill to identify children with disabilities in their classes; the researcher felt this was important because teachers need to know the said children before they can be able to give them the necessary support. The findings are given in table 4.17 below:

**Table 4.17: Ability to identify children with disability (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	30	38.0	38.0	38.0
Agree	43	54.4	54.4	92.4
Disagree	5	6.3	6.3	98.7
Strongly Disagree	1	1.3	1.3	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From the table 4.17 above, we see that 30 respondents representing 38.0% strongly agreed and 43 respondents representing 54.4% agreed that they have the ability and skill to identify children with disabilities in their classes. The researcher sees this as very important because if the teacher fails to identify the children with disabilities then she/he

cannot offer the required support. This notion also agrees with what 5 out of 6 head teachers said during face to face interview, in the discussion they mentioned that disability is part of the curriculum of teacher training so all or most of the teachers are able to know or identify each child that has a special need. Nonetheless, 5 respondents (6.3%) disagreed and 1 respondent (1.3%) strongly disagreed that, they feel that they do not have the ability to identify children with disabilities in their classes; the researcher feels this is not a good thing because it means the children with disabilities will not receive the support they deserve which perpetrates exclusion.

#### 4.2.14 Each child with SEN has an IEP in my class

An IEP provides a systematic way to monitor progress of a learner’s learning and effectiveness of your teaching as a teacher (KISE, 2016). The study sought to find out if each child with a special need has an Individual Education Plan (IEP) as a guide to offer support to children with disability. The responses are analyzed in the table 4.18 below;

**Table 4.18: IEP for each child with SEN (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	36	45.6	45.6	45.6
Strongly Disagree	43	54.4	54.4	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From the table 4.18 above, 36 respondents accounting for 45.6% disagreed that each child with disabilities in their classes has an IEP and 43 respondents (54.4%) strongly disagreed to the statement. All the 79 respondents (100%) said children with disabilities do not have IEPs to guide their academic achievement; this is in disagreement with KISE

(2016) that said each child with disability must go through the IEP process. This means children with disabilities are not receiving the support they require which exacerbates exclusion in primary schools in Bungokho Sub County, Mbale district.

#### 4.2.15 I follow up on the IEP and support the child accordingly

The researcher wanted to establish if for any child with an IEP any follow up is done to ensure that the child is learning and improving; the findings are as given in table 4.19 below;

**Table 4.19: IEP follow up (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Disagree	34	43.0	43.0	43.0
Strongly Disagree	45	57.0	57.0	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From the table 4.19 above, 34 respondents accounting for 43.0% disagreed and 45 respondents representing 57.0% strongly disagreed, they felt there is no follow up done for any child with IEP and prior, 100% of the respondents had said children with disability did not have any IEP. This further acts against the academic success of children with disabilities and is as well not in line with KISE (2016) that emphasized need for IEP for children with disability to foster their academic achievement. Schools in the study area need to wake up to this recommendation if children with disabilities are to achieve academically.

#### 4.2.16 I understand what Inclusive assessment means

The study sought to establish if respondents know what inclusive assessment means because it is key in an inclusive school and key to the academic achievement of children with disability. The findings are as in the table 4.20 below;

**Table 4.20: Inclusive assessment knowledge (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	3.8	3.8	3.8
Agree	21	26.6	26.6	30.4
Not Sure	4	5.1	5.1	35.4
Disagree	39	49.4	49.4	84.8
Strongly Disagree	12	15.2	15.2	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From table 4.20 above, 3 respondents representing 3.8% strongly agreed and 21 respondents (26.6%) agreed that they knew what inclusive assessment is. On the other hand, 4 respondents (5.1%) were not sure while 39 respondents representing 49.4% disagreed and 12 respondents representing 15.2% strongly disagreed. Assessment in Inclusive Setting (2007) asserts that assessments should be inclusive for example, incorporate a blend of collaborative and individual assignments. If teachers are not aware of what inclusive assessment is then it's hard for them to practice or implement it. Head teachers together with the education offices need to help teachers to know how to implement inclusive assessments for the better academic achievement of children with disabilities.

#### 4.2.17 I use inclusive assessment to enable all children achieve academically

The study sought to find out if respondents are using inclusive assessment as suggested by Assessment in Inclusive Setting (2007) which suggests that all children including those children with disability should be assessed on both academic and non-academic subjects. The table 4.21 below shows the responses.

**Table 4.21: Use of inclusive assessment (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	13	16.5	16.5	16.5
Not Sure	3	3.8	3.8	20.3
Disagree	46	58.2	58.2	78.5
Strongly Disagree	17	21.5	21.5	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From the table 4.21 above, 13 respondents representing 16.5% agreed that they use inclusive assessment to enable all children achieve academically; this is in line with Assessment in Inclusive Setting (2007) which suggests the focus of inclusive assessment as to improve learning for all pupils in mainstream settings. Nonetheless, 46 respondents representing 58.2% disagreed and 17 respondents representing 21.5% strongly disagreed, they felt that they do not use inclusive assessment methods in their classes/schools. This goes against Assessment in Inclusive Setting (2007); head teachers need to ensure that assessment is inclusive.

**4.2.18 Policy and Practice in our school are designed to promote the learning of all pupils as far as possible**

Policies and practices are supposed to promote the learning of all pupils as much as possible but sometimes it is not the case. The Ministry of Education (2015) outlines guidelines on inclusive schools and what it entails to have children with disability included. The study sought to find out if teachers felt policy and practice in their schools promotes learning of all categories of children. The findings are as in the table 4.22 below.

**Table 4.22: Design of Policy and Practice (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	5	6.3	6.3	6.3
Agree	13	16.5	16.5	22.8
Not Sure	2	2.5	2.5	25.3
Disagree	48	60.8	60.8	86.1
Strongly Disagree	11	13.9	13.9	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From table 4.22 above, 5 respondents representing 6.3% strongly agreed and 13 respondents representing 16.5% agreed that policy and practice are designed to promote the learning of all pupils as far as possible which promotes inclusiveness and better academic achievement for children with disabilities. 2 respondents (2.5%) were not sure while 48 respondents representing 60.8% disagreed and 11 respondents accounting for 13.9% strongly disagreed; this means they feel the policies and practice in their schools

does not favor inclusive education which negatively affects the academic achievement of children with disability who need special adaptations.

#### 4.2.19 Assessment in our school covers both academic and non-academic subjects

The study sought to find out if assessment in their schools covers both academic and non-academic subjects as advised by Assessment in Inclusive Setting (2007)

**Table 4.23: Assessment aspects in the school (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	8	10.1	10.1	10.1
Agree	45	57.0	57.0	67.1
Not Sure	2	2.5	2.5	69.6
Disagree	18	22.8	22.8	92.4
Strongly Disagree	6	7.6	7.6	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From table 4.23 above, analysis indicates that 8 respondents representing 10.1% strongly agreed and 45 respondents representing 57.0% agreed that assessment in their schools covers both academic and non-academic subjects which improve on the academic achievement of children with disabilities. The data above is in line with Assessment in Inclusive Setting (2007) which declares that a wide range of assessment methods are necessary in inclusive assessment in order to make sure that it covers wide areas including non-academic as well as academic subjects, and along with educational environment any home-based or environmental factors that influence a pupil's learning should be taken into account. Nonetheless, 18 respondents representing 22.8% disagreed



and 6 respondents (7.6%) strongly disagreed, they felt that assessment in their schools does not consider both academic and non-academic subjects.

### 4.3 Key Indicators of Academic Achievement of children with disabilities in Primary Schools in Bungokho Sub County, Mbale district

The sought to examine the academic achievement/achievement of children as measured by: accomplishment of learning tasks on daily basis, average termly score/marks, and skills in literacy and numeracy as indicated in the conceptual framework.

#### 4.3.1 Children with identified learning difficulties make timely accomplishment of learning tasks

The study investigated if children with disability make timely accomplishment of learning tasks as an indicator of academic achievement and the findings are given in table 4.24 below;

**Table 4.24: Showing timely accomplishment of learning tasks (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	3.8	3.8	3.8
Agree	34	43.0	43.0	46.8
Disagree	26	32.9	32.9	79.7
Strongly Disagree	16	20.3	20.3	100.0
Total	79	100.0	100.0	

*Source: Primary data*

On timely accomplishment of tasks on daily basis as one of the indicators of academic achievement of children with disability, 3 respondents representing 3.8% strongly agreed

and 34 respondents representing 43.0% agreed that children with identified learning difficulties or disabilities make timely accomplishment of learning tasks. On the other hand, 26 respondents accounting for 32.9% disagreed and 16 respondents representing 20.3% strongly disagreed; they felt children with disabilities do not make timely accomplishment of learning tasks which partly agrees with what 50% of head teachers said during the face to face interview, they said many children in their schools with disability are slow and are grouped among the slow learners.

#### 4.3.2 My pupils including those with SNE are able to demonstrate application of skills and knowledge attained during the teaching

Children with disabilities and even those without ought to demonstrate application of knowledge attained during the teaching. This study delved in to find out from teachers and head teachers if this is happening and the finding is as in table 4.25 below;

**Table 4.25: Demonstration of knowledge and skills (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	1	1.3	1.3	1.3
Agree	11	13.9	13.9	15.2
Not Sure	2	2.5	2.5	17.7
Disagree	46	58.2	58.2	75.9
Strongly Disagree	19	24.1	24.1	100.0
Total	79	100.0	100.0	

*Source: Primary data*

Analysis in the table 4.25 above shows that 1 respondent (1.3%) strongly agreed and 11 respondents representing 13.9% agreed that pupils including those with disabilities are

able to demonstrate application of skills and knowledge attained during the teaching. 2 respondents (2.5%) were not sure while 46 respondents representing 58.2% disagreed and 19 respondents representing 24.1% strongly disagreed. This implies that 82.3% of respondents feel children with disabilities in their classes do not demonstrate application of skills and knowledge attained during the teaching; the researcher concludes here that these children do not understand or the pace is high for them which is also an indication that the classes are not inclusive and this affects the academic achievement of children with disabilities in these classes. For them they say those children do not demonstrate the skills and knowledge attained which partly agrees with findings from face to face interview with the head teachers, all the 6 of them said some of these children with disabilities are just given marks by some teachers just because they want them to be promoted to the next class.

#### **4.3.3 The grades attained by my pupils with disability in assessments are above average most times**

Academic grades attained by children with disability are one of the indicators of academic achievement in most schools and institutions. This study sought to find out about the grades obtained by children with disability and the findings are given in the table 4.26 following.

**Table 4.26: Showing grades attained (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	7	8.9	8.9	8.9
Agree	25	31.6	31.6	40.5
Not Sure	4	5.1	5.1	45.6
Disagree	22	27.8	27.8	73.4
Strongly Disagree	21	26.6	26.6	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From table 4.26 above, 7 respondents representing 8.9% strongly agreed and 25 respondents representing 31.6% agreed that grades attained by their pupils with disabilities in assessments are above average most times and this indicates good academic achievement. On the other hand, 4 respondents (5.1%) were not sure while 22 respondents representing 27.8% disagreed and 21 respondents (26.6%) strongly disagreed; they felt grades attained by their pupils with disabilities in assessments are not above average most times.

#### **4.3.4 The pupils demonstrate positive attitude to learning**

Demonstration of positive attitude to learning is a good indicator of academic achievement, the researcher feels that negative attitude to learning will adversely affect the academic achievement of children especially those with special education needs. The table 4.27 below shows teachers' responses on whether pupils demonstrate a positive attitude towards learning or not.

**Table 4.27: Showing Positive attitude towards learning (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	38	48.1	48.1	48.1
Not Sure	2	2.5	2.5	50.6
Disagree	28	35.4	35.4	86.1
Strongly Disagree	11	13.9	13.9	100.0
Total	79	100.0	100.0	

*Source: Primary data*

The table 4.27 above shows that 38 respondents representing 48.1% agreed that pupils with disability demonstrate positive attitude towards learning, 2 respondents (2.5%) were not sure while 28 respondents representing 35.4% and 11 respondents representing 13.9% strongly disagreed; they say children with disabilities do not show positive attitude towards learning which partly explains their achievement being below average in the scenario mentioned before. During one of the face to face interviews, one head teacher said “some of these children with disabilities are just forced to come to school.”

#### **4.4 The influence of inclusive education on academic achievement of children with disabilities in primary schools in Bungokho Sub County, Mbale district**

The study sought to find out how inclusive education affects the academic achievement of children with disabilities.

##### **4.4.1 I am well trained in Inclusive Education**

The study sought to establish if the teachers have the skills or necessary training in inclusive education and the findings are elucidated in the table 4.28 below.

**Table 4.28: Showing training in Inclusive education (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	3.8	3.8	3.8
Agree	19	24.1	24.1	27.8
Not Sure	4	5.1	5.1	32.9
Disagree	42	53.2	53.2	86.1
Strongly Disagree	11	13.9	13.9	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From table 4.28 above, 3 respondents representing 3.8% strongly agreed and 19 respondents representing 24.1% agreed that they are well trained in inclusive education and that 42 respondents representing 53.2% disagreed and 11 respondents representing 13.9% strongly disagreed to the statement that they are well trained in inclusive education. 4 respondents represented by 5.1% were not sure.

**4.4.2 The Classroom Environment is good enough for the learning of all children including those with special education needs**

The study further investigated how the classroom environment affects learning of all children including those with disabilities and the findings are recorded below in table 4.29 below

**Table 4.29: Classroom environment is good enough for learning of all children (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	12	15.2	15.2	15.2
Not Sure	5	6.3	6.3	21.5
Disagree	43	54.4	54.4	75.9
Strongly Disagree	19	24.1	24.1	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From table 4.29 above; 12 respondents representing 15.2% agreed that the classroom environment was conducive for the learning of all children including those with disabilities; this would definitely improve on their chances of better academic achievement. Research studies on the classroom environment have revealed that physical arrangement plays a vital role in teaching learning process. It can affect the achievement of both teachers and students (Savage, 1999; Stewart and Evans, 1997). On the other hand, 7 respondents were not sure if the classroom environment was good enough for the learning of all children including those with disability. 43 respondents represented by 54.4% disagreed while 19 respondents represented by 24.1% strongly disagreed that classroom environment is good enough for the learning of all children including those with special education needs. This concurs with what was earlier said by respondents that the desks/seats are not enough, others also said the classroom arrangement did not favor children with disability and it did not as well favor face to face interaction. All these negatively effect on the academic achievement of children with disabilities.

#### 4.4.3 There're sufficient teaching/learning resources to support the academic achievement of children with disability

Availability of TLM enhances the effectiveness of schools as they are the basic resources that bring about good academic achievement in the students (Lyons, 2012). The study investigated how availability or the lack of the same affects academic achievement of children with disability; the findings are given in the table 4.30 below

**Table 4.30: Showing sufficiency of teaching/learning materials and academic achievement (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	5.1	5.1	5.1
Agree	9	11.4	11.4	16.5
Disagree	58	73.4	73.4	89.9
Strongly Disagree	8	10.1	10.1	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From the table 4.30 above, it is revealed that 4 respondents representing 5.1% strongly agreed and 9 respondents (11.4%) agreed that there're sufficient teaching/learning resources to support the academic achievement of children with disabilities. 58 respondents representing 73.4% disagreed while 8 respondents representing 10.1% strongly disagreed; they felt the TLR were not adequate to support the academic achievement of all children including those with disabilities. According to DFID (2007), adequacy of instructional materials such as textbooks which is the main instruction material is the most cost effective input affecting student achievement. In this context adequate supply is usually assumed to be a minimum of one textbook per three



students, and at primary level enough reading books so that every child has the opportunity to read at least one new book every week. Lack of these affects the achievement of both teachers and students (DFID, 2007).

#### 4.4.4 My school promotes curriculum adaptation to cater for children with special education needs

McManis, (2014) illustrates that Peer-supported learning can be very effective and engaging and takes the form of pair-work, cooperative grouping, peer tutoring, and student-led demonstrations which greatly improves learner achievement.

**Table 4.31: Curriculum adaptation and children with disability (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	7	8.9	8.9	8.9
Agree	34	43.0	43.0	51.9
Not Sure	2	2.5	2.5	54.4
Disagree	18	22.8	22.8	77.2
Strongly Disagree	18	22.8	22.8	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From table 4.31 above, 7 respondents representing 8.9% strongly agreed and 34 respondents representing 43.0% agreed that their school promotes curriculum adaptation to cater for children with special education needs which in view of the researcher improves the academic achievement of children with disability. This is in line with MoES (2016) which emphasizes curriculum adaptation for inclusive schools to improve the academic achievement of children with disability. Nonetheless, 2 respondents (2.5%)

were not sure while 18 respondents representing 22.8% disagreed and 18 respondents representing 22.8% strongly disagreed, they felt the schools do not promote curriculum adaptation to cater for children with disabilities. The researcher feels this grossly affects the academic achievement of children with disabilities.

#### 4.4.5 All children with special education needs in my class have a documented IEP

The IEP records the specific skills a learner has that will be used in both teaching and learning. It also records a particular area of need that will be the target of the support. Individualized education plans (IEP) list what accommodations or modifications a child with special education needs should receive (KISE, 2016).

**Table 4.32: Documented IEP (n=79)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	1	1.3	1.3	1.3
Not Sure	5	6.3	6.3	7.6
Disagree	61	77.2	77.2	84.8
Strongly Disagree	12	15.2	15.2	100.0
Total	79	100.0	100.0	

*Source: Primary data*

From table 4.32 above, it is clear that 5 respondents representing 6.3% were not sure if children with special education needs had documented IEPs or not; 61 respondents representing 77.2% disagreed and 12 respondents representing 15.2% strongly disagreed. Only 1 respondent (1.3%) agreed that there're documented IEPs for children with disabilities to enable effective monitoring. The researcher hereby concludes that the IEP programme has not been embraced in most if not all schools in Bungokho Sub County

which implies that there is no organized way of supporting and following up the academic achievement of children with special education needs; this negatively impacts on their achievement. According to KISE (2016) every student with documented disability should always go through the IEP process to increase their chances of academic achievement.

**Model Summary for effect of Inclusive education on academic Achievement**

**Table 4.33: Showing Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.567 <sup>a</sup>	.322	.186	.46456

a. Predictors: (Constant), Inclusive Education

**ANOVA<sup>b</sup>**

**Table 4.34: Showing Analysis of Variance for effectiveness of IE on Academic achievement**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.655	13	.512	2.372	.011 <sup>a</sup>
	Residual	14.028	65	.216		
	Total	20.684	78			

a. Predictors: (Constant): Inclusive Education

b. Dependent Variable: Academic Achievement

The closer R Square is to one (1) the closer the relationship between the variables and a positive R square means a positive relationship (Frost, 2013). From the Model Summary table 4.34 above for effect of IE on academic achievement of children with disabilities, R Square is 0.322 equivalent to 32.2% which means that inclusive education affects academic achievement of children with disability in primary schools in Bungokho Sub County, Mbale district by 32.2%; it means implementation of inclusive education will

improve the academic achievement of children with disability by 32.2%. The study also concludes that apart from implementation of inclusive education in primary schools in Bungokho Sub County affecting the academic achievement of children with disability, there're other factors that contribute to the academic achievement of children with disabilities in school which need to be investigated.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter focuses on the summary of the results which is presented in accordance with the research objectives, conclusions drawn from the study findings and recommendations based on the conclusions.

#### 5.1 Summary findings

This section presents the summarized results and interpretation based on the objectives of the study as established in chapter one of this research.

As much as the Ministry of Education and Sports emphasizes inclusive education in all primary schools in the country, this has not fully been embraced in the schools in Bungokho Sub County, Mbale district. The study focused on how IE is implemented by considering key elements as outlined by MoES (2016) and other scholars and researchers as: Curriculum adaptation, adapted teaching methods, teaching/learning materials, adjusting learning environment, inclusive assessment, Individual Education Plans (IEPs) among others.

**Classroom Environment:** the research found out that the classroom environment in Bungokho Sub County primary schools generally does not favour academic achievement for children with disability. It was revealed that desks are inadequate, some classrooms are too small, population is high in most classes and the sitting arrangement does not favour face to face interaction with all learners; all these do not favor academic achievement of children with disability.

**Inclusive Assessment:** the study found out that some teachers do not even know what inclusive assessment means. In some schools in the study area, both academic and non-academic subjects are assessed while others only concentrate on academic subjects which does not favour academic achievement of children with disability.

**Teaching/Learning materials:** some schools have inadequate materials while others felt they had enough. From literature review, it is argued that each child should have access to a text book and teachers too need to have sufficient text books to guide their teaching. The study revealed that many schools do not have sufficient text books and other reference materials. Other materials that aide in teaching and learning such as charts, manila paper, dusters were also lacking in many of the schools; absence of these means learning may not sufficiently take place. The children with disability will be the most affected which results in their poor academic achievement.

**Individual Education Plans (IEPs):** The study generally found out that IEP programme has not been embraced in all schools in Bungokho Sub County, Mbale district. The IEP outlines areas of strength and weaknesses of the child and gives steps on how the child is to be supported by the teacher and parent to improve his/her academic achievement; this is not being done and yet there is evidence that the children with disability are present in all classes. As much as teachers acknowledge presence of children with disabilities in their classes, they teach them in the same way using the general methods without acknowledging the weaknesses of those with disabilities.

The study found out that academic achievement for children with disability is not only the end of term scores and it's not only about academic subjects but it also includes non-

academic subjects. The study revealed that academic achievement is depicted in: accomplishment of tasks on daily basis by children with disabilities, grades obtained by these children on termly basis or in exercises given by the teacher, and Skills in numeracy and literacy depicted by children with disabilities.

The Model Summary showed R Square as 0.259 equivalent to 25.9% which reveals a positive correlation between the variables. It means that inclusive education and academic achievement of children with disability in primary schools in Bungokho Sub County have a positive relationship; implementation of inclusive education will improve the academic achievement of children with disability by 25.9%.

## **5.2 Conclusions**

From the discussion therefore, the study concludes that implementation of inclusive education in primary schools in general influences academic achievement of children with disability as mean square of the residual stood at 1.681 and the  $R^2$  stood at 0.259. The study concluded that inclusive education significantly influences academic achievement of children with disability. And as well, the study concluded that besides implementation of inclusive education programmes, there other factors that determine academic achievement of children with disability which need to be investigated.

## **5.3 Recommendations**

The study recommends full embrace of Inclusive Education by schools in Bungokho Sub County, Mbale district. Many schools new that they are supposed to be implementing IE but had not fully embraced it for some reasons. Some head teachers were also not offering close monitoring to teachers to ensure that they are applying inclusive

methodologies in their classes, this study therefore recommends that head teachers should offer close monitoring to teachers to ensure that IE is implemented.

68.4% of teachers claimed not to have sufficient skill to handle children with certain disabilities, this study recommends training for teachers in Inclusive Education methodologies or training In special needs education to ensure that they are well equipped to handle these children.

The study discovered that the TLM were not sufficient, this study recommends that the head teachers network with relevant government departments and other stakeholders to ensure that sufficient TLM are available especially those that support children with disabilities.

Inclusive Education recommends Inclusive Assessment; this study discovered that Inclusive Assessment is way not used in most primary schools in Bungokho Sub County, Mbale district. This study recommends that teachers use this methodology

The study further recommends that schools in the study area should not only focus on academic subjects but also consider non-academic subjects in assessing the academic achievement of children with disability.

#### **5.4 Suggestions for further research**

From the findings of this research, children with disabilities have over the years experienced poor quality education and exclusion. Their performance in education lags behind due to the challenges and constrains identified in chapter four. However, the researcher identified some gaps which due to time, financial and geographical constrains



were not covered by this study and such gaps need further research. The following are some of the suggested areas for further research:-

- 5.4.1 Effectiveness of Inclusive Education on the Academic Achievement of Students with Disabilities in Secondary Schools
- 5.4.2 Challenges facing the effective implementation of Inclusive education in primary schools
- 5.4.3 The effect of Inclusive Education on the Academic Achievement of Children without Disabilities in Primary Schools
- 5.4.4 Factors affecting the academic achievement of children with disabilities in primary schools

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## APPENDICES

### Appendix I: Participant Information sheet and Consent Form

I am Agnes Janet Ajambo, a student at Uganda Martyrs University undertaking a study to establish the effect of Disability Education on Academic achievement of children with disabilities in primary schools in Mbale District in eastern Uganda. This is part of the requirements for award of the degree of Master of Education of Uganda Martyrs University.

Your participation will be through the completion of this questionnaire.

Any information provided will be confidential and will not be used for any other purpose except for academic purposes and nobody will be penalized or denied any service for refusing to participate or withdrawing from participation at any point. You will only participate in the study after a voluntary consent by ticking in the boxes below.

Do you consent to participate?      YES                          NO   

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### Appendix II: Questionnaire for Teachers

#### Instruction:

You are kindly requested to complete the questionnaire as honestly as possible. Write in bold or tick where appropriate.

#### SECTION A: BACKGROUND INFORMATION

Please tick (✓) where appropriate

##### 1). Gender

1) Male                          2) Female   

##### 2). Level of education

1) Grade 3 Certificate  2) Diploma  3) Degree  4) Master Degree  5) Others

**3). Position held**

1) Classroom teacher  2) DoS  3) Deputy H/T  4) Head Teacher

**4). Age Range**

1) 18 – 34  2) 35 – 44  3) 45 – 54  4) 55 +

**5. Years of experience**

1) 0-3  2) 4- 6  3) 7-9  4) 10 – 19  5) 20+

**SECTION B:**

**i. To find out how inclusive education is provided in primary schools in Bungokho**

**Sub County, Mbale district**

Please indicate whether you strongly Agree (1), Agree (2), Not Sure (3), you Disagree (4), Strongly Disagree (5) to the following statements.

**1. Adapted Teaching / instructional methods**

S/N	Statement Strategy	1	2	3	4	5
1	I have learners with disability in my class (different abilities)					
2	I have adopted my teaching approaches to address the needs of all learners					
3	I use multiple ways of representing content to learners in my class					

**2. Teaching/Learning Materials (Resources)**

S/N	Statement Strategy	1	2	3	4	5
1	The number of reference books in the school are adequate					
2	The number of teachers guides in the school are adequate					
3	Teaching resources such as manilas, dusters, chalk, models, charts, are adequate					
4	Teaching/learning materials cater for all categories of learners					

**3. Classroom Environment**

S/N	Statement Strategy	1	2	3	4	5
1	The desks/seats are enough for all learners in my class					
2	My classroom arrangement promotes informal and face-to face interaction with learners					
3	The classroom environment favors learners of all categories					

**4. Curriculum Adaptations**

S/N	Statement Strategy	1	2	3	4	5
1	The curriculum is designed to eliminate architectural and methodological barriers					
2	The curriculum is child centered					
3	My mode of communication supports children with disabilities to learn					

## 5. Individual Education Plans

S/N	Statement Strategy	1	2	3	4	5
1	I am able to identify children with SEN in my class					
2	Each child with SEN has an IEP in my class					
3	I follow up on the IEP and support the child Accordingly					

## 6. Assessment

S/N	Statement Strategy	1	2	3	4	5
1	I understand what Inclusive assessment means					
2	I use inclusive assessment to enable all children achieve academically					
3	Policy and Practice in our school are designed to promote the learning of all pupils as far as possible					
4	Assessment in our school covers both academic and non-academic subjects					

### ii. To establish the key indicators of academic achievement of children with disability in primary schools of Bungokho Sub County, Mbale district

Please indicate whether you strongly Agree (1), Agree (2), Not Sure (3), you Disagree (4), Strongly Disagree (5) to the following statements.

S/No	Item	1	2	3	4	5
1.	Children with identified learning difficulties make timely accomplishment of learning tasks					
2	My pupils including those with SNE are able to demonstrate application of skills and knowledge attained during the teaching					
3	The grade attained by my pupils with disability in assessments are above average most times					
4	The pupils demonstrate positive attitude to learning					

**iii. To establish the effectiveness of inclusive education on academic achievement of children with disabilities in primary schools of Bungokho Sub County, Mbale district**

Please indicate whether you strongly Agree (1), Agree (2), Not Sure (3), you Disagree (4), Strongly Disagree (5) to the following statements.

<b>S/No</b>	<b>Item</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	I am well trained in Inclusive Education					
2.	The Classroom Environment is good enough for the learning of all children including those with special education needs					
3.	There're sufficient teaching/learning resources to support the academic achievement of children with disability					
4.	My school promotes curriculum adaptation to cater for children with special education needs					
5.	All children with special education needs in my class have a documented IEP					
6	The IEP for each child with SEN is regularly evaluated for better academic achievement					
7	Our school uses inclusive assessment methodology					

**THANK YOU FOR PARTICIPATING IN THIS STUDY**

### **Appendix III: Focus Group Discussion Guide (Children with disabilities)**

#### **ITEMS**

1. As a child, what do you have to say about the arrangement of desks/seats in your classroom? Is it good, does it make you understand the lesson well?
2. Do your subject teachers always come to class with enough references /demonstrations/examples/materials to show you during the lesson
3. Do you have access to text books in your school?
4. Does the teacher allow you to ask questions in case you have not understood?
5. Do you receive any extra help from your teacher or learner assistant or anyone else during classes or after classes or during weekends?
6. Do you feel your achievement is good
7. Are you treated the same way like other children in class?
8. Anything else you want me to know?

**END**



## **Appendix IV: Head teachers' Interview Guide**

### **ITEMS**

1. Kindly comment on the inclusiveness of your school
2. Do you have children with special education needs in your school? are they present in all classes?
3. Do you feel your teachers are well equipped to support children with Disability in their classes?
4. Comment on the classroom or learning environment, does it cater for children with various learning needs?
5. What about the TLR, are they all in place to support children with SEN?
6. Comment about curriculum adaptation in your school, is it being done to facilitate the learning and academic achievement of children with SEN?
7. Do children with SEN in your school have an IEP? Is this monitored?
8. How has inclusiveness or lack of it affected the academic achievement of children with disability?