

**ASSESSING THE IMPLEMENTATION OF INCLUSION AND
AVAILABILITY OF RESOURCES IN PRIMARY TEACHERS' COLLEGES:
A CASE OF SOUTH WESTERN REGION IN UGANDA**

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DECLARATION

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This thesis is my original work and has not been presented for a degree in any other University.

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DEDICATION

To my husband, daughters, son, parents, brothers, sisters, cousins, relatives, special needs education teachers and friends.

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ABBREVIATIONS AND ACRONYMS

EFA	-	Education for All
GMR	-	Global Monitoring Report
IBE	-	International Bureau of Education
ICE	-	International Conference on Education
IE	-	Inclusive Education
ILO	-	International Labor Organization
MDG	-	Millennium Development Goals
NDCS	-	National Deaf Children's Society
PTCs	-	Primary Teachers' Colleges
PWD	-	People with Disabilities
SE	-	Special Education
SEN	-	Special Educational Needs
SN	-	Special Needs
SNE	-	Special Needs Education
UN	-	United Nations
UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Educational Scientific and Cultural Organization
UNICEF	-	United Nations International Children Fund

ABSTRACT

This study assessed the implementation of inclusion of trainees with special educational needs and availability of resources in primary teachers colleges in Uganda. The study was conducted in the South Western Region in Uganda. Three colleges were selected to be involved in the study. A qualitative research method was used. Data collection strategies that were used are interviews and observation. This study considered independent and dependent variables in the study. The independent variable was availability of resources such as teaching and non teaching staff and material resources: teaching and learning materials and equipment, and physical facilities buildings. The dependent variable was successful implementation of inclusion in primary teachers' colleges. The target population that was involved in the study included Principals, Tutors and Student Trainees. Samples of 50 respondents from the three colleges were involved; these included 3 Principals, 15 Tutors and 32 Student trainees. Purposive sampling was used to help the researcher have respondents who would provide the relevant data. The researcher used interviews and observation to collect data from Principals, Tutors and Student trainees of the three colleges in South Western region in Uganda. Data was analyzed descriptively. The study revealed that colleges have resources required for implementation of inclusion which was classified as human and material resources. The study further revealed challenges for successful inclusion that some resources were not accessible to all students, inadequate skills in special needs education among staff, negative attitude and limited funding. Results were summarized according to research questions and recommendations were made that change of attitude is paramount in order to implement inclusion in PTCs, training of tutors in special needs education, appointment of tutors to cater for trainees with special educational needs and provision of ramps to all buildings.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter presented the background of the study, statement of the problem, purpose of the study, study objectives, research questions, significance of the study, scope and limitations, theoretical and conceptual framework and operational definitions of terms.

1.1 Background to the Study

The world declaration on Education for All (EFA) (1990) article 3.5 gives impetus recognition to Special Needs Education (SNE) that the learning needs of People with Disabilities (PWDS) demand special attention to provide equal access to education of every category as an integral part of the education system. UNESCO (1994) re-affirms the declaration on education for all, specifically recognizes the urgency of providing education for all persons, youth and adults with special educational needs within the regular education system.

The framework of action on Special Needs Education (SNE) that was adopted in Salamanca, Spain by the World Conference on Special Needs Education organized by the Government of Spain in corporation with UNESCO (1994) intends to inform policy and guide action by Governments, International Organizations, National Aid Agencies, Non-Governmental Organizations (NGOS) and other bodies in implementing the Salamanca statement on principles, policy and practice in Special Needs Education.

Salamanca Statement (1994) defines Special Needs Education as a provision of educational services to persons with special needs. It involves appropriate modification of the curriculum and environment in order to meet special educational needs of an individual. Special Needs Education concept was manifested in education programs and gained prominence during the Salamanca Conference.

Uganda Government Constitution (1995) indicates that there should be no discrimination against any person regardless of sex, religion, ethnicity, gender and disability. It also says that policies and programs aimed at redressing social, economic, educational and other imbalances in society should be enacted, which is in consonance with the convention on the Rights of the African Child which Uganda ratified in 1994 and domesticated it in the Children Statute of 1996.

In Uganda, all persons including individuals with special needs should enter, remain and complete the education cycle (Ministry of Education and Sports, 1998). The above statement is supported by the inception of Universal Primary Education (UPE) in 1997 in Uganda which allowed a number of children with special needs to be registered in schools. This inclusion did not happen by chance under UPE policy but the provision stems from the 1992 Government White Paper which followed the Report of Education Review of (1989), which recognized that every person has a right to education.

Kristensen and Wadidi (1996), reveals that for inclusion to succeed there is need to re-examine the structures of the entire education system in Uganda which calls for

intervention and commitment of key stakeholders involved in delivery of educational services. To effect the inclusion of trainees with special educational needs, the Ministry of Education and Sports gave guidelines on admission procedures of students with special educational needs in primary teacher's colleges to enable them to be included in education system.

According to Baguwemu (2002), "a teacher training system which does not provide experiences for student teachers to re-examine their beliefs and expectations in training in diverse classrooms fail to create a wholesome view of equity among trainees with special educational needs." Jomtien Conference (1990) emphasizes that education is a fundamental right for every one irrespective of physical, social, economic and psychological conditions. It specifically states that the learning needs of persons with disability require special attention and that steps should be taken to provide equal access to education to every category of persons with disabilities. To achieve this goal primary teacher's colleges are supposed to implement the inclusive education. In Uganda there are primary teachers colleges which are core PTC and those which are not. Core Primary Teachers Colleges offer both Pre-Service and In-service programs (courses) which are either residential, distance mode or semi-distance mode where as non-core PTCs offer pre service which is residential.

By adopting inclusive education provisions in Primary Teacher's Colleges, colleges have to be well equipped with resources to cater for trainees with special educational needs in their institutions. In Uganda it seems as there are limited resources both human and material relevant to Ugandan setting to cater for all children. Given the

poor environment base of the teachers, it is important to ensure that relevant resources are made available to PTCs for successful implementation of inclusion.

1.2. Statement of the Problem

Maijer, Pigil and Hegarty (1994) indicate that a number of Scandinavian countries shifted emphasis of their educational provision for persons with special needs from separated special schools to what we call inclusion. All the emphasis was that every person has a right to education. Farrell (1998) as cited in Richard (2001) suggests that before inclusion can be achieved it will be necessary for all teachers to accept a responsibility for the education of all persons and that if the management of colleges is to be changed to create a climate more conducive to inclusion, there will be need for a radical re-appraisal of teacher expectations with regards to trainees with special educational needs. It is also important for colleges to have adequate resources for implementation of Inclusive Education.

In Uganda, it was announced by the Ministry of Education that trainees with Special Educational needs be included in Primary Teacher's Colleges, It is unfortunate trainees with special educational needs have not been able to access training in Primary Teacher's Colleges as most of them join vocational rehabilitation centres. It seems there are limited resources in PTCs relevant to cater for all students including individuals with special educational needs (Uganda Education Programme, 2008). It is through the above context that this study seeks to assess the implementation of inclusion and availability of resources of trainees with Special Educational Needs in PTCs.

1.3. Purpose of the Study

The purpose of the study was to assess the implementation of inclusion and availability of resources in Primary Teachers' Colleges in selected districts in South Western Region in Uganda.

1.4. Study Objectives

The specific objectives of the study were to:

1. Establish resources available to facilitate inclusion of trainees with Special Educational Needs in PTCs.
2. Find out the opinions of Primary Teacher's Colleges' staff regarding inclusion of trainees with Special Educational Needs.
3. Identify barriers to inclusion of trainees with Special Educational Needs in Primary Teacher's Colleges.
4. Gather suggestions for inclusion of trainees with Special Educational Needs in Primary Teacher's Colleges to be successful.

1.5. Research Questions

The research questions of the study were:

1. What are the resources available for inclusion of trainees with special educational needs in PTCs?
2. What are the opinions of Primary Teacher's Colleges' staff towards inclusion of trainees with special educational needs in their institutions?
3. What are the barriers to inclusion of trainees with special educational needs in Primary Teacher's Colleges?

4. What are the suggestions for successful inclusion of trainees with special educational needs in Primary Teacher's Colleges?

1.6. Significance of the Study

The findings of this study may/might:

- Enable policy makers to put into consideration the recommendations of the study and come up with favorable policies on inclusion.
- Act as reference and resource to other researchers who may wish to carry out similar studies.
- Help Primary Teacher's Colleges' (PTCs) community to gain knowledge on the existence of inclusion programmes and incorporate it in their programs.
- Open new avenues for the development and expansion of Special Needs Education in PTC.
- Develop interest among NGOs in supporting inclusion programmes in PTCs.
- Influence government in the provision of resources relevant to implementation of inclusion in PTCs.

1.7. Scope and Limitations of the Study

1.7. 1. Scope of the Study

The study assessed the implementation of inclusion and availability of resources in PTCs in three selected Districts of South Western Region in Uganda. Three colleges were selected PTCs in the three districts. The colleges included: Bukinda Core PTC, Kisoro PTC and Kiyooro PTC.

1.7.2. Limitations of the Study

The researcher would have wished to carry the research in all colleges in Uganda but due to limited time it was not possible, distance from district to district all over the country might not be easy for an academic research and also funds to be able to move throughout the country was limited.

1.8. Assumptions of the Study

The basic assumptions of the study were:

1. The environment in the selected colleges will be welcoming.
2. College Principals, Staff and Students will be willing to participate in the study.
3. Availability or non availability of resources both human and material necessary for special needs education (SNE).
4. Weather condition will be favorable for easy movements to colleges during the study period.

1.9. Theoretical and Conceptual Frame work

1.9.1. Theoretical Frame Work.

In this study, a Theory of Justice by Rawls (1971) was adopted. Rawls in this theory argues that to achieve society's equity goals institutions should be biased in favor of the disadvantaged in terms of resource allocation. He points out that for many students with disabilities no amount of resources will assist them achieve the same level of performance as other students without disabilities. This means that some additional resources are required like specially trained teachers to cater for students with special educational needs, signing interpretation for hearing impaired, brailing

information for the visually impaired and providing wheelchairs for the physically impaired to help them access the curriculum. Thus, when taking account of the whole population of students, the question is how to decide the extent of the available resources that should be provided for students with disabilities. From the point of view, achieving equity as similar outcomes across the student population including individuals with disabilities presents a big challenge: the question is what degree of variance in outcomes is acceptable. A rights-based approach can to some extent sidestep this issue since from this perspective all children should be making progress and the problem becomes how to assess individual rate of progress across the curriculum in a way which can constructively promote learning, in contrast to a single group-based outcome measure. From this viewpoint variance in rate of progress might be a better indicator of the extent to which educational equity is being achieved. His “difference principle” (Rawls, 1971) argued for institutions to be structured with a built-in bias in favor of the disadvantaged. It is now widely accepted that the education of students with disabilities could not be achieved without additional resources being made available for them if they are to access the curriculum on anything like an equal basis with students without disabilities. Students with disabilities need additional resources to be able to benefit as other students do from the benefits that education provides opportunities for. The present study is related to the above theory in that it was sought to assess the implementation of inclusion and availability of resources in Primary Teachers’ Colleges. The theory argued that to achieve society’s equity goals institutions should be biased in favor of the disadvantaged in terms of resource allocation.

1.9.2 Conceptual Framework.

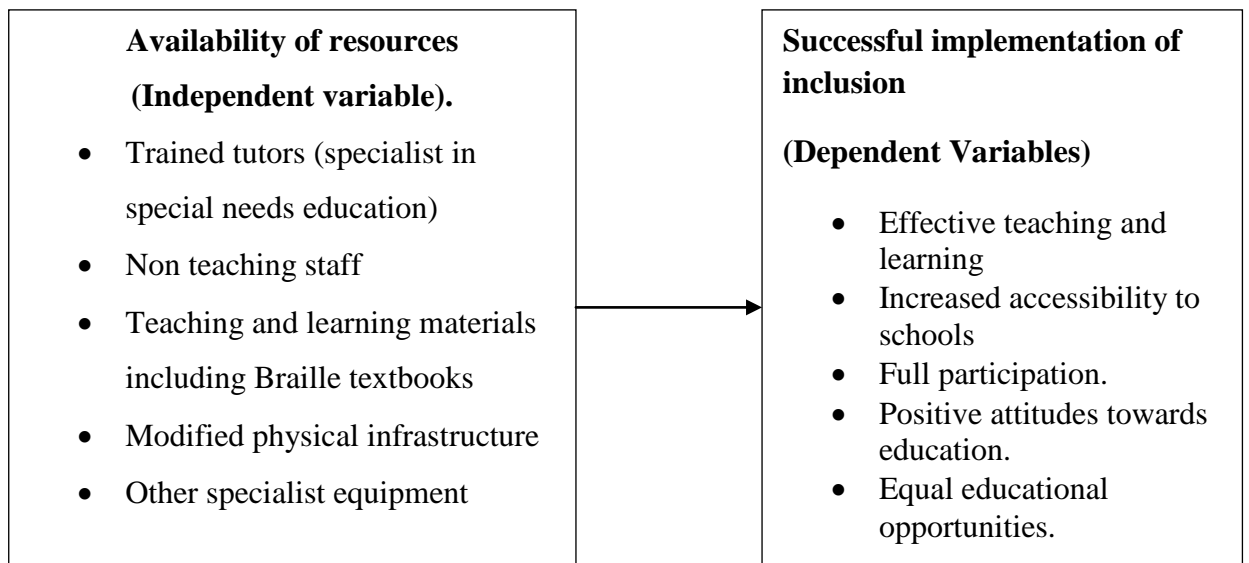


Fig 1.1 Conceptual Frame Work.

Source: John Rawls' Theory 1971.

The above conceptual frame demonstrated the implementation of inclusion and availability of resources in PTCs. It is suspected that for students with special educational needs to be included in primary teachers' colleges there is need for availability of resources, acceptance and support of everyone in the implementation of inclusion. The availability of trained personnel in special needs education, better teaching/learning materials, change of attitude and modified infrastructure will lead to effective inclusion of trainees with special educational needs in Primary Teachers' Colleges. When the policies in support of inclusive education are spelt out clearly in primary teachers' colleges, positive attitude towards inclusion in place, acceptance, involvement and participation of the Community will enable Primary Teachers' Colleges to effectively include trainees with special educational needs. Conclusively,

when all the above issues on the conceptual framework were availed and coordinated well Primary Teachers' Colleges would achieve inclusion of trainees with special educational needs effectively.

1.10. Operational Definition of Terms

Inclusion: Inclusion in education means a process of enabling all children to learn and participate effectively within the mainstream school systems. It does not segregate children who have different abilities or needs. Everyone is considered as normal. (Imran, 2009)

Inclusive: Inclusive is derived from the word to include. It means including many things or everything and treat them all fairly and equally. (Imran (2009)

Inclusive Education: Inclusive Education is defined as a learning environment that promotes the full personal, academic and professional development of all learners irrespective of race, class, gender, disability, religion, culture, sexual preference, learning styles and language.

(Salamanca statement, 1994)

Prints: These are commonly used materials in schools. They include books, magazines and news papers.

Special Educational Needs: These are needs a person may have, to receive special educational attention. These needs may be the consequence of under stimulation, social emotional neglect or abuse, a traumatic experience, any impairment or other condition that makes it difficult for a person to follow the regular curriculum and or ways of teaching. (Salamanca statement, 1994)

Special Needs: These are conditions or factors that hinder normal learning and development in an individual. They may be temporary or permanent. They can be within an individual or the environment or a combination of both. For example, visual impairment, hearing impairment, physical impairment, unconducive environment, political havocs and others. (Salamanca statement, 1994)

Special Needs Education: Special needs education is a provision of educational services to children with special needs which involve appropriate modification in order to meet the special educational needs of an individual. (Salamanca statement, 1994)

Resources: These refer to human and material resources in the school or its environment that may be used in the teaching and learning process. Human resources include ordinary teachers; special needs education teachers, other specialist in disability like speech therapist, physiotherapists, orthopedic technicians and resource persons who are occasionally invited to the school. Material resources include print and non print resources such audio-visual materials, Braille Perkins, wheelchairs, communication boards. (Uganda Education Programme, 2008)

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0. Introduction

In this chapter, related literature to the study from various researchers and educationists on the implementation of inclusion and availability of resources in Primary Teacher's Colleges were reviewed. This was done following study objectives.

- ❖ Resources available to facilitate inclusion in PTCs.
- ❖ Opinions of Primary Teacher's Colleges' staff regarding inclusion of trainees with Special Educational Needs in their institutions.
- ❖ Barriers to inclusion of trainees with Special Educational Needs in Primary Teacher's Colleges.
- ❖ Suggestions for successful inclusion of trainees with Special Educational Needs in Primary Teacher's Colleges.

2.1. Resources Available to Facilitate Inclusion in PTCs

The UNESCO (1994) states that the fundamental goal of inclusive education movement is to protect the rights of people with special needs education and widen access to educational opportunities to them. The significant move was clearly expressed by the world conference on education for all that was held in Jomtien, Thailand in 1990. The conference proposed the three immediate targets that were to guide countries in the 1990's and beyond, these were: universal provision of primary education, massive reduction of adult illiteracy and expansion of provision of training opportunities. The issue of rates and type of expansion in education and training

constitute a major component of planning and it can be considered in relation to the current global trends in education policies.

Wang (2009) notes that inclusion aims at benefiting persons with special needs education through improvements in their learning outcomes. Including social skills, academic achievement and personal development so as to meet all the needs of people within a community. According to Ainscow (1991) cited in Wang (2009) inclusion aims at establishing more effective schools that recognize students' difficulties in learning; hence effective schools support the need for appropriate reforms.

Hopkins, Ainscow and West (1994) cited in Wang (2009) indicate that inclusive colleges are characterized by strong emphasis on quality instruction as well as administrative leadership, emphasis on the students' acquisition of basic abilities, high level of expectations for students as well as confidence in teachers' ability to deal and support individual needs of their students, obligation to give balanced and broad coverage of curriculum experiences appropriate for all children, promotion of secured and orderly environment conducive for both teaching and learning.

Sayer (1994) notes that if colleges are not well organized to meet the real needs of all students they will either cause more problems to students with special educational needs or be part of the solution. Colleges which have more comprehensive principle will ensure that there are programmes available in any area of curriculum for all abilities. He further said young adolescents need a distinctive environment, more sophisticated resources and more specialized skills to match both their demands and

the future demands of society. A cooperative approach among professional across primary, secondary and tertiary sectors require organization and structure. It requires a clear brief to ensure that advantages of new start are maximized and the drawbacks reduced.

Patanjali (2005) indicates that curriculum planning must interrelate the facets of classroom services, special support services, personnel and co curricular activities in creating a new and vital program which will facilitate curricular integration in its most specific situations.

Persons under this category have varied needs to be addressed. They ought to be given an opportunity to have access to curriculum throughout school span and individualized pedagogy. Teachers must make sincere efforts to develop a relationship atmosphere that will generate self actualization and self motivation to learning. Instructional materials needed to be produced to create conducive conditions and provide experiences to those who are deprived of the opportunity to have direct learning experience.

Bowman and Jaeger (2004) says that the implementation and use of instructional and classroom accommodations which are sometimes called students support can play a vital role in academic success in your classes. In many ways, they are designed to level the playing field in terms of strategies to compensate for class accommodations. Kimui (1988) stated that development of skills and knowledge of people of a nation constitutes the highest social factors in relation to national development. In this case it

is human resources of the nation which determine the character and pace of its social and economic development.

According to Agun (1976), it is not only human resources that can pace out social and economic development but also the materials. He notes that materials like teaching and learning materials facilitate the teaching and learning thus improving learning of all students. A teacher can use teaching and learning materials to make his instructional efforts more efficient, effective and thus productive in terms of student's learning and growth.

Agun (1976) further says that teaching resources are indispensable tools in teaching and learning situation. He can use them for instance to arrest and sustain the attention, to help him present facts and information, teach concepts and principles, guide thinking and induce transfer of learning. He can even use the materials sometimes to help him/her and his/her students to assess attainment of learning. In order to use teaching materials effectively the teacher should have some knowledge of range and variety of teaching materials that are available, develop interest in using them, acquire basic skills and knowledge about their use and know how to evaluate their contribution to teaching.

In education, resources have meant different things to different people at different times. Such resources would represent a combination of people, materials, machines, facilities and environment as well as purposes and processes. Beswick (1972) cited in Kimui (1988) considers resources as being everything which is planned to contribute

to educational enterprises; this includes the school environment, teachers, equipment and materials. He further suggests that the major resources are rather the time, organization and purpose for promotion of learning.

Kimui (1988), in her study indicates that different terms have been used by different authorities when referring to instructional resources. Among them are audio visual materials, tools for instruction, learning resources, teaching resources and instruction media. In her study cited Ayot (1984) who said that projected materials involve both sight and aural senses. They may also be termed as audio visual materials; they involve sense of hearing and seeing and rely on projection device where as non projected materials do not rely on projection device. They are termed as visual materials as they involve the sense of sight. They include prints, charts, pictures, photographs, chalkboards, bulletin boards, realia, models, simulation materials and games materials like balls.

Butod (2009), in his study notes that a total of 28 survey reports from 1958-1995 had been analyzed by 1996 indicated various requirements that teachers needed in order to support trainees with special needs education, management and inclusion. These requirements included training, time, personnel resources, teaching materials such as curriculum resources and equipment. Hegarty (1993) notes that inclusion is essentially about change. Major changes have to be made in colleges if they are to cater adequately for students with special needs education whether students are already at the school or currently in special schools. He further said if we start with

the school's academic organization changes become evident. Since this provides the frame work within which teachers deliver the curriculum.

Sayer (1994) supports the above where he noted that the area of the curriculum too requires a change in its own right. Someone has to have a grasp of the whole curriculum, agree and negotiate objectives and learning materials with the subject teachers who contribute a lot towards achievement of curriculum goals. He further noted that the organization is there to enable teaching and learning take place. The adjustment is not confined to one part of the system; it represents a root and branch of restructuring.

Butod (2009) says that in order to promote positive attitude on inclusion among teachers, certain requirements must be met. These requirements include sufficient funding. This is necessary to support the learning of students with special needs education and also support in the establishment of learning institutions fit for the needs of these students with special needs education, conducting training of teachers, development and assessment of special needs education programs as well as enhancing teaching approaches.

Wang (2009) also notes that sufficient resources would have to be allocated to support trainees with special needs education. Such funding should thus support in the provision of enough facilities, teaching materials, appropriate curriculum and learning activities. He further said aside from the establishment of proper learning institutions for inclusion of students with special needs education teaching also becomes a critical

issue where teachers need to be qualified with skills and knowledge of handling all students in their classrooms. Butod (2009) stresses the significance of training the teachers and instructors who will handle students with special needs education. The people who will implement and take charge of implementation as well as those who will monitor and evaluate the outcomes should be properly designated and trained.

Butod (2009) further notes that apart from having trained personnel the environment should also be considered as necessary for better inclusion. An environment that will ensure maximum interaction among students with special needs education and their peers is also important specifically classroom and learning environments should be accessible, appropriate and close enough to student's home in order to minimize excessive time spent on traveling to the college.

Kimui (1988) notes that teachers being important resource in the education system are accountable for the learning progress of individual students and management of classroom. He further says teachers need support from higher authorities in order to manage classroom effectively. Dew-Hughes and Brayton (1997) note that while teachers of trainees with special needs education are seen as committed specialists in the area of special education, personal qualities can go a long way in providing the range of skills required and the pressure of training institutions to teach these as discrete skills is lessened. Nanus (1992,p.142) cited in Praisner (2003) says that the principal as a leader in the college directly influences resources allocation, staffing, structures, information flow and operating processes that determine what shall and shall not be done by the organization need to support the teachers to access resources

to use in managing inclusive education. Due to their leadership position, Principals' attitudes about inclusion could result in their increased opportunities for students to be served in general education or in limited efforts to reduce the segregated nature of special education services. Therefore, for resource allocation and inclusion to be successful in Primary Teachers Colleges, first and foremost college administrators must display willingness, positive attitude and commitment to inclusion.

2.2. Opinions of PTCs' Staff regarding Inclusion

The concept of special needs education focuses on the fact that the purpose of education for all people is the same, it is only the help that is different, hence the need for inclusion. Inclusion is about school change to improve the educational system for all students (Imran, 2009). He further says that inclusion means changes in the curriculum, changes in how teachers teach and how students learn as well as change in how students with and without special educational needs interact with and relate to each other. Inclusive education practices reflect changing culture of contemporary schools with emphasis on active learning, authentic assessment practices, applied curriculum, multi level approaches and increased attention to diverse student needs and individualization.

Wang (2009) notes that while inclusion is beneficial for developing the competences and skills of both students and teachers alike, implementing the program of inclusion will most likely put teachers under considerable pressure brought about by the required environmental restructuring. Teachers' attitudes on full inclusion that has been studied show varying results. The study that was carried out by Semnel,

Abernathy, Butera and Lesar (1991) quoted by Wang (2009), revealed that teachers believed that full time inclusion of students with special needs education will not have positive social benefits for these students.

Giangreco, Dennis., Cloniger, Edelman and Schattman (1993) cited in Wang (2009) note that 17 of the 19 teachers that were used in their study underwent a transformation from initial negative reactions to the placements of students with special educational needs to more positive view point where in the study conducted by Vaughn et al (1996) on the perception of both mainstream and special educators towards inclusion concluded that the majority of the respondents who were not participating in any inclusive program had strong negative thoughts and feelings about inclusion of students with special needs education in ordinary schools.

As noted in Baguwemu (2002), wrong perceptions concerning disability especially the stigmatization of those with disability in society has led them to lose self esteem. Algazo, Hamzah and Algaryouti (2003) say that both attitudes of pre-service and in service teachers towards students with special needs education and the amount of education and preparation they receive in teaching students with special needs education determine the success of inclusion. The attitude and ability to teach students with special educational needs in regular classrooms is a learned process and is greatly influenced by the amount of contact teachers have with persons with special educational needs.

Galloway, Armstrong, and Tomlinson (1994) say that some professional teachers have consistently failed to respond to the changing demands especially to those with special needs education due to negative feelings and have implicitly failed to meet the needs of students with special needs. Murphy and Mastropieri (1996) state that lack of improvement in perceptions of teacher preparedness for inclusion over time suggests that teacher education may be no more effective at preparing teachers for inclusion.

Florian (1998) notes that although the movement for inclusion is part of a broad human rights agenda, which argues that all forms of segregation are morally wrong, difficult implementation problems arise when the movements' ideals are applied to education of students with special needs education. Educators have serious reservations about supporting the wide spread placement of students with special needs education in mainstream schools because many questions about teaching and learning in inclusive setting remain unanswered (Florian,1998). He further said that the achievement of inclusive schooling is largely dependent upon a re-conceptualization of teaching roles and responsibilities but that this will not be easily achieved unless there is willingness to move away from the current restrictions of existing system.

Ilektra, Evans, and Little (2008) indicate that in terms of preparation, pre-service teacher training colleges concerns relate to personal inadequacy and prejudices regarding inclusion. Personal characteristics are noted as influencing pre-service teacher's attitudes towards inclusion, in some other studies it appears that contextual factors, contact with people with disabilities and training are the main factors

influencing attitude which lead teachers not to accept the move to inclusive education thinking that these persons with disabilities are uneducable and unmanageable within the ordinary school setting.

Howarth (1987) cited in Njoroge (1991) notes that the attitudes of professional persons concerned with the placement of children with a handicap in a system of integrated education play an important role in establishing firm foundations which other professionals concerned with meeting the special needs education of students can be built. A positive attitude from these professionals involved with the child can effectively set the pace from the realization of child's full potential within the mainstream school system.

As noted in the study carried out by Butod (2009) on attitudes towards inclusion shows that inclusive education system was impractical for decision makers to implement as it is not applicable to classroom realities. This revealed that majority of the respondents who were involved had strong negative attitude towards inclusion of students with special needs education in their programs. However, it was revealed that teachers who had completed a special needs education course work had a more positive attitude towards inclusion of students with special needs. Similarly, a more positive attitude was shown by teachers who had gone through inclusion in-service training than those without such training.

In a nutshell, Inclusive education is beneficial for developing the competencies and skills of both students and teachers alike. Implementing a program of inclusion will

most likely put teachers under considerable pressure, teachers face constant dilemmas but where there is adequate resources, well trained staff, change of attitudes and have positive perception and feelings towards inclusion of students with special educational needs, successful inclusion can be realized.

2.3. Barriers to Inclusion in PTCs

Florian (1998) notes that given the origins of special needs education and evolution, it is not surprising that many in the profession have reacted with skepticism to proposals, calling for inclusion of students with special educational needs in the mainstream education system. Ilektra et al (2008) say that one of the major factors affecting the effective inclusion of students with special needs education is teachers' attitude. The attitude of teachers may be either positive or negative. Although it appears that teachers tend to be in favor of inclusion as a social and education principle, their support of the practical implementation of inclusion is dependent on the type and severity of disability.

Jonathan and Raymond (1988) say that there is a range of factors over which teachers have direct influence in schools and others which fall outside the range. They have referred to some of these as external and internal factors. Among the factors within the teachers' control are the teachers' theoretical knowledge, enthusiasm, skills at managing the classroom environment, student's learning experiences and the general organization of special needs education provision within the school. These are all times subject to external constraints but they can be harnessed towards making

significant positive contribution towards meeting the needs of students with disabilities.

Patanjali (2005) indicates that lack of trained personnel has been one of the many constraints in providing services to people with special needs education. Butod (2009) also brings up the issue of lack of training or knowledge regarding inclusion among teachers makes incapable of realizing the positive side of allowing students with special needs education to attend inclusive schools. He added that lack of awareness of the background of inclusion can make educators hesitant of applying this concept in an inclusive school setting.

Sykes (1996) cited in Hosein (2008) notes that another factor that affect inclusion is that the conventional professional development of teachers is sorely inadequate. The main point is that learning does not end, teachers need continuous development support to implement the skills learnt in order to cater for the needs of all trainees in the classroom of an inclusive setting. Therefore teacher training's previous models may be inadequate to satisfy the expectations and challenges to teacher preparation which have emerged from the educational initiatives.

Sayer (1994) says that there has been much concern that the current arrangements for the local management of schools and open enrollment in general and for the grant maintained schools in particular are inimical to the policy of inclusive education. There is concern that the legal responsibilities of local education authority were more difficult to meet and therefore noted that all schools have to take responsibility for

developing a policy of inclusiveness whatever conflicting pressures of legislation or funding routes may be and whatever changes may be made together. The freedom made it difficult for inclusive consideration in some schools where inclusive education was regarded as impossible in terms of management and teaching.

Kristensen and Wadidi (1996) say that insufficient resources and poor facilities have on many occasions undermined the efforts of professionals to provide services to students with special needs education as required. For example, special text books, Braille papers, Braille machines, white canes, wheel chairs, hearing aids and inaccessible environment. This possesses serious constraints to the effectiveness of inclusive education thus leaving behind students with special needs education.

Suran and Rizzo cited in Ndurumo (1993) state that shortage of funds and personnel make it impossible for teaching and learning of students with special needs education in the mainstream as the material necessary for their effective learning cannot easily be accessed without funds as mentioned above. Turnbull and Turnbull (1982) cited in Njoroge (1991) also identify funding as the biggest factor in deciding how much in-service training can realistically be offered or required and whether teachers would be given release of time for training.

Butod (2009) found out that there are several factors that would affect the success of inclusion of students with special educational needs. Richard (2001) quoted Ainscow and Hart (1992) that consideration of the classroom and curriculum provisions are important factors in moving away from existing deficit model. The emphasis here is

to move away from the focus upon pupils' deficits towards a whole school approach but to review on the teaching practices and learning styles. They further say that the changes in classroom practices would not only benefit the person with special needs education but would enhance the learning for all pupils. Gearheart (1981) says that some modified curriculum is similar in content to the standard of high school programs.

Mbiti (1981) cites that the major contributing factor is lack of adequate and proper physical facilities which are conducive to effective teaching and learning of students with special needs education. Richard (2001) comments upon difficult classroom access, the lack of suitable facilities and difficulties which would be experienced in providing privacy and maintaining the child's dignity. The concerns expressed here are genuine and relate specifically to students with special needs education especially those with physical impairment. Similar concerns might be voiced with regards to the need for adaptation of buildings to provide suitable environment for students with sensory impairments that is the visually and hearing impaired.

2.4. Suggestions for Successful Inclusion in PTCs.

The IDEA (1997) states that "Each state must establish procedures to assure that, to the maximum extent appropriate, trainees with disabilities are educated with children who are not disabled and that special education, separate schooling or other removal of children with disabilities from regular educational environment occurs only when the nature of severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily"

Farrell (1998) recommends that before inclusion can be achieved, it will be necessary for all teachers to accept the responsibility for education of all students with and without special needs education and to move away from depending upon support systems commonly found at present in schools. Further said, if the management colleges is to be changed to create a climate more conducive to inclusion there will be need for a radical re-appraisal of teachers expectations with regard to students with special needs education.

Kristensen and Wadidi (1996) state that for inclusive education to succeed there is need to re-examine the structures of the entire education system and this calls for intervention and commitment of key stakeholders involved in delivery of educational services. Hosein (2008) noted that the key improvement on educational system is to reform teacher education. According to Walter, Wilkinson and Yallow (1996) cited in Hosein (2008) say that the quality of teaching depends on the quality of the teachers which in turn depends to some extent on the quality of professional development. Without well trained, qualified and committed teachers it is impossible to deliver effectively towards functioning educational system therefore teachers require gaining the necessary skills and knowledge to be able to deliver.

Mohanty (2000) says that to support the above teacher training colleges should have more provisions for giving orientation and refresher in service courses to tutors and teachers to make them acquainted with innovative programmes in education of students with special needs education. Kimui (1988) in her study notes that several approaches have been suggested for successful inclusion of students with special

needs education. These include training of teacher through the use of available technology, cooperative arrangements among institutions, sharing of resources and services.

Butod (2009) notes that as inclusion would involve the placement of students with special needs education in the mainstream schools, teachers who will handle these classes may need coaching and training on how to handle the needs of the students other than learning. They may need to learn how to manage students with physical or sensory impairment. He further recommended that schools' administrators should coordinate well with other helpful parties such as local education departments, the parents and the government.

Greene (1995) cited in Hoisen (2008) states that teachers are expected to be the agents of education therefore they need to be empowered to think about what they are doing and to perceive different alternatives to their perspectives on a broad range of educational issues needed to be transformed and enlarged.

Bowman and Jaeger (2004) recommend that students with special needs education should have continuous support from the teachers and staff during the transition and after they have entered the college. Patanjali (2005) notes that equality in education requires personalized pedagogy and a careful investigation into individual aptitudes, compensatory and remedial measures in education to suit the needs of the deprived, the disadvantaged and challenged with a view of bringing them at the level of other students.

Wang (2009) says that the purpose and goals of education should be common to all students. Students with special needs education should have their needs provided for through the mainstream schools. In order to obtain these educational needs, mainstream teachers should take charge in terms of decision making regarding placement and school provision. Stoler (1992) recommends that the process of implementing the process of teaching persons with special needs education require a change in curriculum and teaching methods which can be affect other aspects of the instruction process. (Quote Hardman, 1989). He further recommends that teachers must accept responsibility for those students with moderate and severe disabilities both physical and sensory. Stoler (1992) also states that instead of deciding who does or does not belong in regular education classes there should be change in direction towards increasing the capabilities of regular education to meet the unique needs of all students.

Conclusion

In conclusion, the literature reviewed indicated what was done in various places other than Uganda and established gaps in various areas, therefore, the present study sought to assess the implementation of inclusion and availability of resources in PTCs in South Western Region in Uganda for the purpose of filling the gaps identified and as a new study in Uganda.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter presents the description of: Research design, Study Variables, Location of the Study, Target Population, Sample and Sampling Procedures, Research Instruments, Pilot Study, Procedures for Data Collection, Data Quality Control, Data analysis and Ethical Considerations.

3.1. Research Design

A research design is the plan of inquiry of the researcher that puts paradigms of interpretation into motion on how to proceed in gaining an understanding of a phenomenon (Ary, Jacobs & Rozavieh, 2001). It is the overall plan for obtaining answers to the research questions guiding a study. It is also a plan for conducting a study that maximizes control over factors that could interfere with the validity and reliability of research results. (Cohen, Manion & Morrison, 2009). Creswell, (2009) adds that a research design is a plan to conduct research which involves the intersection of philosophy, strategies of inquiry and specific methods.

Mcmillan & Schumacher, (2006) say that researchers can adopt quantitative, qualitative or mixed research approaches.

For the purpose of this study qualitative research approach was adopted which employed a descriptive case study design to generate deeper meaning that may not be

possible using other research approaches. The researcher singled out South Western Region to be used as a representative of all regions in Uganda.

Kambaza (2002), states that qualitative approach aims at exploration of social relations and provides an opportunity to interpret how different people feel. A descriptive case study design seeks to describe a unit in detail, in context and holistically. It is a way of organizing educational data and looking at the object to be studied as a whole. Pamela & Susan (2008) states that case study research is more than simply conducting research on a single individual or situation. This approach has the potential to deal with simple through complex situations. It enables the researcher to answer “how” and “why” type questions, while taking into consideration how a phenomenon is influenced by the context within which it is situated. It enables the researcher to gather data from a variety of sources and to converge the data to illuminate the case.

A Case study enables the researcher to collect data in its natural setting, it also puts into consideration the reality and experiences of the respondents. It is a way of organizing educational data and looking at the object to be studied as a whole. Use of case study design allowed the researcher to generate the required information about behaviour, opinions, practices, beliefs and perceptions of the entire target population.

3.1.1. Study Variables

Variables are key ideas that researchers seek to collect information to address the purpose of their studies. (Creswell, 2005). Mugenda and Mugenda (2003) describe

different classifications of variables such as dependent, independent, intervening, confounding and antecedent. This study considered independent and dependent variables.

Independent Variables

Creswell (2005) defines an independent variable as an attribute or characteristic that influences or affects an outcome or dependent. In this study the independent variables was availability of resources in PTCs.

Dependent Variables

A dependent variable is an attribute that is dependent on or influenced by the independent variable (Creswell, 2005). In this study the dependent variables was successful implementation of inclusion.

3.2. Location of the Study

The study was carried out in one of the Regions in Uganda that was South Western Region in Uganda. Three PTCs were purposefully selected from the region because they implement teacher education programs and were responsible for selecting, admitting, training, producing skilled and quality primary teachers.

3.3. Target Population

There are fifty two Primary Teacher's Colleges both Government and Private in Uganda. Forty five are government and seven are private. Nine of the fifty two PTCs are in the South Western Region in Uganda. Of the nine PTCs the present study

selected three. The target population were 936 from the three PTCs that were involved in the study. The target population included Principals, Tutors and Student Trainees from three selected Primary Teacher's Colleges in the South Western Region in Uganda.

3.4. Sampling Technique and Sample Size

3.4.1 Sampling Technique

Purposive sampling was used to help the researcher have respondents who would provide the relevant data. Mugenda and Mugenda (2003.p.50) purposive sampling is a sampling technique that allows a researcher to use cases that have the required information with respect to objectives of his or her study. Cases of subject were handpicked because they are informative in the area relevant to the present study. On the other hand Kulbir (2003.p.565) refers purposive sampling as a sample selected for a specific purpose. The sample was selected because it was considered to have knowledge on the topic of study at hand and was done strictly to the units typical of the population. In this study the researcher selected respondents purposively because they were believed to be with the best quality information in relation to the study.

3.4.2 Sample Size

A sample of 50 respondents out of 936 targeted population from the three colleges was selected purposively to be involved in the study. The data were collected from three (3) Principals, fifteen (15) Tutors and thirty two (32) Students

Table 3.1: Summary of Respondents who were Involved in the Study

Category of Respondents	Number of respondents
Principals	3
Tutors	15
Students without Disabilities	32
Total	50

Table 3.1: Shows that among the respondents involved in the study, student teachers were the majority followed by tutors. This was because the success of inclusion of the trainees with special educational needs depended mostly on the students and tutors who stay with them most of the time.

Every member in the targeted population was said to have a significant role to play in as far as inclusion of trainees with special educational needs in Primary Teacher's Colleges is concerned.

The Principals were selected because of being the executive heads of the PTCs, and were believed to be supervisors of all college programs. They were able to give the right information required by the researcher.

Tutors were also selected to be involved in the study because, being the implementers of the teaching and learning programs they were able to give correct information on the resources needed, attitudes, related barriers to inclusion and recommendations for effective inclusion of students with special educational needs in their classes.

Finally, Student trainees were selected to be among the respondents in the study because they are the ones who stay and socialize with trainees with special educational needs in class and reside with them most of the time. They were able to provide the required information about inclusion of the learners with special educational needs in their colleges.

3.5. Research Instruments

The researcher used the following tools to collect:

- Observation schedule
- Interview schedule

Observation Schedule

In this study observation checklist was developed for use during college observation. It had four major items and 14 specific items. The major items were; human resources and material resources whereas, specific items included, teaching staff, non-teaching staff, support staff under human resources, then classrooms, library, laboratory, staffroom, dormitory, dining hall, kitchen, toilets, showers under material resources and timetable, class allocation which were under time management and attitude which was under behavior. The items had scoring showed by a tick (✓) for an observed item and X for unobserved. The observed items were expressed descriptively. Observation was done within the college moving around to observe. The researcher defined a list of behaviors and items to be observed in order to observe what was relevant to the study and generated information that was useful to the study at hand.

Robson (2002), states that a major advantage of observation as a technique is its directness. He further says data from direct observation contrast with and can often usefully complement, information obtained by virtually any other technique. Observation also is an appropriate technique for getting a real life in the real world. Orodho (2008, p.42) states that observation is a method that implies the collection of information by way of own investigation, observation without interviewing the respondents. Mugenda and Mugenda (2003) state that in observation a researcher utilizes an observation checklist to record what he/she observes during data collection. In this study observation forms, schedules and checklists were used to collect related data.

Interview Schedule

The interview schedule used addressed research questions based on resources needed by PTCs, opinions related to inclusion among the staff in PTCs, barriers to inclusion and recommendations for effective inclusion of trainees with special educational needs in PTCs.

Interviews were carried out face-to-face and in a natural setting. The researcher made appointments with the respondents before the time for the interview. Responses were recorded during the interview following the interview guide. The researcher focused the interviews on the topics which were related to the research questions to gather the required information of the study.

Lokesh. (1997, p.175) defines an interview as a process of communication in which the interviewee gives needed information verbally in a face-to-face situation. However, according to Gay and Airasian. (2000), interview is a purposive interaction between two or more persons, one trying to obtain information from the other. On the other hand, Orodho. (2009) defines an interview as an oral administration of a questionnaire or an interview schedule. It can be administered by face to face encounters or can be through a telephone. An interview schedule is defined as a set of questions that an interviewer asks when interviewing respondents. (Orodho, 2009.p.171). Lokesh (1997) says that interviews are classified as structured and unstructured. Structured interview is one in which the procedure to be followed is standardized and is determined in advance of the interview. Structured interviews are also set in form of questions to guide the researcher as he fills the respondents' responses.

Unstructured interviews provide greater flexibility although the series of questions to be asked and the procedure to be followed are decided upon beforehand. The interviewer is largely free to arrange the form of questions. Unstructured interview are usually labeled as 'focused', 'in-depth' and 'non directive'. The focused interview aims at a particular experience rather than on the general lines of inquiry about the experience. The in-depth interview is searching and gives emphasis on psychological and social factors. Then non-directive interview permits much freedom to the interviewee to talk about the problem under investigation. In the present the researcher used both structured interview and unstructured.

Interview instrument has the following advantages to the researcher: It helps the researcher to get information concerning feelings, attitudes and emotions of the interviewee. The researcher gets immediate feedback from the respondents. Questions not understood can easily be clarified by the interviewer and the researcher gets in-depth response which may be impossible from any other instrument of data collection. This gives an opportunity to the interviewer to question thoroughly certain areas of the study.

Interview instrument also has the following limitations, which the researcher was aware of and found solutions. It is time consuming and the effectiveness of the instrument depends largely on the skills of the interviewer. Interviewee behaved artificially in giving information. In this study the researcher used structured interviews to collect data.

3.5.1. Pilot Study

Before the actual collection of data using observation and interview the researcher piloted interview as well as observation at Kisoro Primary Teacher's College as a representative of the sampled colleges in South Western part of Uganda. One deputy principal, two tutors and ten student trainees were selected for the pilot study. They were selected purposively on the basis that they would give the information that is required for the study. These were not involved in the main study. Observation and Interviews were held concurrently by the researcher. The researcher analyzed the data to ascertain whether the instruments were able to gather information necessary for the study. The pilot study helped to evaluate the relevance of the instruments and to

determine whether the study covered all the aspects of the study. It was revealed that the instruments were able to gather required information relevant to the present study and it was recommended that the same instruments be used to collect data as there were no changes found necessary to be done on the instruments. This gave the researcher an opportunity to proceed for data collection using the same instruments.

3.6. Data Quality Control

3.6.1. Validity

The validity of the instruments was established by piloting the study in one of the sampled colleges. The researcher computed the level of agreement of the items in the instrument judged to be relevant. The agreement of relevance is content validity index (CVI) which is

Computed as follows; $CVI = \frac{\text{Items declared relevant by both respondents}}{\text{Total items in instrument given to experts}}$

$$\frac{\text{Items declared relevant by both respondents}}{\text{Total items in instrument given to experts}}$$

$$= 6/10 = 0.60.$$

Usually items of CVI with 6 and above and preferably 7 and above are considered good quality instrument for collecting data.

Amin (2005, p.285) defines validity as the ability to produce findings that are in agreement with theoretical or conceptual values and Anastasi cited in Ndurumo (1993, p.81) says that validity deals with the content of the test and the purpose it was designed for. Anastasi further states that validity of the test enables examiners to

ascertain whether the test really measures what it purports to measure and how well it does so.

Fraenkel and Norman (1996, p.116) say that a valid instrument is one that measures what it is supposed to measure. They further note that a major accurate definition of validity revolves around the defensibility of inferences researchers make from the data collected through the use of an instrument.

3.6.2. Reliability

A pre-test was held using 13 respondents that is, one deputy principal, two tutors and ten student trainees whose responses were subjected to a Cronbach Alpha coefficient. They were selected purposively whom the researcher thought of giving the information required for the study. Cronbach Alpha coefficient is where the items in the instrument are arranged on a Likert scale and the researcher scores each item for each respondent. It is computed to establish its reliability and accuracy, if the Cronbach Alpha Coefficient is 0.75 or above the instrument will be regarded as reliable for use in the field.

A test- retest method was used to ensure reliability of the instruments. Here, the researcher administered the same test twice on the same group after an interval of one month has elapsed. The correlation coefficient of the instrument was computed using Pearson Product Moment Correlation Coefficient (Pearson r)

which is computed as

$$\frac{N\sum XY - (\sum X)(\sum Y)}{[\sum X^2 - (\sum X)^2][\sum Y^2 - (\sum Y)^2]}$$

The coefficient was proved to be higher which enabled the instrument to yield data with high test-retest reliability.

Amin (2005, p.293) defines Reliability as dependability or trustworthiness in the context of measuring instrument. It is the degree to which the instrument consistently measures what it is measuring. On the other hand, Best and Kann (1992, p.68) refer reliability as the degree of consistency that the instrument or procedure demonstrates. Reliability is a matter of whether particular technique applied repeatedly to the same object would yield the same results each time it is applied and administered. According to Oxford Advanced dictionary (2000, p .989) reliability is a noun that comes from the word reliable which means something that is likely to be correct or true. It further says that it is something that can be trusted to do well.

3.7 Data Collection Procedures

The researcher obtained an introductory letter from the Ministry of Education and Sports, School of Education, Department of Special Needs Education that permitted her to go out to collect data. Interview guides were constructed before going to guide the interviewer to gather information related to the study following the techniques and principles of constructing them. Observation and Interview guides were set focusing on research questions of the study and they were discussed and approved by the supervisor before going for piloting and real collection of data. Both observation and Interview guides were used to collect data from all respondents and were done both in the morning and evening hours face-to-face after approval appointments. Time was

scheduled from 9.00am-10.30am and 5.00pm-6.30pm. Interviews were recorded by the interviewer. Consent was sought for recording from the respondents before start.

3.8 Data analysis

Data analysis is the process of systematically searching and arranging the data collected in one study (Bogdan and Biklen, 1992). In this study, the data consists of interview transcripts and observation recordings. The views of the respondents were analysed qualitatively. The coding analysis schedule developed by Terre Blanche and Kelly (1999) was used in this study. The reason for choosing this strategy is that it allows for the categories and patterns emerging from data to be decided in advance, and facilitates the interpretation of smaller units since analysis begins with the researcher reading all the data to gain the sense of the whole (Bogdan & Biklen, 1992). This process involves firstly familiarizing oneself with the text in order to start making links. This usually involves immersing oneself in the data, which may include recorded observation and written transcripts of interviews, as in the case of this study inducing themes and coding were used. Terre Blanche and Kelly (1999) state that coding is the process in which the researcher attributes labels to certain sections of the text whereas (Robinson, 1996) states that thematizing involves discovering the organizing principles that naturally underlie the material. The analysis leads to the interpretation of the findings, this is a written account of the phenomenon under study, and in this case the Assessment of implementation of Inclusion and availability of resources in PTCs in selected Districts in South Western Region in Uganda. Conclusions and recommendations were made in relation to the study.

3.9. Logistical and Ethical Considerations

The researcher sought clearance from the University; obtained permission from the Ministry of Education and Sports to be able to collect data in the targeted colleges. The researcher reported to the principals of the area who allowed her to carry out the research. A preliminary visit was made to the colleges to book appointment for the intended research and a date to administer the instruments was arranged. The researcher ensured and assured respondents that all their responses were only to be used for the purpose of the study and that all their responses were to be strictly treated with confidentiality

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.0. Introduction

This chapter presented the findings of the study on assessing the implementation of inclusion and availability of resources in primary teachers colleges in selected Districts in South Eastern Region in Uganda. Data collected was presented in two sections. Section one as the Biodata and section two as the set study objectives. For the attention of the reader the said objectives are once again presented here:

- ❖ Establish resources available to facilitate inclusion of trainees with Special Educational Needs in PTCs.
- ❖ Find out the opinions of Primary Teacher's Colleges' staff regarding inclusion of trainees with Special Educational Needs.
- ❖ Identify barriers to inclusion of trainees with Special Educational Needs in Primary Teacher's Colleges.
- ❖ Gather suggestions for inclusion of trainees with Special Educational Needs in Primary Teacher's Colleges to be successful.

4.0.1. Methods of Data Analysis

The views of the respondents were analyzed and presented descriptively.

4.1. SECTION ONE

4.1.1 Biodata Information

Three principals, fifteen tutors and thirty two students were involved in the study. Majority were students, followed by the tutors and the least being principals. Students were the majority because they formed the highest population in PTCs whereas the principals were the least because only three colleges were selected in the study.

By gender, twenty nine out of fifty respondents were males while others were females. Males were three principals, nine tutors and seventeen students and females were six tutors and fifteen students. In terms of academic qualifications, all the three principals and two of the tutors involved in the study had masters degree, nine tutors had bachelors degree while four had diplomas and all student teachers involved had O'level certificates.

The inclusion of biodata was important because it helped to reflect the way respondents contributed ideas to the study. Being a male or a female had significant influence in the way they responded and this helped the researcher to analyse the data subjectively.

4.2. SECTION TWO

4.2.1. The study objective One

The study objective one aimed at establishing resources available in Primary Teacher's Colleges to facilitate inclusion of trainees with Special Educational Needs.

4.2.1.1. Responses on Resources Available in Colleges

Principals, tutors and students were interviewed by the researcher to establish resources available in PTCs.

Of the three principals interviewed two said that there are different types of resources in colleges which were classified as human, teaching/learning materials and equipment while the other said that there different types of resources which was classified as human, material, infrastructure and equipment.

Twenty students of the thirty two interviewed mentioned teaching/learning materials which included textbooks as the resources available in colleges.

Out of fifteen tutors, Eleven classified the resources in colleges as human and materials, this is an indication that colleges have the resources required for the implementation of teaching and learning.

Out of 50 respondents thirty two mentioned that among human resources available in Primary Teachers Colleges, there are teaching staff who are tutors, non teaching staff such as; the bursar, secretaries, librarian, laboratory attendant, college nurse and support staff who are; cooks, security guards (night and day watchmen), pump attendant and sanitary cleaners; material resources include buildings like classrooms, staff room, kitchen, dormitories, library, laboratory, toilets and bathing shelters, then equipment such as laboratory and science equipment, then furniture and stationery whereas eighteen said tutors, dormitories, kichen, library, classroom, toilets and principal.

This result are supported by Agun,(1976) who stated that it is not only human resources that can help in the development of social and economic issues but also the material resources which also facilitate teaching and learning in PTCs.

The result was further supported by Ayot, (1984), who pointed out that materials are very important resources in addition to human resources saying that material resources involve both visual and aural senses meaning that both hearing and seeing are involved, adding that such materials included prints, charts, pictures, photographs and realia among others which are all manipulated by human beings and noting the importance of having both human and material resources in an inclusive setting that it enables trainees with special educational needs to be catered for without discrimination.

The repondents were also asked about the number of available human resources in their colleges; the three principals gave a variety of responses and this was due to the level of their PTCs. The two principals from non-core PTCs said that they had twelve teaching staff each , four and six non teaching staff, nine and eight support staff respectively, while the other principal who was from a core PTC said he had twenty three teaching staff, fourteen non teaching staff and twenty four support staff.

Still on the number of available human resources, respondents said that much as the teaching staff are available they are not enough as per available vacancies for recruitment in the three colleges. In addition to this respondents further said that non teaching staff were too not enough as some were lacking like the college nurse.

To establish resources available the researcher further wanted to find out whether there were a staff with disabilities in their colleges and a tutor appointed to teach special needs education. One principal of the three principals said that there was one staff with disability who was also appointed to teach Special Needs Education. Other two principals said there was no tutor appointed to teach special\needs education but the subject was managed by a tutor for professional education studies.

On the accessibility of the available resources to trainees with special educational needs.

Two principals said that all resources in the colleges are accessible, one said only classrooms are accessible with ramps. The researcher observed that the ramps were too steep for an individual on wheel chair. The researcher further observed that resources in the library there was none in braille for students with visual impairment.

Majority of the students involved in the study said that classrooms were accessible compared to other resources adding that most classrooms had a ramp for easy movement, enough lights within the classroom for every trainee to see well, well arranged sitting arrangement, flexible chairs and enough space for easy movement.

On a negative note forty eight out of fifty respondents revealed that most resources; dormitories, dining halls, toilets, library, laboratory and textbooks in PTCs were all not accessible to some trainees with special educational needs. Respondents also expressed lack of brailled textbooks in the library for the trainees with visual

impairment and specialist tutors to handle trainee with hearing impairment in sign language.

Respondents further said that much as classrooms are said to be accessible some classrooms have narrow door entrance which are too small for a trainee on a wheelchair to enter making him/her to leave the wheelchair outside the classroom thus making him/her enter while crawling.

The researcher observed using a checklist that classrooms had a ramp but the ramps were too steep to be used by an individual on wheelchair.

This result therefore shows that colleges are not yet ready with the resources needed for Special Needs Education as stated by Sayer, (1994) who notes that if colleges are not organised to meet the needs of all students, they will cause teaching and learning problem. Therefore, colleges require organisation and structured programs to be able to cater for all students without discrimination. Then comes the second objective.

4.2.2. The study objective two

The study objective two aimed at finding out the opinions of Primary Teacher's Colleges' staff regarding inclusion of trainees with Special Educational Needs.

4.2.2.1. Responses on Opinions regarding Inclusion in PTCs

Interviews were carried out with Principals, Tutors and Students to find out their opinions regarding inclusion of persons with disabilities in colleges.

On the question whether trainee with Special Educational needs can be included in PTCS, all the sampled 50 respondents stated that trainees with special educational needs can be included in Primary Teachers Colleges. This shows that respondents strongly support inclusion of trainees with special educational needs in PTCs. This result is also supported by Imran, (2009) who asserted that the concept of special needs education focuses on the fact that the purpose of education for all people should be the same; it is only the help that is different. Imran further said that inclusion is only about school change to improve educational system for all students.

Wang, (2009) was not in agreement with the result pointing out that in the study that was carried out by Semnel, Abernathy, Butera and Lesar (1991), results revealed that teachers believed that full time placement of students with special needs education will not have positive social benefits for these students and that inclusion will most likely put teachers under considerable pressure brought about by the required environmental restructuring.

The researcher noted that much as respondents appreciated the inclusion of trainees with special educational needs in PTCs, she observed that there were no trainee with special educational needs found at the colleges by that time.

Respondents were also asked among the physically impaired, visually impaired and hearing impaired categories who would be easier included and why? Forty respondents said individual with physical impairment can be easily included compared to other categories with disability whereas nine respondents indicated that

individuals with visual impairment can be easily included and one respondent said individuals with hearing impairment can be easily included in PTCs.

On the why? Forty respondents interviewed said that trainees with physical impairment can be easily included in PTCs more than trainees with other categories of disabilities like those with hearing impairment and visual impairment and that individuals with physical impairment only requires simple adjustments on the physical structures and the rest becomes as normal like any other person without disability. This implies that people with physical impairment will be more educated than the other category hearing impaired and visually impaired.

Observations made by the researcher revealed that at the time of study there no trainee with physical impairment in the colleges used in the study.

For the why question, the researcher further inquired of the two other categories; the hearing and visual impairment who would be easily included in PTCs. All 3 principals interviewed said that those with visual impairment would be easily included in colleges with the reason that trainees with visual impairment are able to understand verbal communication whereas trainees with hearing impairment are unable to understand verbal communication and there are no staff with sign language skills in their colleges, the researcher saw that the principals found out that it is easier to teach a trainee with visual impairment than one with hearing impairment.

Then ten tutors out of fifteen revealed that trainees with visual impairment could be easily included in PTCs while five tutors said trainees with hearing impairment could easily be included.

Students also were interviewed twenty nine out of thirty two pointed out that trainees with visual impairment are the ones who would be easily included arguing that communication is easier than those with hearing impairment. They further said if trainees with visual impairment have learnt how to use Braille, friends could dictate notes for them and they were able to write using Braille machines. This is an indication that trainees with hearing impairment would always lag behind in education thus affecting their social economic status.

The researcher therefore, noted that communication with trainees with hearing impairment is the major reason why they are not included in PTCs, since they use sign language there is a need for members of the colleges to learn sign language to ease communication with trainees with hearing impairment.

The above result has been supported by Hegaty e tal, (1988), who stated that educating people with special needs was not simply a question of importing special education in ordinary schools; but special teaching skills may be required depending on the need of an individual. Therefore for effective teaching and learning of all students in PTCs tutors should be exposed to skills and knowledge on how to cater for all trainees needs in class.

4.2.3. The study objective Three

Study objective three was aimed at identifying barriers to Inclusion of trainees with Special Educational Needs in Primary Teacher's Colleges.

4.2.3.1. Responses on Barriers to Inclusion in PTCs

Respondents were interviewed and observations made. Responses revealed that there are different types of barriers to inclusion of trainees with special educational needs in PTCs.

Interviews were carried out with principals, tutors and students. All respondents 50 revealed that negative attitude towards people with disabilities was the major barrier to inclusion of trainees with special educational needs in PTCs. The above finding is supported by UNESCO, (1988) which noted that negative attitudes towards people with disabilities of both parents and teachers led to reluctance and refusal to register students with special needs in regular schools inspite of the priority given to them by the governments. Colleges have continued to reject some students with special educational needs due to their negative attitudes. There is also Galloway e tal, (1994) who pointed out that some professional teachers have consistently failed to respond to the changing demands especially of special needs education due to negative attitude and have implicitly failed to meet the needs of students with special educational needs. The results was further supported by Ilektra e tal, (2008) who said that one of the major factors affecting the effective inclusion of students with special educational needs was the teachers' negative attitude towards teaching and learning of students with special educational needs.

Respondents on the barriers question also mentioned lack of trained personnel in special needs education, lack of textbooks and inaccessible environment. This finding is supported by Patanjali, (2005) findings that lack of trained personnel in special needs education has been one of the major constraints in providing services to people with special educational needs.

Butod, (2009) also supported the results by pointing out that lack of training or knowledge regarding inclusion among teachers makes incapable of realizing the positive side of allowing students with special needs education to attend inclusive schools. Butod further added that lack of awareness of the background of inclusion can make educators hesitant of applying this concept in an inclusive school setting.

In the same vain Okech, (1993) also supports the above result and states that children with special educational needs lack facilities for them to learn more effectively and freely in an ordinary classroom situation.

In addition on the question of barriers, the three principals, two mentioned limited funds for materials as another barrier to inclusion arguing that materials for trainees with special educational needs are expensive however one principal said that lack of prioritization of special needs education program in planning and budgeting has affected inclusion of trainees with special educational needs.

The above result is also supported by Ndurumo, (1993) who stated that shortage of funds and personnel make it impossible for the inclusion of people with disabilities,

hence students with special educational needs not catered for in the mainstream school system. UNESCO, (1988) also supported the results by stating that given the size of the demand and the limited resources available, the education and training needs of the majority of the disabled persons cannot be met therefore there is need to increase on funding base so that resources can be availed more especially Braille, training of tutors to handle students with special needs and mobilisation of support from government.

Still on the barriers, the thirty two sampled students, twenty eight said that there was an inadequate instructional material used by tutors during the teaching and learning process. However, four students indicated lack of textbooks as one of the barriers to inclusion of trainees with special education needs in primary teachers' colleges.

Tutors and students also said that practical work becomes very difficult to trainees with special educational needs due to lack of special practical instructional materials especially when trainees are visually impaired. Such challenge make trainees with visual impairment perform poorly in practical work.

4.2.4. The study objective Four

Objective four aimed at gathering suggestions for inclusion of trainees with Special Educational Needs in Primary Teacher's Colleges to be successful.

4.2.4.1. Responses on Suggestions for Successful Inclusion in PTCs

The data aimed at gathering suggestions from the respondents for successful inclusion of trainees with special educational needs in PTCs. Respondents were asked to give suggestions on how inclusion of trainees with special educational needs can be successful.

Two of the three principals interviewed said that for inclusion of trainees with special educational needs there was need to change negative attitudes towards trainees with special educational needs so that trainees with special needs are welcomed in colleges irrespective of their impairment. Jenkison (1997) supported the result that there is a number of constraints that impede the achievement of inclusive education chief of which is attitudinal in nature therefore in order to make progress towards inclusion of students with special educational needs the attitudes of educators, parents and general public would have to change.

However the other one principal said that government should fund special needs education programs in PTC so that tutors are trained in skills of managing all students in class. At the same time colleges should be able to purchase equipment that will cater for trainees with special educational needs like Braille for those with visual impairment.

In line with the above, Kajubi (1989), supports the result by pointing out that Ministry of Education and Sports should be responsible for procuring and processing

educational materials for PTCs especially those which cannot be improvised locally using local materials available.

Of the fifteen sampled tutors on suggestions for successful inclusion ten tutors said that there is need to prioritize special needs education at all levels so that needs of special education are not left out in planning and budgeting in PTCs. Also other five tutors had to respond to the question on suggestions for successful inclusion; they said training of tutors in special needs education should be done to acquaint them with skills of managing trainees with special educational needs which would help inclusion to be a success.

On the other hand, out of the thirty two sampled students, giving suggestions for successful inclusion, eighteen said that change of attitudes towards people with disabilities as one of the ways of making inclusion of trainees with special educational needs in PTCs successful. However, eight students mentioned provision of enough textbooks as another way of improving inclusion of trainees with special educational needs in PTCs and six students indicated provision of ramps on buildings for easy access of every trainee within the college.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Introduction

This chapter presents the summaries of the research findings, conclusions, recommendations and areas for further research.

5.2. Summary of the Findings

The summary of the findings were presented chronologically as biodata information and the four research objectives.

5.2.1. Summary of the findings of the Biodata Information

The findings indicated that majority of student teachers were involved in the study. This was because they form the majority population in PTCs and they had daily contacts with trainees with special educational needs in the colleges. principals were the least, due to the small number of only three colleges that were selected to be involved in the study. In the study, both males and females were involved to get varied data and information regarding available resources required for the implementation of inclusion in PTCs. This was also important as gender influence each individual's response. Also inclusion of biodata is an important aspect because it helps to reflect the way respondents contribute ideas in the study.

5.2.2. Summary of findings on Resources Available in Colleges

Objective One was to establish resources available to facilitate inclusion of trainees with Special Educational Needs in PTCs.

For the objective one the three different respondents: principals, tutors and students' responses were summarised as the following: That colleges have resources that are classified as human and material resources. The human resources indicated were the; teaching staff, non teaching staff and support staff while material resources included buildings, equipment, stationery, furniture and teaching and learning materials.

Respondents' responses on the number of available resources were summarised that from the two colleges which were non core PTCs there were twelve teaching staff, four and six non teaching staff and nine and eight support staff respectively while other principal had twenty three teaching staff, fourteen non teaching staff and twenty four support staff.

Summaries were also made that of the three colleges there was only one college having a tutor with disability who was also appointed to teach special needs education while the others colleges special needs education was taught by a tutor for professional education studies.

In addition to the question of the available resources respondents responses were summarised that much as the resources are available in colleges, trainees with special educational needs were not benefiting from them because most of them were said to be inaccessible except the classroom which was said to be accessible which also was said that some classrooms had narrow doors for a person on wheel chair to enter. Then comes the summary of objective two.

5.2.3. Summary of the findings on Opinions for successful Inclusion

Objective Two was to find out the opinions of PTCs' staff regarding Inclusion of trainees with Special Educational Needs.

For the objective two, three different respondents; principals, tutors and students' responses were summarised as the following: That people with disabilities could be included in colleges and universities, this shows that all 50 respondents support the inclusion of trainees with special educational needs in PTCs.

Further summaries were made that among physically impaired, visually impaired and hearing impaired categories, respondents responses were summarised that those with physical impairment can be easier included than the other two hearing impaired and visually impaired.

Other summaries were also made that among the other two categories hearing impaired and visually impaired those with visual impairment could be easier included in colleges arguing that verbal communication was easier with trainees with physical impairment and visual impairment. Then comes the summaries of the third objective.

5.2.4. Summary of Findings on Barriers to Inclusion in PTCs

Objective Three was to identify barriers to Inclusion of trainees with Special Educational Needs in Primary Teacher's Colleges.

Responses of the three different respondents; principals, tutors and students were summarised as the following: That negative attitudes towards people with special educational needs is the major and most outstanding barrier faced in the implementation of inclusion in PTCs. Responses on other barriers were summarised that lack of skills in special needs education among PTCs' staff, lack of braille textbooks, limited funds, few trained tutors in SNE, inaccessible environment and inadequate facilities and instructional materials.

On the same objective respondents responses were summarised that limited funds for materials and lack prioritisation of special needs education were other barriers to inclusion of trainees with special educational needs in PTCs.

Still on barriers, students responses were summarised that inadequate instructional materials and lack of textbooks were also barriers to inclusion of trainees with special educational needs in primary teachers; colleges. Then comes the summaries of the last objective.

Tutors and Students responses further was summarised that lack of instructional materials to use in PTCs was another barrier which makes it difficult to teach trainees with special educational needs especially when it comes to practical work.

5.2.5. Summary of the findings on suggestions for successful Inclusion

Objective Four was to gather suggestions for successful inclusion of trainees with Special Educational Needs in PTCs.

For objective four different respondents; principals, tutors and students' responses were summarised as the following: That there is need to change the attitude towards inclusion of trainees with special educational needs. Once the attitudes are changed, then tutors will be able to welcome trainees with special educational needs in colleges.

Respondents responses were further summarised that government should fund special needs education programmes so that tutors can be trained in special needs education and purchasing adequate materials. This will enable inclusion of trainees with special educational needs be included successfully in PTCs and therefore, improve on the well being of people with disabilities after acquiring education and employment.

Other respondents responses were summarised that colleges should purchase equipment that will cater for trainees with special educational needs like braille materials for trainees with visual impairment.

Tutors responses were summarised that there is need to prioritise special needs education in planning and budgeting in PTCs so that the needs of trainees with special educational needs are not left out. Also training of tutors in special needs education should be done to acquaint them with skills to cater for all trainees in class.

Students responses were summarised that provision of enough text books and provision of a ramp on buildings would make inclusion of trainees with special

educational needs to be a success in PTCs. After the summaries of the above four objectives of the study then comes the conclusions of the study.

5.3. Conclusions of the Study

The study has achieved its aim which was to assess the implementation of inclusion and availability of resources in primary teachers' colleges in selected District in South Western Region in Uganda. The following conclusions were made:

- ❖ Primary Teachers' Colleges have resources although there was still a gap on accessibility of those resources an indication that majority of the resources available in PTCs were not accessible to people with Special Educational Needs.
- ❖ Persons with Special Educational Needs can be included in PTCs depending on the category one was familiar with.
- ❖ Inclusion of trainees with Special Educational Needs was mainly affected by negative attitudes among the community.
- ❖ Inclusion of trainees with Special Educational Needs will be successful once there is change attitudes, provision of enough textbooks, provision of accessibility, train and recruit more tutors, improve on funding, prioritize special needs education and include special needs education in planning and budgeting in PTCs to be able to include trainees with Special Educational Needs.
- ❖ The importance of this study was that it gives a vivid picture of how the implementation process of Inclusive Education is progressing, the resources

available, opinions towards inclusion, the problems that are encountered, as well as what needs to be done to speed up the process.

- ❖ This study forms the basis for future research since it was based only on one region and in few districts in that region.

5.4. Recommendations

Below are recommendations for successful implementation of the inclusion and availability of resources in PTCs:

- ❖ There should be appointment of more tutors with skills in special needs education and ensuring that there is provision of ramps on buildings and braille books in the library.
- ❖ All primary teachers college staff need to learn sign language for easy communication with trainees with hearing impairment.
- ❖ Change of attitude towards persons with Special Educational needs among PTCs staff should be exhibited in order to be welcoming to all students.
- ❖ Government should provide special practical instructional materials in order to cater for trainees with special educational needs in practical work.
- ❖ Team work among PTC staff should be encouraged in order to implement inclusion of trainees with special educational needs.
- ❖ For the purpose of equality all trainees with special educational needs should be accorded their full rights and needs be met within an inclusive setting

5.5. Further Research

This research assessed the implementation of inclusion and availability of resources in Primary Teachers Colleges in three Districts. It did not look at a number of areas that need to be investigated. Future researchers should investigate the following areas:

- ❖ The impact of inclusion of trainees with special educational needs in PTCs in Uganda
- ❖ Management of PTCs and performance of Student with special educational needs in relation to Special Needs Education in Uganda
- ❖ Same study should also be conducted in other PTCs in the South Western Region and other regions in Uganda for comparison.

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APPENDIX 1:**A Budget for Carrying out Research Study 2009/11**

SN	Material / services	Quantity	Unit cost	Total
1	Stationery	6	10,000	60,000
1.1	Reams of papers	6½ pkts	5,000	5,000
1.2	Pens			
1.3	Flash disc	1	120,000	120,000
1.4	Writing pads	3	2,500	7,500
	Subtotal			192,500
2	Computer services			
2.1	Typing (labour)		100,000	100,000
2.2	Editing		30,000	30,000
2.3	Printing	100 pages	1,000	100,000
2.4	Binding	4 bks	50,000	200,000
	Subtotal			430000
3	Travel and subsistence			
3.1	Travel to Kampala	3 times x 2	100,000	600,000
3.2	Travel within study Area		200,000	200,000
	Subtotal			800,000
4	Communication			
4.1	Airtime	20 pces	5,000	100,000
4.2	Fax		20,000	20,000
4.3	Internet / surfing		100,000	100,000
	Subtotal			220,000
5	Contingence	4%	65,700	65,700
	Grand total			1,708,200

APPENDIX 2:**Interview Guide for Principals/Tutors****1. Background**

- Can you tell me little about your background?
- Where you come from?
- What is your academic qualification?
- Which experiences of work do you have?
- When did you start in this position?
- Which role do you have in this position/

2. College Resources

1. What resources does your college have?
2. What do you consider as human resources and material resources in this college?
3. How many human resources do you have per category?
4. Can all the material resources benefit all students inclusive those with disabilities?
5. Which materials are accessible?
6. Among your staff do you have any with a disability/ is there any tutor appointed to teach special needs education?

3. Opinions regarding inclusion of trainees with special educational needs

- Have you ever met a person with disability?
- Tell me where and which kind of disability the person had?
- How did you feel the first time you met such a person?

- In your opinion do you think a person with disability can be included in colleges?
- Of the category of disabilities; those with physical impairment, those with hearing impairment and those with visual impairment whom do you think can be included more easily? And why?

4. Barriers to Inclusion

- Have you ever had about the word inclusion/inclusive education/special needs education?
- Tell me little what it means and what it involves.
- What do you think are barriers to inclusion of students with special educational needs from joining colleges?

5. Suggestions for successful inclusion of trainees with SEN

- As a college, what do you think can be done to be able to include trainees with special educational needs?
- What do you recommend tutors can do to be able to teach all students in case colleges have admitted students with special educational needs like those with hearing impairment, visual impairment and physical impairment?
- What do you recommend the government to do for the colleges to be able to admit students with special educational needs like those with hearing impairment, visual impairment and physical impairment and cater for them equally like others?
- What other recommendation do you have for the general college to be inclusive?
- Is there a possibility for me to contact you again if further questions arise?

APPENDIX 3:

Interview Guide for Trainees

1. Background

- Can you tell me little about your background?
- Where you come from?
- How many brothers/sisters do you have?
- Do you have any person with disability in your family?
- If yes which category of disability?

2. College Resources

7. Do tutors use teaching/ learning material when teaching you?
8. What resources does your college have?
9. What do you consider as human resources and material resources in this college?
10. How many human resources do you have per category?
11. Can all the material resources benefit all students inclusive those with disabilities?
12. Which materials are accessible?
13. Among your staff do you have any with a disability/ is there any tutor appointed to teach special needs education?

3. Opinions regarding inclusion of trainees with special educational needs

- Have you ever studied or stayed with a person with disability?
- Tell me where and which kind of disability the person had?
- How did you feel the first time you met such a person?
- In your opinion do you think a person with disability can be included in colleges?

- Of the category of disabilities; those with physical impairment, those with hearing impairment and those with visual impairment whom do you think can be included more easily? And why?

4. Barriers to Inclusion

- Have you ever had about the word inclusion/inclusive education/special needs education?
- Tell me little what it means and what it involves.
- What do you think are barriers to inclusion of students with special educational needs from joining colleges?

5. Suggestions for successful inclusion of trainees with SEN

- As a college, what do you think can be done to be able to include trainees with special educational needs?
- What do you recommend tutors can do to be able to teach all students in case colleges have admitted students with special educational needs like those with hearing impairment, visual impairment and physical impairment?
- What do you recommend the government to do for the colleges to be able to admit students with special educational needs like those with hearing impairment, visual impairment and physical impairment and cater for them equally like others?
- What other recommendation do you have for the general college to be inclusive?
- Is there a possibility for me to contact you again if further questions arise?

APPENDIX 4:**Observation Schedule**

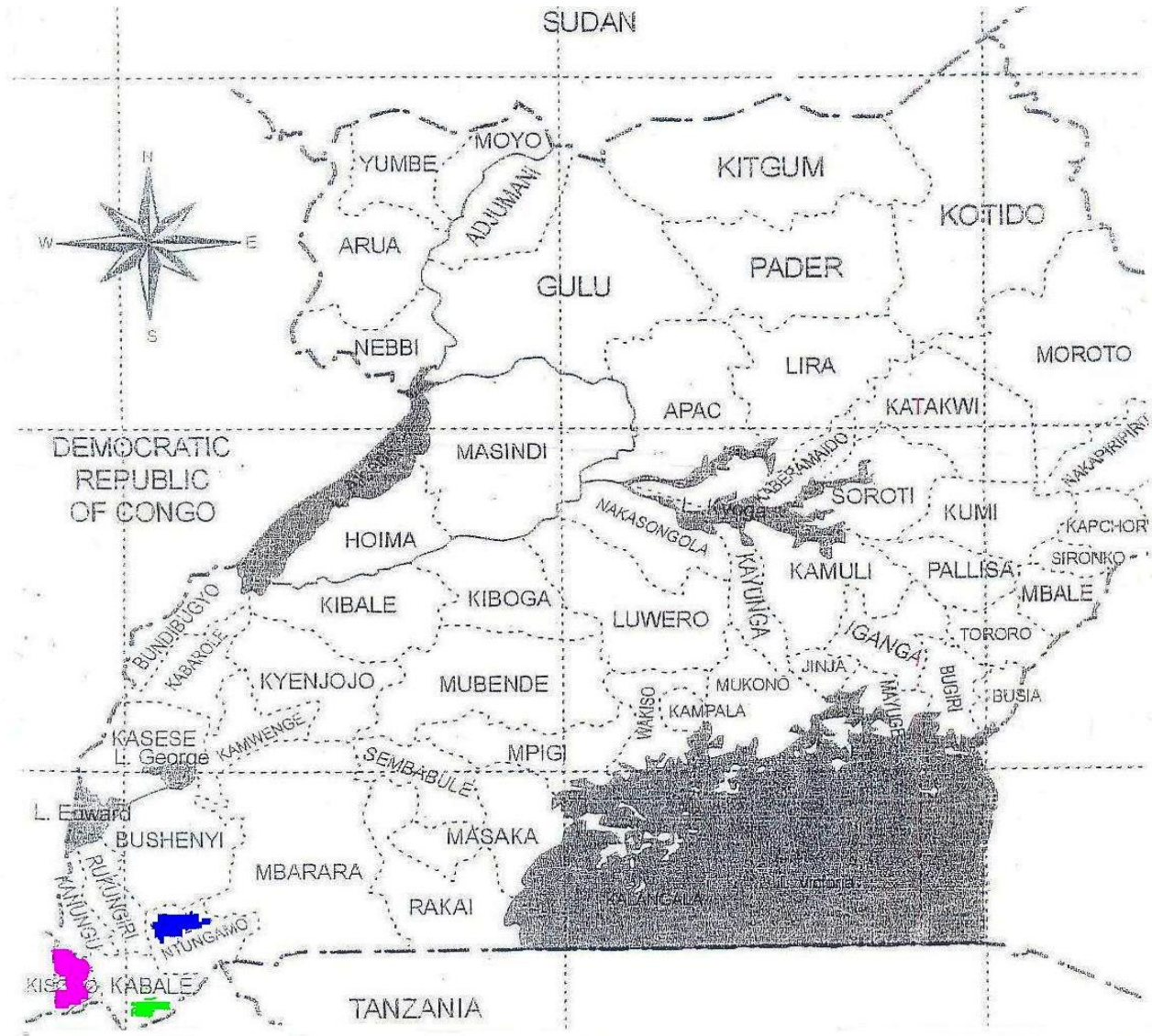
Major items	Specific Items	Item Description	Observed	Not observed
Human Resources	Teaching Staff	Qualified Appointed SNE knowledge		
	Non Teaching staff	Appointed Qualified		
	Support Staff	Appointed		
Material resources	Teaching and learning materials text books	Locally made Purchased		
	Classrooms	Accessible with ramps Closeness Well Spaced Lightening		
	Library	Textbooks Magazines		

		Newspapers News letters		
	Laboratory	Chemicals Experiment equipment Accessible with ramps Enlarged doors		
	Staff room	Accessible with ramps Enlarged doors		
	Kitchen	Accessible Enlarged doors		
	Dining hall	Accessible Enlarged doors		
	Toilets	Accessible with ramp Accessible with toilet seat		

		Enlarged doors Trails		
	Showers	Accessible Concrete floor		
Time management	Time table	Well spaced SNE taught		
	Subject Allocation	Well balanced		
Behavior	Positive	Acceptance of students with special needs		
	Negative	Not welcoming students with special needs		

APPENDIX 5:

Map of Uganda showing Location of the study



Key

Shaded parts: Location of the study

APPENDIX 6:

Letter of Approval of Research Proposal



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 NAIROBI, KENYA
 Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 3rd July, 2011

TO: Nizeyimana Pamela
 C/o Special Needs Education

REF: E55EA/13201/09

SUBJECT: APPROVAL OF RESEARCH PROPOSAL
 =====

This is to inform you that your research proposal for M.Ed degree was approved on 23rd June 2011.

Thank you.

JOHN M. ODONGI
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Special Needs Education

Supervisors:

1. Dr. Geoffrey Karugu
 C/o Special Needs Education Dept.
2. Dr. John Baptist Olweny Okech
 Special Needs Studies Dept. – Kyambogo University
 C/O Special Needs Education – Kenyatta University

JMO/fwk