TEACHERS’ MOTIVATION AS DETERMINANT OF INCLUSIVE EDUCATION IN EARLY CHILDHOOD CENTERS, KAMPALA DISTRICT, UGANDA

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A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF PHILOSOPHY (EARLY CHILDHOOD STUDIES) IN THE SCHOOL OF EDUCATION, KENYATTA UNIVERSITY

SEPTEMBER, 2016
DECLARATION

I declare that this thesis is my original work and has not been presented to any other university for certification. The thesis has been complemented by referenced works dully acknowledged. Where text, data graphics or tables have been borrowed from other works, including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to all ECD teachers who love children and serve them faithfully. May it raise your spirits to find reward in your vocation as educators.
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Throughout my study I have received support through prayer, finance, guidance and words of encouragement from many people and institutions. I would be ungrateful if I failed to commend those people and institutions. My gratitude first goes to the Almighty God who has been blessing me with the gift of life, watching over me through all the journeys I have made and kept encouraging me to persevere.

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ABBREVIATIONS AND ACRONYMS

CPD    Continuous Professional Development
CRC    Convention on the Rights of the Child
CWD    Children with Disabilities
DEO    District Education Officer
DES    Directorate of Education Standards
ECD    Early Childhood Development
ECE    Early Childhood Education
EFA    Education for All
GWPE   Government White Paper on Education
KYU    Kyambogo University
MDG    Millennium Development Goals
MoES   Ministry of Education and Sports
NCDC   National Curriculum Development Centre
NGO    Non-Government Organizations
PPE    Pre-Primary Education
PTC    Primary Training Colleges
SACMEQ Southern and Eastern African Consortium for Monitoring Education Quality
SNE    Special Needs Education
SPSS   Statistical Package for Social Sciences
UBOS   Uganda Bureau of Statistics
UNESCO United Nations Education Scientific and Cultural Organization
UNICEF United Nations Children’s Fund
UPE    Universal Primary Education
ABSTRACT

Studies from other countries with different social economic and political environments have identified teacher motivation as one of the factors that enhance Inclusive Education, while those specific to Uganda were yet to be determined. Whereas the Inclusive Education Act of 2011 was enacted in Uganda to ensure that all children benefit from education, teacher motivation still remained a challenge as many children remained left out. The purpose of the study was to establish teachers’ motivational factors that influence the implementation of inclusive education in ECD centres in Uganda. The study specifically explored strategies currently used in motivating teachers in the implementation of Inclusive Education in early childhood and examined; basing on Vroom's (1964) Valency Instrumental Expectancy theory how teachers’ attitudes, competency and satisfaction influence implementation of Inclusive Education. The study employed a descriptive survey research design, with qualitative and quantitative approaches. A non-random sample of MOEs officials, head teachers, inspectors of schools and teachers plus a random sample 355 teachers of lower primary and pre-primary classes participated in the study. Respondents were selected from the five divisions of Kampala Capital city in Uganda namely: Central, Kawempe, Makindye, Nakawa and Rubaga. A structured questionnaire ($\alpha=0.824$, $CVI=0.86$) interview schedules ($CVI=0.81$, $CVI=0.75$) and focus group discussion guide ($CVI=0.80$) were used to collect data. Frequency tables and content analysis were used to present and analyse the findings. Findings revealed that low salaries, lack of professional development and poor conditions of service led to low job satisfaction and neutral attitudes that prevented teachers from using the skills they had to implement inclusive education in ECD centres. It was concluded that stakeholders in education should seriously address de-motivating factors to empower teachers implement inclusive education more effectively. A large scale study is required to identify other possible factors that can motivate teachers in inclusive settings. It is recommended by this study that different teacher support programmes should be established to ensure that children are fully supported in inclusive education.
CHAPTER ONE
INTRODUCTION

1.0 Introduction

This first introductory chapter presents the context and insight into the research problem. Therefore, the starting point is to provide a detailed background for the study; the statement of the problem; the purpose of the study; research objectives; research questions; significance of the study delimitations of the study; assumptions; theoretical framework, conceptual framework of the study and operational definition of key terms and concepts.

This study explored the role and implications of teacher motivation in the provision of inclusive education in ECD centres. The increasing numbers of children with special education needs in early year’s education and the growing concern to provide them with quality inclusive education has, made it imperative for an empirical study especially on how teachers are being motivated to implement inclusive education. Uganda is a signatory to international instruments such as the Universal Declaration of Human Rights (1948), Convention on the Rights of the Child (CRC) [1989], Education for All (EFA) [1990] and the Sustainable Development Goals (SDGs) [2015] that advocate for inclusive education for children who may not be able to benefit from conventional leaning programs. The Universal primary education (UPE) program and the implementation of international declarations on education have increased the numbers of children with special education needs in early childhood education centres in Uganda. Empirical studies attempting to examine the motivation of teachers to implementation of inclusive education in ECD were rather limited. This had left a knowledge gap and yet it is
such information that policy-makers needed to improve implementation and the quality of inclusive education in ECDs in Uganda.

1.1 Background to the Study

Early childhood education which was started in Uganda in the 1930s to provide safety for children of European Missionaries, Goans, and Asians has grown to become the first step, and an integrated part of the formal education system (Sekamwa, 2000). The Education for All (EFA) assessment report (2000) points out that in 1973, the government of Uganda became concerned and aware of the need for quality education in early childhood education. It enacted a Statue which conferred upon the National Curriculum Development Center, mandate for designing and developing curriculum and support materials for all levels of education including nursery schools. Due to concerns for quality, in 1980, the responsibility of nursery schools was shifted from the then Ministry of Culture and Social Services to the Ministry of Education and Sports. Currently, supervision of early child hood education is under the department of pre and primary school education.

Enrolment of children in the early child hood education centres in Uganda has grown. The 1997 UPE program increased enrolments in lower primary classes. The need by most primary schools to enrol children who have been prepared for formal school by nursery schools also increased enrolments in this level of education. This increased enrolment in early child hood levels of education has also brought in large numbers of children with special learning needs (Ogotu, 20014). Statistics indicate that close to 20% of children in early childhood centres in Uganda have special education needs (Quality Educators’ Project, 2011). Children with special education
needs are those who have conditions that are likely to impede their optimal learning and development progress (Sebba and Sachdev, 2008). Learners with special needs have a handicap or disability that may inhibit the learner from fully benefiting from regular education. Examples include; children who are blind, have learning disorders, those who are deaf or lame.

Kershner (2013) argues that for children with special education needs to benefit from early childhood education; appropriate modifications are needed in conventional curriculum models. This modification is referred to as inclusive education. Inclusive early childhood education is one that enables all children including those with special needs to learn effectively and participate equally in class (Jordan and Stanovich, 2012). It also provides to children the dignity and confidence to learn. Quality inclusive education is provided using an inclusive curriculum. An inclusive curriculum is broad-based curriculum and accommodates diversity of teaching approaches.

Providing inclusive education to children with especial needs in Uganda is motivated by international conventions to which Uganda is a signatory. The first is the 1948 Universal Declaration of Human Rights. Article 26 of this instrument says that “everyone has the right to education “(UN, 1948, p. 8). The Convention on the Rights of the Child (CRC) [UN, 1989] in article 28 specifically mentions that every child has a right to regardless of disability status. More recently the Sustainable Millennium Development Goals (SDGs) of 2015(UN, 2015) require all countries provide good-quality education to every child irrespective of gender, disability and social status. The 1995 Constitution of the Republic of Uganda (article 35) also points out that quality education is a right for all including children with special
educational needs. Based on the above mentioned instruments, Uganda introduced Inclusive Education in 2011.

Davidson (2007) observes that the success of any education intervention depends on the stakeholders who implement it in the target group. In inclusive education, teachers, who implement it in the classroom are the most important stakeholders (Buitenlandse, 2011). Jordan and Stanovich (2012) add that teachers are powerful tools in providing quality inclusive education, through their effective classroom practices. Hence, the effectiveness of inclusive education in Uganda largely depends on teachers’ practices. Kershner (2013) summarizes the responsibilities of teachers in inclusive education this way,

She supports more able pupils and those with learning difficulties. She facilitates the integration of pupils from remedial into mainstream classes. She works co-operatively in classrooms with teachers in lessons across all areas of the curriculum. She gives advice on learning and teaching and the use of resources to enhance learning of pupils with special needs. Central to her work is effective assessment procedures and detailed records of pupils’ needs and progress (p. 67-69)

The heavy responsibility placed on teachers in the implementation of inclusive education requires them to have high level work motivation. In educational teaching contexts, teacher motivation is often described as drive and desire that teachers show while doing their professional activities (Ryan & Deci, 2011). Sansone and Harackiewicz (2013) says this drive comes from within the person or from the activity itself. Ryan and Deci (2011) add that this desire could result from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations among others. This desire or drive motivates
teachers to work and behave in the way they do in terms of efforts and direction they take. Therefore, the level of teacher motivation is an important issue given, the heavy responsibility they carry of imparting knowledge and skills to learners with diverse needs. It is widely known that satisfied teachers are generally more productive and can influence positive students’ achievement (Mertler, 1992), even among those with severe special educational needs. This further shows why positive changes in inclusive education are largely dependent on the quality of teacher motivation.

With regard to teachers’ motivation, Bennell and Akyempong (2007) indicate that teaching has become employment of the last resort among university graduates in the whole world. Buitenlandse (2011) adds that about one-half teachers who qualify enter the teaching profession. The corresponding figure for Uganda is a staggering 81 per cent (Al-Samarrai and Bennell, 2003). This implies that, the majority of teachers in Uganda often lack a strong, long term commitment to teaching as a vocation. The working conditions of teachers in Uganda are largely responsible for decreasing interests of teachers in the teaching profession. According to the Uganda Bureau of Statistics (2012), a high teacher-pupil ratio is a common phenomenon in Ugandan schools. In practice it is not uncommon for a primary teacher to have more than 100 pupils, all these coupled with frequent delays in the payment of these little salaries, absence of staff accommodation, poor or no staff meals; tend to reinforce low morale and lack of commitment to work (Ward, Penny and Read, 2006).

In the year 2015 alone primary school teachers in government schools had two strikes over poor remuneration and conditions. There has been deteriorating standards of professional conduct, poor preparation of teaching materials especially
lesson notes, lack of continuous pupil assessment and general poor professional performance. Teaching practices are characterized by limited effort with heavy reliance on traditional teacher-centred practices. This scenario points a gleam picture for inclusive education in Uganda. Given that the program is viewed as an additional to the already many tasks of teachers, teachers who are not well motivated may not be inclined to implementing it. With such situation, teachers could also find it a challenge to cater for individual needs in an inclusive setting. These situations are coupled with lack of instructional materials and poor working conditions. These are likely to lower teachers, job satisfaction, and yield poor attitude towards inclusive education and prevent teachers from development the necessary competencies to implement this program (Ward, Penny & Read, 2006).

The Ministry of Education and Sports is responsible on the behalf of government to make polices on inclusive education and motivate teachers to implement it. However, there is very scanty information on the efforts of the ministry in motivating schools and teachers to implement inclusive education and ensure that they are fully ready to implement the program (Buitenlandse, 2011). It is evident that even efforts to provide infrastructure and equipment for inclusive education in early childhood education have been very weak. Even schools in Kampala district which are near the ministry of education headquarters and receive regular supervision by the ministry have little evident of support in implementing inclusive education.

1.2 Statement of the Problem

Inclusive education adds an extra task on the teachers’ shoulders which cannot be performed effectively if one is not motivated. The fact that children with special needs require extra attention and therefore impose additional work to what teachers
do with normal learners, it is the researcher’s view that teacher motivation become
an important factor for implementing inclusive education. Therefore, the research
problem in the present study was to investigate factors related to the motivation of
teachers who implement inclusive education in ECD centres in Kampala District,
Uganda.

1.3 Purpose of the Study

The purpose of this study was to examine the effect of teacher’s motivation on the
provision of inclusive education in early childhood centres in Kampala district in
Uganda.

1.4 Objectives of the Study

The study was guided by the following objectives:

i. To establish the strategies currently used in motivating teachers to implement
   Inclusive Education in early childhood education.

ii. To determine the effect of teachers’ attitude on the implementation of Inclusive
    Education in early childhood education.

iii. To establish the effect of teachers’ competency on the provision of Inclusive
    education in Early Childhood education.

iv. To determine how teacher’s job satisfaction, affect the provision of inclusive
    education in Early Childhood education.
1.5 Research Questions

i. What strategies are currently being used in motivating teachers to implement Inclusive Education in early childhood education?

ii. What effect does teachers’ attitude has on the implementation of inclusive education in early childhood education?

iii. How does teachers’ competency in inclusive education affect its implementation in early childhood education?

iv. How does teachers’ job satisfaction affect the provision of inclusive education in early childhood education?

1.6 Significance of the Study

This study is of importance in this era of Promoting quality inclusive education at foundation stages of education in Uganda. Uganda needs highly motivated teachers in the early childhood stages of education so that they can provide a good foundation for learners with special educational needs and enhance their performance in the next levels. The findings of this research highlight the importance of teachers’ intrinsic motivation in the success of inclusive education. The study hence suggests possible strategies that may improve implementation of inclusive education from within the classroom.

The study is of importance to the policy makers and administrators of EDC centres as it identifies major strategies that could be used to modify the behaviour of teaching staff towards their job performance in inclusive education environments. ECD policy developers, Directorate of Education Standards and District Education officers may use the findings to improve teachers’ attitude, competence and morale in inclusive education.
The study has in particular identified strategies that may help to improve teacher morale in implementing inclusive education and, at the same time counteract the factors that lower their motivation. This could subsequently result into quality education, especially for children with especial education needs.

1.7 Limitations and Delimitations of the Study

The delimitations and limitations of the study have been described in the following sub-sections.

1.7.1 Delimitations of the Study

The study was carried out in Kampala District, Uganda. Kampala district is divided into five divisions. These divisions were purposively selected to represent urban ECD centres and later the whole country. The study focused on pre-primary, lower primary teachers, head teachers and Ministry of Education officials in ECD namely Policy makers, Curriculum developers, District Education Officers, ECD focal persons, and Inspectors of schools. The Institutions were selected because of the decline in teacher morale and status that is constantly published in the local newspapers.

The study was restricted to establishing teacher motivation with the purpose of using it to improve inclusive education in early childhood settings. Thus with this in mind, the study did not dwell much on the outcomes of inclusive education as that has been a subject of focus in many studies. It should be noted that whereas early childhood development according to Ugandan early childhood policy ranges from
birth to 8 years, the study only focused on teachers for early childhood development which covers ages 3-8 years.

1.7.2 Limitations of the Study

Although the study was generally successful there were some unavoidable limitations. First, the focus of the research was on schools in Kampala district which is the capital city of Uganda. Teachers in other towns of the country were not included in the research. A study involving other towns would have been ideal but it would have required more time and resources than were available to the researcher. However, the researcher focused on schools in the city due to their proximity to policy developers and where curriculum supervision was practical. It was more likely to get valid and reliable findings. Also respondents in the city were less likely to provide views that will make government happy. They were more critical due to having an independent mind.

The study findings show that female teachers (85%) dominated ECD centres. There was only 15% male representation in the study. It would have been a better representation if there was gender balance considering that issues of motivation maybe different from either gender.

Data used in the study was cross-sectional and of a snapshot nature. A cross-sectional study examines a particular phenomenon at a particular time (Saunders, Lewis & Thornhill, 2009). A longitudinal study could have been more appropriate since it collects data over a longer time period. However, the duration allocated for completing the doctoral studies was insufficient to conduct a longitudinal study. But, the strong relationships among variables found in this study make it a good case for more elaborate investigations in the future.
1.8 Assumptions of the Study

Inclusive Education in Uganda faces implementation challenges as a result of unmotivated teaching force. Therefore the research assumed that:

i. Involving teachers in new policy decisions was critical in ensuring that teachers are motivated to take part in the implementation of the program.

ii. Inclusive education would work successfully when teachers have the right attitude and skills.

iii. There are possible ways of motivating teachers. This was because in every sector a person is entitled reward for services rendered.

1.9 Theoretical Framework

This study was informed by Vroom’s (1964) Valency Instrumental Expectancy theory. Vroom’s (1964) Valency Instrumental Expectancy theory explains why people such as teachers work and behave in the way they do in terms of efforts and direction they take. It also describes what organizations do to encourage people/teachers to apply their efforts and abilities to achieve desired goals as well as satisfying individual needs. Valency Instrumental Expectancy theory indicates that people constantly predict the likely future leading to expectations about future events. Motivation therefore, according to Vroom is a combination of valence (value of perceived outcome), instrumentation (the belief that if I complete certain actions then I will achieve the outcome), and expectancy (the belief that am able to complete the actions).

His theory argues that, the strength to act in certain way depends on the strength of the expectation that the act will be followed by a given outcome on the attractiveness of the outcome to an individual (Chudin). It is a monetary belief...
concerning the likelihood that a particular act will be followed by a particular outcome (Vroom, 1964). Thus a belief that hard work leads to quick promotion is an expectancy, which an individual can pursue to satisfy his needs. The theory assumes that teachers will be motivated to produce or perform only if they expect that their effort will lead to the goal they value. Increased effort will lead to increased performance. This means therefore that satisfaction from the initial effort must be efficiently great or equitable to make the effort worthwhile and there must be a feedback. This theory was therefore adopted to guide this study on how motivation affects implementation of inclusive education in early childhood levels of education.

1.9.1 Conceptual Framework

The outcome of inclusive education is better development of all children irrespective of their abilities are catered for. Such children can adjust to society and live meaningfully and profitably to the benefit of themselves, their families and the nation. This development, however, involves a supportive environment that provides opportunity for all children irrespective of their abilities to benefit from the education system. Such a system ensures that all children are admitted and accommodated by all programmes that are provided in the education settings.

This inclusive education must however, be enhanced by motivated teachers. They must have positive attitude towards inclusive education, competent to handle and make provisions for inclusive education settings, and be satisfied as they work in inclusive settings. How all these are related is illustrated in the figure below.
Figure 1.1: Teacher Motivation and Quality of Inclusive Education
1.10 Operational Definition of Terms

**Attitude:** Refers to beliefs, feelings and values teachers have about teaching children with special needs in ordinary regular classrooms with ordinary children.

**Competence:** The quality of training and degree of professionalism

**Early childhood development:** The formal teaching of young children in settings outside home known as pre-primary and lower primary in the case of Uganda.

**Inclusive education:** This is the provision of education to children with special needs in regular public and private schools serving all children in the community

**Job satisfaction:** How comfortable a teacher is with her/his job.

**Motivation:** Internal or external factors that stimulate the desire and energy in teachers to be continually interested and committed to teaching.

**Pre-primary education:** Formal education that provides care and prepares children from 3 - 5 years for primary education.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focuses on review of relevant literature according to the study objectives. Areas addressed in the literature include; teacher motivation and definition of quality education in various perspectives; Teacher attitude, competency and job satisfaction and characteristics associated with quality inclusive education as demonstrated by empirical evidence.

2.1 Teacher Motivation

There are many definitions of motivation, but one thing they have in common is the inclusion of words such as a moving force, a stimulus, a wish, a want, an incentive, a drive, a need and desire (Brown, 1994, Merriam-Webster, 1997; Lathan, 1998; Ryan & Deci 2000; Harmer 2001). Balunywa (2003) defines motivation as an inducement of desired behaviour within subordinates. Hornby (2000) on the other hand defines motivation as an incentive to act or move. This implies that teacher motivation is a drive or desire that moves a teacher to expend effort in actions and behaviour so as to provide quality education to learners.

In educational teaching contexts, teacher motivation is often described as being —intrinsic or —extrinsic in nature (Sansone & Harackiewicz, 2013). Intrinsic motivation is derived from within the person or from the activity itself and is said to positively affect behaviour and performance (Ryan & Deci, 2011). Extrinsic motivation on the other hand, results from the attainment of externally administered rewards, including pay, material possessions, prestige, and positive evaluations.
among others. Vroom’s (1964) Valency Instrumental Expectancy theory explains how and why people such as teachers develop either intrinsic or extrinsic motivation that motivates them to work and behave in the way they do in terms of effort and direction they take. It also describes what organizations do to encourage teacher motivation. Vroom (1964) explains that motivation is a combination of three aspects. The first aspect is the value of perceived outcome (satisfaction), the second is the belief that if certain actions are done, then one achieves the outcome (attitude) and the third is the belief that one is able to complete the actions (competency). Hence, according to this theory, motivation consists of and results from a persons’ satisfaction with the job, attitude towards the job and competence to do the job.

Given the three components of motivation, teacher motivation becomes the most important factor in improving teachers’ performance and implementation of educational policies and programs (Conley & Odden, 1995). This implies that in any education program such as inclusive education, teachers’ motivation should be taken as the most significant factor in successful implementation. Bennell (2004) observes that educational institutions in the world are increasing finding it difficult to sustain teacher motivation. He states that the quality of education being provided in Europe and Asia is falling due to low teacher motivation. For instance, Bennell (2004) reports that 2000 EFA country Assessment for Pakistan noted that poor teacher motivation has negatively affected implementation of national education programs at primary and secondary levels. Recent studies done in Pakistan show that the causes of low motivation among primary school teachers, concluded that poor reward and punishment system, low salary, poor supervisory feedback, low social
status, lack of professional commitment and lack of content knowledge and pedagogy skills (Bhatti, Rawal & Hammid, 2012). In other Asian countries such as India, it was discovered that even though a teacher outwardly appeared intelligent and competent, may suffer from low motivation. Low motivation had affected teachers’ attitude to implementation of national pre-primary and primary school programs. The work performance of teachers job satisfaction were also affected (Chaudhury, Hammer, Kremmer, Mularidharam & Rogers, 2004). Studies on teacher motivation in Bangladesh also revealed that low teacher motivation has affected work style, regularity and punctuality, teacher-student relationship, and professional commitment adversely (Bhatti, Rawal & Hammid, 2012).

The situation is not any different in Africa. Studies from various parts of Africa, indicate that teachers are increasingly loosing interest in the teaching professional and many are changing to other careers. Those who stay decide to put little efforts in their work (Bennell and Mukyanuzi, 2012). In East Africa there is a mounting concern on the high proportion of teachers who are poorly motivated. According to Suslu (2006), low teacher motivation in East Africa’s education institutions is leading to the fall of standards of education. The decreasing teacher motivation is due to a combination of de-motivating factors which include: excessive politicization of public education, weak incentives for teachers, poor teacher management at national and sub-national levels, large class sizes, more subjects and constantly changing curricular, the living and condition for many teachers are poor (Anwar, 2006).

According to Ndeezi (2013), lower teacher motivation in Uganda has seriously affected the implementation of programs that promote equality education. He added
that the low motivation was reflected in deteriorating standards of professional conduct, high rate of teacher absenteeism, limited effort and heavy reliance on traditional teacher centred practice. Teachers in primary schools also devoted less time to teaching preparations and assessment.

Talemwa and Eupal (2009) rated Uganda teacher absenteeism as the highest in the world and held responsible for declining academic standards of UPE. The blame of the crisis is split between the ministry, which is mandated to inspect schools and monitor performance on one hand, and school management committees on the other. School inspections have fallen so much behind that the ministry has no idea what is happening. The study concluded by recommending empowering the inspectorate to check up schools and using punitive action for those teachers who fail to fulfil their duties. Such recommendations would force teachers to be present at school but this does not necessarily mean they would teach. Punishing teachers brings to question the role of inspection, which in principle is not to punish but to assist teachers give quality education (Government White Paper, 1992).

When the government of Uganda set up a Judicial Commission Inquiry to find out the loss of funds under UPE system (Businge, 2012), the report stated that a lot of funds was lost through the absenteeism of both teachers and pupils. It said 21% of the children were absent on the day of survey in 570 schools sampled. More than 25% of teachers were found absent. On the Assumption that 120,876 teachers are on the workforce on the payroll, it would mean that 20,219 teachers were not working the day the survey was carried out. It was also found that 37% of head teachers were absent and in 11,000 UPE schools 4,070 teachers were absent. Both Talemwa et al (2009) and the Judicial Commission Inquiry (2010) reports failed to
involve the teachers in their studies and investigate reasons for absence (Businge, 2012). This implies that recommended solutions did not address the cause of absenteeism.

According to Maicibi (2003), increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are also cited as major de-motivators for teachers in many countries. What is expected from teachers is not pitched at a realistic level in many countries given material rewards, workloads, work and living environments. Large class sizes and heavy workloads in relation to pay also make teachers resistant to the introduction of new teaching methodologies and other innovations. The introduction of Universal Primary Education in Uganda has generally resulted in larger classes, especially in the lower classes, which tend to stress teachers hence de-motivating them. With the implementation of UPE, steps for motivating teachers should have also been revised in relation to the demands of the system. Upon this view, this study will try to find out what plans are put in place by the Ministry of Education to ensure that teachers are fairly motivated in relation to the services rendered.

According to Mumanyire (2005) the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school’s objectives are all crucial to the level of motivation of teachers. The factors are in line with the researcher’s interest particularly motivators like
remuneration and how it can affect teachers’ provision of quality Inclusive Education in Kampala district.

The foregoing studies (Mumanyire, 2005; Talemwa et al, 2009; Businge, 2012) indicate that the level of teacher motivation in pre and primary schools in Uganda, Kampala inclusive is very low. This scenario has significantly affected the implementation of a number of educational programs. Given the fact that the teacher is the most important and last implementer of educational programs, the current state of teachers’ work methods point to disaster in the implementation of national educational programs. There was no study that had been conducted to assess the effects of teacher motivation on the provision of inclusive education in pre-primary and primary school schools, especially in Kampala district. Therefore, there was no empirical data on which initiatives to improve teacher motivation in implementing inclusive education could be based. This study sought for information to close the above mentioned research gaps.

2.2 Inclusive Education

Inclusive education is taking care of diversity among learners by using appropriate mechanisms that facilitate optimal learning through curriculum adaptations (Ainscow, 2007). Lipsky and Gartner (2009) say that Curriculum adaptation should include making necessary changes in learning content such as modification, substitution/ replacement, omission as a last resort and compensation, without changing the learning purpose (Kershner, 2013). Sansoneand Harackiewicz (2013) say the inclusive education involves changes in teaching strategies and flexibility in evaluation methodology. Curricular adaptations aim to facilitate learning in every
possible manner to maximise learning or to provide opportunities in such a way, that even children with special education needs can learn effectively.

Curriculum adaptation is not a separate method for children with disabilities. It is when every child in the classroom including children with special needs are provided with an opportunity to learn maximally according to their learning potential (Jordan and Stanovich, 2012). Kershner (2013) adds that curriculum development involves educational institutions making required adaptation in regular curriculum (learning content, learning approach, learning aids and evaluation).

Quality inclusive education in early childhood education is founded on the view of the major life development needs of children with special learning needs. Jordan and Stanovich (2012) observe that Inclusive education at this stage of education should enable pre and lower primary school with learning problems and handicaps to have a sense of belonging, being and becoming. According to Lipsky, and Gartner (2009), belonging is when children know their family, cultural group, neighbourhood and a wider community. Being is when children know themselves, are able to build and maintain relationships with others. It also involves children engaging with life’s joys and complexities, and meeting challenges in everyday life. Becoming is learning to participate fully and actively in society.

2.3 Teacher Attitude and Inclusive Education

Attitude is one of the most important variables in the education of children most especially children with special needs. A teacher’s attitude plays a major role in motivation (Mwamwenda, 2005). According to Gross (2005) attitudes have the power to influence the teachers’ professional behaviour. Many studies have
emphasized the importance of positive attitudes of educators towards inclusion (Kala 2006, Garvar-Pintus & Schemelkin, 1989). Ringlake and Prince (1981) suggest that teacher beliefs and attitudes underlay the philosophy of inclusive education and are therefore important predictors of the outcomes. A number of researchers have stressed the importance of understanding teachers’ attitudes and beliefs towards inclusion (Bain & Dolbel, 1991; Roberts & Zubrick, 1992; Forlin& Coke, 1993; Forlin, Hattie, & Douglas, 1996). It was therefore important to investigate teachers’ attitudes towards inclusion in Kampala district.

The European Agency on the Development of Special Needs Education (2006) reports that dealing with differences and diversity continues is one of the biggest problems faced by schools across Europe. The Agency points out that one of the problems encountered in creating schools for all are beliefs by some people that education is a privilege and not a right that should be available to all (Rouse, 2008). One of the belief is that “some children are ‘worthy’ of help but others are ‘unworthy’ because their difficulties are their own (or their parents) faults”. Such negative beliefs can cause negative attitudes towards children with special needs. Sadly there are teachers who believe that some children will never be able to learn. Further, there are those who do not believe that they have the skills to make a difference, perhaps because they have not received any training in this area, and they lack confidence (Rouse, 2008). Therefore it is important to consider how it might be possible for teachers to develop new ways of believing that all children can learn and that such work is their responsibility.

It has been found that staff development programmes are usually unsuccessful in bringing about attitude and belief change. Findings from a growing body of
research indicate that professional development initiatives need to take teachers' beliefs into consideration (Munby 1984, Richardson, Anders, Tidwell, and Lloyd, 1991; Schumm, Vaughn, Gordon, & Rothlein, 1994). This is supported by the notion that teachers' beliefs influence their perceptions and judgments and therefore their behaviour in the classroom (Munby 1984; Nespor, 1987; Agne, Greenwood, & Miller, 1994; Schumm et al. 1994).

A study carried out in Tanzania found that while some teachers enjoyed teaching, there were those who were in school because they lacked a viable alternative to the job (Lema, 1998). Towse, Kent, Osaki and Kirua (2002) found that none of the Grade A Certificate teacher trainee in two Teacher’s Colleges had aspired to be teachers. They had wanted to join other professionals but were unable to get them. Such teachers may have a low status and negative attitudes towards teaching and this can affect their effectiveness in motivating children to learn. It may be difficult for a teacher who despises teaching to detach from her/his negative attitudes so as to create an environment conducive to children’s learning (Lema, 1998). In this research, the attitudes of teachers towards quality inclusive education were investigated and interventions explored.

Research has also shown that there is a correlation between positive attitudes of teachers to mainstreaming of learners with special needs and the support they receive from management as well as other technical variables (Talmor, Reiter & Feigin, 2005) These variables include having more resources, small classes, more time available to design teaching material and opportunities for personal development gained from further learning (Talmor et al, 2005). The primary conditions for enhancing quality inclusive education is therefore change from
negative to positive attitudes that can be enhanced by professional programmes that consider teachers’ attitudes and continuous support and assistance to teachers by others (Talmor et al, 2005). This study therefore investigated teachers’ attitudes towards inclusion. Unless teachers have a positive attitude towards inclusive education, motivation on its own may not be effective for the provision of quality education.

2.4 Teacher Competency and Inclusive Education

According Harter (1978) Robert White in 1957 suggested that personal competence was the “master reinforcer for humans. “Competence serves to enhance the abilities of the person to help that person improve self” (Harter 1978). On the motivational analysis of competence, it refers to ways in which individual’s behaviour is energized or activated and directed or focused (Dweck & Elliott, 1983).Our primary contention then is that achievement is best viewed through the lens of competence.

Chau (1996) maintains that the teacher’s level of competence is one of the factors that directly affect the quality of teaching. Classroom observations in the different countries show that certain teachers have an insufficient mastery of the subject matter they teach. In addition, many of them lack the pedagogical know-how required for good presentation of the material (Shulman, 1986). Insufficient mastery of subject matter was particularly true in Madhya Pradesh, India, where the findings revealed that most teachers had not received any specific professional training, which had an effect on the teaching and learning and thus on pupil performance (Chau, 1996).The problem of teacher competence is not related only to the level of teacher instruction but also to the level and quality of training. Both the academic
level and the quality of the professional training received contribute to the competence of a teacher.

Researchers such as Kanu (1996), Chau (1996) and Darling-Hammond (1999) refer to teacher competence when they stress that the quality of education depends on the quality of the teacher. A good example is the case in Finland where teaching is regarded as a noble, prestigious profession—a kin to medicine, law or economics (Sahlberg, 2010). Finland publicly recognizes the value of its teachers and trusts their professional judgments in schools. Important factor in the teachers’ professional status is the fact that teacher education for primary school teachers is carried out in universities in different Bachelor’s and Master’s Degree programmes. Becoming a primary school teacher in Finland is a very competitive process, and only the best and brightest are able to train as teachers. Training is a five year programme that ensures that the newly prepared teacher possesses balanced knowledge and skills in both theory and practice. The training offers an obligatory three-year bachelor’s degree program, followed by a two year master’s degree program. A pre-school teacher must possess a bachelor’s degree and primary teacher, a master’s degree (Sahlberg, 2010).

Passos (2009) suggests that to improve teaching, we must start by improving teachers’ knowledge if quality education and most particularly primary education in developing world is to improve (Passos, 2009). According to Dornyei (2001) lack of knowledge and intellectual challenge de-motivates teachers. Teachers who do not go for competence development “lose spark”. Bennell (2004) observes that high numbers of teachers in low-income developing countries in sub-Saharan Africa and Asia remain untrained which adversely affects their motivation to work. Teachers
are expected to teach children with different needs but most teachers are not adequately prepared for the special demands of teaching (Bennell, 2004). Where training is available, it is of poor quality. In-service training compounds poor pre-service training and induction in many countries.

Recent findings in South Africa on teachers’ preparedness to teach also clearly shows that “the teachers felt unprepared and unequipped to teach in inclusive classrooms as a result of their lack of training, lack of time, large classes and lack of teacher experience” (Hay, Smith & Paulsen, 2001). Fear of not being able to manage diversity resulted in feelings of hopelessness (Pottas, 2005). Teachers in schools need continuous professional development (CPD) as well as support from peers and supervisors. CPD in many developing countries is usually scarce, unrelated to a broad strategy and not targeted at teachers who need it most (Bennell, 2004). In the absence of appropriated support, teachers can quickly lose motivation.

Penny (2000) and UNESCO (2000) argue that teachers teaching children with disabilities need special training. In Uganda out of 122,904 teachers on government payroll for primary education only 1,050 teachers have been trained to help children with disabilities. The low number of specialized teachers explains the current low enrolment of CWDs 218,286 (MoES, 2002) despite all inclusive education services. This does not compare favourably with other African countries where preparations of SNE teachers date as back as 1940s, 1974 and 1983 in Kenya, Nigeria and Zimbabwe respectively. Similarly, countries like Yemen, Jordan and Lao People’s Democratic Republic training in inclusive education was incorporated in the training curriculum of all primary school teachers (Bennell, 2004).
The government White Paper on Education (1992, p. 23) clearly points out that the curriculum for training teachers in Teacher-Training Colleges must be “assessed in light of its usefulness and effectiveness”. It is not clear whether with the developments of UPE and Inclusive education, teachers curriculum was revised to prepare teachers for inclusive classes. The gap that this research work endeavours to bridge is the emphasis on the urgent need to re-organize teacher education curriculum by the application of curriculum that trains teachers of quality. Farrant (1989) emphasized that the education of a good teacher is something much more interesting, more extensive and more challenging than a professional training. Jacks (1962) puts it even better when he wrote that teacher training calls for a dual approach; helping the teacher trainee to consider the educational basis of teaching and training in how to exercise the essential skills of learning and teaching. However, the two authors missed out one crucial element of continuous professional development, which motivates the teacher to remain knowledgeable and updated.

From the review of the literature on teacher competence, one can conclude that there are many factors which contribute to teacher competence. However, certain important aspects, which should be considered in developing teacher competence in teacher training programs, have not been addressed. There is lack of data on competence as a motivator on the part of the teacher to influence their provision of quality education. Furthermore, there seems to be lack of literature which looks at the type of training the teachers are given and competence of the trainers in the teacher training institutions. There is also lack of literature about the availability and the quality of the staff that monitors and evaluates teachers. Lastly, there is little research on staff development programmes and how it is accessible to teachers.
especially those teachers with low salaries. This study however focused on establishing whether teachers are competently trained to offer inclusive education in Uganda.

2.5 Job Satisfaction and Inclusive Education

Different authors have different approaches towards defining job satisfaction. Maicibi (2003) defines job satisfaction as a result of combination of circumstances that cause an employee to make an effective declaration ‘I am happy with my job’. Job satisfaction can also be defined as the extent to which a worker is content with the rewards he or she gets out of his or her job (Statt, 2004). Armstrong (2006) suggests that the term job satisfaction refers to the attitude and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction while negative and unfavourable attitudes towards the job indicate job dissatisfaction. In addition to having attitudes about their jobs as a whole, people also can have attitudes about various aspects of their jobs such as the kind of work they do, their co-workers, supervisors or subordinates and their pay (Spector, 1997; George & Jones, 2008). According to these definitions, the understanding of job satisfaction is problematic. People understand it in different ways. For some job satisfaction comes out as a result of external and others as internal influences.

Kirsch (2000) suggests that job undesirable conditions such as poor pay contribute to teacher job dissatisfaction. Pay and other incentives are very much helpful in increasing the motivation of teachers (Akyeampong, & Asante 2005). The focus–group–discussion on motivation crisis among primary teachers in Pakistan, also revealed that teachers low pay scale was undermining their motivation (Bhatti, Rawat & Hamid, 2012). Towse (2002) found that teachers are demoralized due to
not being paid enough salary. To supplement the meagre salary and make ends meet, teachers get involved in teaching after school hours and during holidays for a pay commonly known as “Tuition”. Teachers who are dissatisfied in their work as the case of Pakistan cannot be motivated to offer quality education.

Glewwe, Nauman, and Kremer (2003), carried out a study on teacher turn over and absenteeism in Africa. They found that in Kenya; teachers are absent 20% of the time. The rate is as high as 26% of the time in Uganda. Madagascar suffers from the same difficulties. Teachers also often hold a second job during school hours and as a result have to offer private tuitions to complete their teaching. In countries such as Ghana where, teachers salary is low and even the little not paid promptly, some teachers are forced to find better paid work in other countries, especially Nigeria (Fredrikson, Fumador & Ndyoagbe, 1998). Mwenda, 2012) observes that a number of Ugandan teachers today are on exodus to Rwanda in search of high salary. According to The African Development Bank, (1998) the risk of low salaries sometimes accompanied by a decline in the status of profession is causing dissatisfaction among teachers and thus threatening the quality of education offered to children. Some researchers argue that teachers who are highly satisfied are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many areas of their work life (Lambert, 2004).

In developed countries such as US, UK and other parts of Western Europe where the majority of research has been conducted, reveal a weak relationship between job satisfaction and salary. Research in developing countries on the contrary; suggest salary as the main cause of satisfaction (African Development bank, 1998). According to Lambert (2004), this information is not conclusive. He says evidence
from developing countries is unfortunately lacking. This is because studies carried in
developing countries have been from researchers of developed countries with
foreign ideology. Studies must be built on Africa’s understanding and values than
foreign knowledge.

2.6 Summary of Reviewed Literature

The literature review on teacher motivation and inclusive education points
insufficient research on motivational initiatives and incentive issues for teachers in
developing countries to effectively implement inclusive education. Literature
review reveals that the strategies for motivating teachers that have been so far
applied in developing countries are adopted from developed countries with very
dissimilar education systems, infrastructure and resources. For example, in
developed countries pay incentives have been found to be unsuccessful in increasing
motivation. In the case of developing countries it is assumed that only pay
incentives can motivate teachers. Studies carried out in developed countries show
that research carried out in developing countries have been carried out mostly by
researchers from developed countries whose experiences and understanding of
motivation could entirely be different. So there are scanty studies carried out by
local researchers on teacher motivation and inclusive education.

In Uganda, the Ministry of Education & Sports, in an effort to implement Inclusive
education, placed much emphasis on increasing provision of inputs such as
textbooks and classrooms in improving school effectiveness. Motivation has been
addressed in terms of improving children’s learning. However the importance of
teacher motivation as key implementers of inclusive education has been given less
attention. It has been clear also that no study has been conducted out in Uganda to
establish whether teacher motivation influences teacher’s involvement in inclusive education. Therefore a research gap is evident in investigating teacher motivation as a determinant in provision of quality Inclusive Education. There was need therefore, for a survey to identify teacher motivational strategies that can encourage teachers to offer quality inclusive education. The study has investigated and come up with information to close the above mentioned research gaps.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This study aimed to investigate and establish the effect of teachers’ motivation in the provision of inclusive education in early childhood. This chapter describes important aspects of the research methodology. The methodological issues addressed in this chapter includes: research design, study area, target population, sampling procedures, data collection instruments, and procedures of study, validity and reliability. The chapter also highlights methods of data collection, data processing, data analysis and conclude with ethical considerations.

3.1 Research Design

The study used descriptive survey research design. A descriptive research determines and reports the facts as they were (Mugenda & Mugenda, 2003; Kombo & Tromp, 2006). This approach was used because of its strength in relation to the research problem. Kombo et al (2006) continues to point out that facts determined in descriptive studies are not only restricted to fact findings, but may often result in the formulation of important principles of knowledge and solution to significant problems. The study sought teachers’ views and tried to establish the factors that influenced their teaching, and suggested possible solutions to some of their problems.

The researcher sought to establish the magnitude and effect of the independent variables on the dependent variable. The study employed both quantitative and qualitative methods. Quantitative research methods were used because they enabled
a structured statistical measurement of variables (Trochim, 2006). Qualitative methods were used so as to collect in-depth information on the research variables and this enabled triangulation of the data collected so as to increase its validity (Ary, and Razavieh, 2002).

3.1.1 Study Variables

In this study, Teacher motivation was the independent variable while Implementation of Inclusive Education was the dependent variable. Based on Vroom’s (1964) Valency Instrumental Expectancy theory, teacher motivation was conceived to be consisting of Attitude toward Inclusive Education, competence to implement inclusive education and satisfaction in implementing Inclusive Education. Hence the independent variables of the study were attitude, competency and job satisfaction.

**Attitudes** refer to teachers’ beliefs in teaching all children with their differences in an inclusive setting. Studies indicate that variables related to attitude include: Training, teacher experience, class size, level of confidence, previous experiences in teaching Children with Special needs, the severity of a child’s disability and support from administrative staff (Subban & Sharma, 2005). This study hoped to determine whether age range, experience and qualifications is related teachers’ attitude to offer inclusive quality education in Uganda.

**Competence** refers to teachers’ skills in preparing for and teaching children with special educational needs in conventional classes. Some indicators for competence are: training, ability to use acquired skills and effectively using skills
Job satisfaction refers to how teachers are remunerated and facilitated to teach effectively. This was derived from factors which included: Salaries, staff development, administrative support, children’s behaviour, decision making roles, parental support, routine duties, and availability of resources, staff recognition, and control in classroom. It also looked at other benefits such as: free accommodation, free meals, and extra load allowances, advance payments in case of financial problems, leave of absence and free medical care among others.

Quality Inclusive Education as a dependent variable can be achieved if all children are catered for in the teaching and learning process. Apart from teachers, quality can also be influenced by school characteristics. Some of these include; Class size and percentage of children with special needs and provision of facilities. The study investigated these variables to establish whether they influenced teachers’ motivation towards the provision of quality inclusive education to all children.

3.2 Location of the Study

The study was conducted in the five divisions of Kampala District. Kampala district is currently run by a Capital City Authority (KCCA). The city is divided into five divisions namely: Central, Kawempe, Makindye, Nakawa and Lubaga. Each division is independently administered by locally elected officials who report to the city council administration headed by an elected Lord Mayor. The city is bordered by Wakiso to the north, south, east and west. The map of Kampala district with the five divisions is shown below:
The November, 2014 NHPC indicates that Kampala has a population of 1,516,210, the majority of which are children below the age of 12 years. The district has 290 pre-primary schools and 966 primary schools (KCCA, 2014). Kampala district was selected as the study site due to a number of reasons. First, the city is home to the headquarters of the ministry of education, where policies on inclusive education originate. Second, the heads of schools and teachers in city schools take part in education policy implementation workshops and so are more familiar with the policy of inclusive education. The department of Inspectorate and education
standards is located in the city and so schools in the city receive more inspection and guidance on policies and standards of inclusive education. The city also has the largest number of privately owned pre-primary schools that are likely to be implementing inclusive education. So schools in the city would provide a better informed population on the research questions. This would increase the validity and reliability of the findings.

3.3 Target Population

The study population included, Officials from the ministry of education in charge of policy development, education standards and early childhood education, District education officers, Head teachers of primary and pre-primary schools in the city and teachers of pre-primary and lower primary classes.

3.4 Sampling Techniques and Sample Size

This section presents the specific sampling procedures that were followed to attain the sample size.

3.4.1 Sampling Technique

The study sample included both non-random and random respondents. Non-random respondents included Officials from the ministry of education in charge of policy development, education standards and early childhood education, District education officers, and Head teachers of primary and pre-primary schools. These categories of respondents provided information as key informants. Purposive sampling was used to select participants for the non-random sample. Purposive sampling permitted the researcher to “select a respondent based on his/her experience of knowledge of the group to be sampled and has in mind that these respondents have the information
she/he requires” (Amin, 2005). The researcher visited the different departments in the Ministry of Education & Sports to establish the persons responsible for ECD. Since the departments had less than five officers, they were all involved in the study. At division level, each division has a DEO and inspector of Schools. In the selected schools, all pre-primary and primary head teachers were all included in the study as key informants.

Teachers of lower primary and pre-primary classes made the random sample. The Krejcie and Morgan (1970) sample determination guide (see appendix G) was used to determine the random sample. To get the random sample a list of schools was retrieved from the Division Education Officers. The choice of schools per division was selected basing on socioeconomic status categorized as high, middle and low. Random sampling was then used to select the schools in these categories.

3.4.2 Sample Size

The saturation method was used to determine the size of the non-random sample categories. According to Trochim (2006), data saturation is when data is collected from the sample category until no new information is being collected. The researcher then stops the process of data collection at that point.

The size of the random sample was determined using Krejcie and Morgan (1970) sample determination guide. Given a population of 3,872 teachers, Krejcie and Morgan (1970) recommend a sample of 351. A total of 378 questionnaires were given out and 355 were completely filled so made the final sample. The table below indicates the respondents for the study.
Table 3.1: Respondents who participated in the study

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Non random sample</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ministry of Education and Sports in charge of ECD</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Directorate of Education Standards</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>District Education Officers</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Inspectors of Schools</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Head teachers of primary and pre-schools</td>
<td>30</td>
<td>28</td>
</tr>
<tr>
<td>Interviewed teachers</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>focus groups (teachers)</td>
<td></td>
<td>10 groups</td>
</tr>
<tr>
<td><strong>Sub total</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Random sample</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower primary and pre-primary teachers</td>
<td><strong>3872</strong></td>
<td>355*</td>
</tr>
</tbody>
</table>

**MOES personnel records

*The Krejcie and Morgan (1970)

According to the table above, with regard to the non-random sample, Kampala district has one DEO and one Inspector of schools in each division. Both officials participated in the study. Two officials from the Ministry of Education and Sports and two from the Directorate Education Standards were also interviewed. The head teachers from the selected schools were 30 for both pre-primary and primary. This means that 3 head teachers for pre-primary and 3 head teachers for primary were interviewed in each division. Two head teachers did not participate because they were absent on the day we had agreed to meet for the interview. Pre-primary and primary teachers who completed questionnaires were 355. A second group of 30 teachers answered interview questions. A third group of teachers participated in focus group discussion. A total of 10 group discussions were held. Selected
numbers for interviews and focus groups were small because the study is mainly qualitative. According to Amin (2005) a qualitative research involves intensive study of the individual and should therefore select small numbers.

3.5 Research Instruments

In order to address research questions, the researcher used three types of instruments to collect data from various sources. The questionnaires were used to collect data from ECD teachers. Interviews schedules were used to collect data from ECD teachers, head teachers and Education officials from the Divisions and Ministry of Education and Sports. Focus Group discussions were carried out with ECD teachers. The selected instruments are explained below.

3.5.1 Questionnaire

A questionnaire focusing on teacher motivation was prepared and used for the collection of data from the teachers. Questionnaires are ideal for gathering data when seeking views of many people and when the subject area of study is sensitive (Green, 2000). In questionnaires each respondent is asked to respond to the same set of questions. This provided an efficient way of collecting responses from large sample making the data easy to analyse.

The instrument adapted Likert type scale where a questionnaire was set with the responses from “Strongly disagree” to “strongly agree”. Some other questions were open-ended in order to enable freedom of expression and allow respondents to qualify their responses. Open ended questionnaires allow subjects to express their opinions, feelings and reactions (Williams, 2011).
The questionnaire was divided into three sections. The first section required the participants’ demographic background information. These include age, gender, qualification, and years of experience. The second section contained questions on attitude, competence and job satisfaction in order to establish types of motivation that can influence teachers to offer quality education to all children. The last part of the questionnaire provided space for additional information about teachers’ experiences and views (see Appendix E).

3.5.2 Interviews

The researcher designed interview guides and administered them to capture qualitative information. An interview is a useful method for discovering the individual’s way of thinking and feeling about a topic and why they hold certain views. Interviews are also good for sensitive topics which people may feel uncomfortable to discuss in a focus group (Amin, 2005). The interview guide allowed responses to be systematically recorded so that they could be compared with other participants. The researcher interviewed each participant individually.

The interviews were administered to key informants: Policy makers, inspectorate and Education Officers from the five Divisions of Kampala district. The officials from the Ministry of Education and Sports were selected because they are in position to bring about change. Their views are therefore critical to assess whether it is possible to find answers that respond to teachers’ questions in relation to motivation. These key informants hold a major role in policy formulation and implementation (See Appendix B). Interviews were also administered to some teachers and their head teachers so as to assess whether their responses correspond
with those of the key informants. This research was for the teachers’ cause and the interview gave them an opportunity to voice their views (See Appendix D).

3.5.3 Focus Group Discussion

Focus groups are a form of group interviewing which involves interviewing a number of people at the same time. Focus groups discussion relies on interaction within the group based on topics that are supplied by the researcher (Morgan 1997). The emphasis is on questions and responses between the researcher and participants. The main purpose of focus group discussion is to draw upon respondents’ attitudes, feelings, beliefs, experiences and reactions in a way in which would not be feasible using other methods, such as one-to-one interviews, or questionnaire surveys. These attitudes, feelings and beliefs may be partially independent of a group, but are more likely to be revealed via the social gathering and the interaction which being in a focus group entails.

Patton (1990) argues that focus group interviews provide checks and balances on each other that can serve to curb false or extreme views. Focus Group discussion creates a less fearful atmosphere for the individual respondents because of being with others in a group setting. The members within the group also get to hear what others have to say, which may stimulate the individuals to rethink their own views (Thomas & Nelson, 1996).

A focus group discussion guide was formulated and used to guide the discussion (See Appendix A). A guide was useful because it enabled the researcher to systematically record the participants’ response to particular statements so that they could be compared with those of other groups. The Focus groups were composed of teachers in selected schools and were organized in teachers’ schools. These schools
were randomly selected from the schools already selected for study. The manner in which the focus groups were formed depended on the school size. In schools less than six teachers, all available teachers formed one focus group.

3.6 Pilot Study

A pilot study was carried out from schools in Wakiso district which surrounds Kampala district. Its purpose was to pre-test the adequacy of the research instrument. A sample of teachers and head teachers from six pre-primary and Primary schools were selected. The group discussion and interview for teachers were carried out in two Nursery and primary schools. A questionnaire was administered in two pre-primary and primary schools. The interview for key informants was carried out from a few colleagues of Kyambogo University. Kyambogo University is a stakeholder in drawing out curricula and training tutors for the country.

3.6.1 Validity

Validity is the extent to which the instruments used during the study measure the issues they are intended to measure (Green, 2000; Amin, 2005; Kombo et al, 2006). Validity deals with issues of trustworthiness of the findings. The instruments were first pre-tested to ensure their face and content validity. To do this, item interpretation and consistency were analysed. The questions that were found vague were eliminated or rephrased. Any ambiguities, misunderstanding and inadequacies were eliminated (Amin, 2005). With regard to face validity, the words that were used in the instruments were simple, clear and related to the research problem. Based on the advice of the supervisors, complicated terminology was eliminated from the city employees’ questionnaire.
With regard to content validity, the researcher ensured that the items on the main variables (independent) conformed to the study’s conceptual framework. The opinion of the supervisors on the relevance, wording and clarity of the items in the instruments was sought and there was validation of the instruments. The content validity index was measured using the formula: Content validity index (CVI) = Number of items declared valid/Total number of items. The results are presented in the table below.

**Table 3.2: Content validity index (CVI) of instruments**

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Questionnaire for Teachers</th>
<th>Focus group discussion guide for teachers</th>
<th>Interview guide for Head teachers</th>
<th>Interview guide for MOES and district officials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor 1</td>
<td>0.84</td>
<td>0.79</td>
<td>0.74</td>
<td>0.78</td>
</tr>
<tr>
<td>Supervisor 2</td>
<td>0.87</td>
<td>0.82</td>
<td>0.76</td>
<td>0.81</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>0.86</strong></td>
<td><strong>0.81</strong></td>
<td><strong>0.75</strong></td>
<td><strong>0.80</strong></td>
</tr>
</tbody>
</table>

*Source: Pilot data*

The average content validity index for the teachers’ questionnaire was 0.86, that of the focus group discussion guide for teachers was 0.81, and the one for the one for the head teachers was 0.75. Finally the content validity index for MOES officials was 0.80. As recommended by Arya *et al.* (2002, p. 63) and Amin (2005, p. 78), the CVIs for all the instruments were above 0.7, a value recommended for research instruments.
3.6.2 Reliability

Reliability is similar to validity but in research terms refers more to the method by which we gather our information (Thorndike 1997; Green, 2000). To ensure reliability, the instruments were developed under the guidance of the supervisors. Other reliability procedures included: Checking transcripts for obvious mistakes and confirming or making sure that what had been said or written was what the respondents meant, making sure that the codes used were the same throughout the coding process and cross-checking codes with research assistants by comparing results.

In the case of the questionnaire, data from the pilot study was entered in the Statistical Package for Social Sciences (SPSS) and Cronbach’s alpha coefficient test of reliability was calculated using the formula below:

\[
\alpha = \frac{K}{K-1} \left( 1 - \frac{\sum_{i=1}^{K} \sigma_{Y_i}^2}{\sigma_X^2} \right)
\]

Where \( \sigma_X^2 \) is the variance of the observed total item scores, and \( \sigma_{Y_i}^2 \) is the variance of component \( i \) for the pilot sample.

Cronbach’s alpha coefficient results were analysed and all the sections on teachers’ attitude (\( \alpha=0.802 \)), Teachers’ competence (\( \alpha=0.853 \)) and teachers’ satisfaction (\( \alpha=0.817 \)), were found to be above Cronbach’s alpha value .700 as recommended by Ahuja (2005) and, therefore, considered satisfactory (see Table 3.3).
Table 3.3: Reliability coefficients (Cronbach’s alphas) of the variables

<table>
<thead>
<tr>
<th>Variable</th>
<th>No. of items</th>
<th>Alphas (α)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude on inclusive ed.</td>
<td>12</td>
<td>.802</td>
</tr>
<tr>
<td>Competence in inclusive ed.</td>
<td>6</td>
<td>.853</td>
</tr>
<tr>
<td>Teachers’ satisfaction</td>
<td>10</td>
<td>.817</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td></td>
<td><strong>.824</strong></td>
</tr>
</tbody>
</table>

Source: Pilot data

3.7 Data Collection Procedure

The researcher made appointments with participants, to identify a suitable time when they would be available and use the given time as scheduled to meet them.

The researcher explained the purpose of the study and assured confidentiality. The researcher administered interviews with teachers, head teachers, policy makers, inspectors, and Education officers from the five Divisions. Focus group discussions were also carried out by the researcher. Research assistants helped in administering questionnaires in the selected schools.

The collected data were edited at the site in order to ensure completeness, accuracy, legibility and where inconsistence and incomplete statements and questions existed, clarity was sought from participants. Then data were coded, by assigning numerals or other symbols in order to put the data in categories. This is necessary for efficient analysis and through it the several replies may be reduced to a smaller number of groups which contain the critical information required for analysis. With the information of interviews and focused group discussion the researcher followed the same procedures as those of the questionnaire by editing, coding and categorizing the content of interviews and focused group discussion.
3.8 Data Analysis and Presentation

Data Analysis involved the organization of the data collected during field research (Amin, 2005).

3.8.1 Quantitative Data Analysis

Quantitative data analysis was done at univariate level. The data analysis at univariate level was done using frequencies, percentages and frequency tables. The percentage of frequency of responses on teachers’ attitudes, competency and job satisfaction with regard to the implementation of inclusive education was calculated. Higher frequencies and percentages on each of the items that measured the variables indicated the occurrence of that aspect in the sample and it was taken to represent the views of the sample. The choice of the figures and tables depend on the nature of the data findings. Each table and figure is followed by explanations and discussion of the key findings on the study objectives.

3.8.2 Qualitative Data Analysis

Qualitative responses were analysed using thematic and content analysis. Following the advice of Mugenda and Mugenda (2005), data was first coded into sub-themes and categorised into themes and used to give credence to qualitative findings. Using the procedure recommended by Trochim (2006), data was examined and classified under themes derived from the objectives. Clusters of text with similar meaning were presented together and analysed in relation to the study. The intensity and frequency with which certain ideas were mentioned were ascertained. The reasoning and meaning behind the ideas were established. This led to understanding the respondents’ perceptions and beliefs regarding the research questions. The frequency of concepts showed the measure of direction or bias in data interpretation.
Using Amin’s (2005) suggestion, the most relevant qualitative responses were placed in quotation marks.

3.9 Logistical and Ethical Considerations

After the approval of the research proposal, Kenyatta University, Graduate School gave the researcher a letter to go ahead and collect data (Appendix F). The researcher presented this letter with the research proposal to Uganda National Council of Science and Technology to seek permission to carry out research in the Country. Permission was granted (Appendix G) and it was used to introduce herself to the Ministry of Education and Sports and Division Education Officers.

The Division officers also gave the researcher a letter introducing her to the schools asking them to willingly offer the needed assistance. In schools, informed consent was sought before involving the respondents in the study and requesting them to kindly participate in the study. Water-Adams (2006) explains that any research which involves people has ethical implications and considerations must be made not infringe upon their rights and also to promote fairness in the interpretation of data. Taking this enlightenment into consideration, principles such as right to privacy and participation, anonymity and confidentiality were observed. The participants were never forced to participate in the study. For the sake of confidentiality and anonymity, no names of respondents and schools were taken or recorded in all the information given. Lastly, it was made clear for all the participants interested, that when the research was completed, the findings would be made available to them and other Education Stakeholders as a way of giving them feedback.
CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents data analysis, results and discussions. The purpose of this study was to examine the effect of teachers’ motivation on the provision of inclusive education in early childhood centres in Kampala city in Uganda. The study was carried out in Kampala district. Data was collected from teachers, and head teachers of pre-primary and primary schools and Government officials from the Ministry of Education and Sports. The instruments used to collect data include; questionnaires interview and focus group discussions.

The chapter first presents the demographic information of the respondents. Secondly, the findings are presented in four sections according to objectives that were the focus of the study. These include:

i. To establish the strategies currently used in motivating teachers to implement Inclusive Education in early childhood education.

ii. To determine the effect of teachers’ attitude on the implementation of Inclusive Education in early childhood education

iii. To establish the effect of teachers’ competency on the provision of Inclusive education in Early Childhood education

iv. To determine how teachers’ job satisfaction affects the provision of inclusive education in Early Childhood education
The findings are presented using descriptive statistics using frequency counts and percentages. This is followed by discussion of findings.

4.1 Demographic Information

The gender of the respondents, professional qualification and teaching experience of respondents are presented.

4.1.1 Gender of Respondents

The gender of respondents who participated in questionnaire are summarized in the figure below.

![Figure 4.1: Gender of respondents (N=355)](image)

According to the findings represented in figure 4.1 above, majority of respondents were females (85.1 %). While males were 14.9 %. The study showed that female teachers dominated ECD centres. Despite the small number of male, both genders were represented.
4.1.2 Teaching Qualification of Respondents

Respondents shared their level of training as indicated in their certificates. Information on qualification was collected in order to ascertain the knowledge and skills of the teachers which to some degree can be an indicator for competence and confidence in teaching. The findings were as shown table 4.1.

Table 4.1: Level of Education (n=355)

<table>
<thead>
<tr>
<th>Education</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>224</td>
<td>63.1</td>
</tr>
<tr>
<td>Diploma</td>
<td>114</td>
<td>32.1</td>
</tr>
<tr>
<td>Degree</td>
<td>12</td>
<td>3.4</td>
</tr>
<tr>
<td>None</td>
<td>5</td>
<td>1.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>355</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The finding from the questionnaires showed that majority of the respondents had certificate in teaching (63.1%). This was followed by diploma holders with 32.1%. Only 3.4% teachers had attained a degree in teaching. While 1.4% of the respondents did not reveal their qualifications.

4.1.3 Experience in Teaching

Teachers who responded to the questionnaire were also requested to indicate the number of years they had spent in the teaching profession. The findings were as presented in the table 4.2 below.
Table 4.2: Teaching experience of respondents who completed the questionnaire (n=355)

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4 yrs</td>
<td>142</td>
<td>40.0</td>
</tr>
<tr>
<td>5-10 yrs</td>
<td>128</td>
<td>36.1</td>
</tr>
<tr>
<td>11-15 yrs</td>
<td>50</td>
<td>14.1</td>
</tr>
<tr>
<td>16-20 yrs</td>
<td>15</td>
<td>4.2</td>
</tr>
<tr>
<td>&gt;21 yrs</td>
<td>20</td>
<td>5.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>355</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.2 shows that majority of those who responded to the questionnaires (40%) had served as teachers from 0–4 years, followed by 36.1% who had served for 5-10 years. Other respondents had served for 11-15 years (14.1%) and 5.6% had served for 21 years and above while 4.2% had served for 16–20 years. Given that the majority of respondents had worked as teachers for more than five years, we assume they have experience, good knowledge and skills in their teaching profession. However, the table reveals a decline in numbers as years of teaching in the field increases. This indicates that some teachers may have left the teaching profession for one reason or the other. Teachers who participated in the interviews were also asked how long they had been employed in teaching profession. Their responses are indicated in the table 4.3:
Table 4.3 Teaching experience of interview respondents (n=30)

<table>
<thead>
<tr>
<th>No of years in teaching profession</th>
<th>No of teachers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3-4</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>5-6</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>7-8</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Above 9</td>
<td>22</td>
<td>70.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings show that all teachers were experienced in teaching. The majority (70%) had been in teaching profession for more than nine years and 30% between 3 to 8 years. In the questionnaire, teachers were also asked whether they had any special education qualification in special needs apart from the general training. The findings were as shown below.

Table 4.4: Qualification in Special Needs (n=355)

<table>
<thead>
<tr>
<th>SNE Qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>8</td>
<td>2.3</td>
</tr>
<tr>
<td>Diploma</td>
<td>7</td>
<td>2.0</td>
</tr>
<tr>
<td>None</td>
<td>340</td>
<td>95.8</td>
</tr>
<tr>
<td>Total</td>
<td>355</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in the table 4.4 show that the majority (95.8%) of the teachers were trained in regular teacher training. They had not attended specialized course in Special Education. Only 2.3 had a certificated and 2% had a diploma in Special education.
4.1.4 Type of school

Teachers, who responded to the questionnaire, were also asked the type of school in which they taught. The findings were as shown in figure 4.2 below.

![Type of School (n=355)](image)

**Figure 4.2: Type of School (n=355)**

There results in the figure above show that the majority of the school where the study sample was collected were private (65 %) and 35% were government owned or managed. This implies that majority of the pre-primary and primary schools do not get support from the government.

4.1.5 Number of children with Special Needs Compared to Other Children

Teachers who were interviewed also provided information about the number of children in class as compared to those with special needs in their classes. The findings were as shown in the table 4.5 below.
Table 4.5: Children with special needs in the mainstream (n=30)

<table>
<thead>
<tr>
<th>Class</th>
<th>children in class</th>
<th>SNE</th>
<th>Male SNE</th>
<th>Female SNE</th>
<th>School G/P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Unit</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>Baby</td>
<td>33</td>
<td>10</td>
<td>4</td>
<td>6</td>
<td>P</td>
</tr>
<tr>
<td>Middle</td>
<td>59</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>Top</td>
<td>55</td>
<td>8</td>
<td>4</td>
<td>4</td>
<td>P</td>
</tr>
<tr>
<td>Baby</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>Top</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>Baby</td>
<td>22</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>Baby</td>
<td>68</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>Baby</td>
<td>38</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>Baby</td>
<td>38</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>Baby</td>
<td>26</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>Baby</td>
<td>41</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>Top</td>
<td>41</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>P</td>
</tr>
<tr>
<td>Baby</td>
<td>38</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>Baby</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>P1</td>
<td>84</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>G</td>
</tr>
<tr>
<td>P2</td>
<td>115</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>G</td>
</tr>
<tr>
<td>P3</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>G</td>
</tr>
<tr>
<td>P2</td>
<td>27</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>G</td>
</tr>
<tr>
<td>P1</td>
<td>37</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>P2</td>
<td>31</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>P</td>
</tr>
<tr>
<td>P1</td>
<td>33</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>G</td>
</tr>
<tr>
<td>P1</td>
<td>36</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>P2</td>
<td>36</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>P</td>
</tr>
<tr>
<td>P1</td>
<td>136</td>
<td>15</td>
<td>7</td>
<td>8</td>
<td>G</td>
</tr>
<tr>
<td>P3</td>
<td>131</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>G</td>
</tr>
<tr>
<td>P2</td>
<td>53</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>G</td>
</tr>
<tr>
<td>P2</td>
<td>132</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>G</td>
</tr>
<tr>
<td>P1</td>
<td>48</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>G</td>
</tr>
<tr>
<td>P3</td>
<td>66</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>G</td>
</tr>
</tbody>
</table>

Key
G=Government school          P=Private School
The findings in the table 4.5 show that 16 out of 30 schools admitted children with special needs. Although the government stated ratio of children per teacher as 1:49 according to Uganda Bureau of statistics Abstract (2012), the findings showed that government schools admitted big numbers such as a ratio of 1: 115, 1:131, 1:132 and 1: 136 as compared to private schools with the ratio of 1:68 being the biggest. These were very big numbers for teachers to handle. They raise questions of whether teachers are able to meet individual needs of children and the quality of teaching.

Table 4.6: Head teachers qualifications and years of experience (n=28)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Years of experience</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate in Nursery teaching</td>
<td>1-2 yrs.</td>
<td>1</td>
</tr>
<tr>
<td>Certificate in nursery teaching.</td>
<td>5-6yrs</td>
<td>2</td>
</tr>
<tr>
<td>Certificate in nursery teaching.</td>
<td>Above 9yrs</td>
<td>3</td>
</tr>
<tr>
<td>Certificate in Primary</td>
<td>5-6yrs</td>
<td>1</td>
</tr>
<tr>
<td>Certificate in Primary</td>
<td>Above 9yrs</td>
<td>2</td>
</tr>
<tr>
<td>Diploma in nursery teaching</td>
<td>7-8yrs</td>
<td>1</td>
</tr>
<tr>
<td>Diploma in nursery teaching</td>
<td>Above 9yrs</td>
<td>1</td>
</tr>
<tr>
<td>Diploma in Primary teaching</td>
<td>1-2yrs</td>
<td>2</td>
</tr>
<tr>
<td>Diploma in Primary teaching</td>
<td>3-4yrs</td>
<td>1</td>
</tr>
<tr>
<td>Diploma in Primary teaching</td>
<td>5-6yrs</td>
<td>1</td>
</tr>
<tr>
<td>Diploma in Primary teaching</td>
<td>7-8yrs</td>
<td>1</td>
</tr>
<tr>
<td>Diploma in Primary teaching</td>
<td>Above 9yrs</td>
<td>4</td>
</tr>
<tr>
<td>Degree in Education</td>
<td>7-8yrs</td>
<td>1</td>
</tr>
<tr>
<td>Degree in Education</td>
<td>Above 9yrs</td>
<td>4</td>
</tr>
<tr>
<td>Degree in Education Secondary teaching</td>
<td>1-2yrs</td>
<td>1</td>
</tr>
<tr>
<td>Degree in Education, Secondary teaching</td>
<td>3-4yrs</td>
<td>1</td>
</tr>
<tr>
<td>Degree in Human Resource</td>
<td>5-6yrs</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 4.6 shows that the majority of the head teachers are experienced in leadership. They were also trained in the field of teaching pre-primary and primary apart from two who were secondary school teachers and one who trained in human resource management. This reveals that they are knowledgeable about running ECD institutions.

The demographic information of respondents indicates that the majority of the teachers were trained for regular education. In their training, they covered one course in Special Needs education. The head teachers though experienced in general administration did not have special training in managing inclusive education. However, most of the selected had children with special needs, so teachers were supposed to provide inclusive education. Most of the teachers preferred to include learners with mild conditions compared with learners with severe to profound disabling conditions. The findings also revealed that some of Government officials from MoES had general training and few others were conversant with ECD and Special Needs. That would make it difficult to support these areas since they lacked the knowledge and skills of how to teach children with Special Needs Education.

4.2 Strategies used in motivating teachers to implement Inclusive Education in early childhood education

To achieve the first objective which was to establish strategies currently used in motivating teachers to implement Inclusive Education in early childhood education, data was collected from focus group discussions and interviews with teachers, head teachers and MoES officials. A variety of responses were given as indicated below.
Table 4.7: Focus group Responses on Motivation Given to Teachers to implement inclusive education (n=10)

- Nothing was being done to motivate teachers
- They do not provide enough teaching materials.
- They provide some teaching materials but not enough.

The teachers’ responses in a focus group discussions in the table above, revealed that they were not given any specific motivation by their schools to implement inclusive education. One mentioned only teaching materials which were even insufficient to do fully support inclusive education.

Teachers in the focus groups were then asked if the government gives them any motivation to implement inclusive education. The findings are given in the table below.

Table 4.8: Teachers’ responses on the form of motivation given to them by the MoES

<table>
<thead>
<tr>
<th>Interviewed Teachers responses (n=30)</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>We do not get any motivation from the government</td>
<td>23</td>
<td>76.7</td>
</tr>
<tr>
<td>Scholastic materials e.g. text books and chats</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The findings in the table above show that majority of the respondents said that they, did not get any kind of motivation from the government (76.7%). However, again some teachers recognized the scholastic materials (23.3%) they get as a form of
motivation. This findings so far shows that the government and schools have no specific motivation give to teachers to implement inclusive education.

Table 4.9: Head teachers’ responses on Motivation given to Teachers by the Government to implement inclusive education

<table>
<thead>
<tr>
<th>Head teachers’ responses (N=28)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>21</td>
<td>75</td>
</tr>
<tr>
<td>Nothing apart from UPE when arrives late- towards the end of term.</td>
<td>4</td>
<td>14.2</td>
</tr>
<tr>
<td>The government organizes workshops and we are charged for attending</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>Textbooks and furniture 3 tables but nothing for special needs</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>They provide scholastic material and textbooks</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100</td>
</tr>
</tbody>
</table>

The findings in the table above show that majority of the head teachers (75%) did not get any form of motivation from the government to implement inclusive education. Others (14.2%) recognized UPE grant which was given by the government as a form of motivation but added that “it is not enough and always gets to schools very late towards the end of the term”. There were also those who saw workshops offered to schools as motivation (3.6%). The other 3.6 % said the workshops given were charged a fee to attend and as a result many teachers could not attend due to lack of funds. This could be one of the reasons for not recognizing workshops as a form of motivation by some schools.

The MOES officials also provided their views on the kind of motivation given to teachers to implement inclusive education as indicated in the table below.
Table 4.10: MOES responses on Motivation Given to Teachers by the Government to implement inclusive education (n=14)

<table>
<thead>
<tr>
<th>MoES responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>We offer training or workshops to enhance capacity building</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>There is no motivation given to teachers in inclusive schools in Kampala</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Continuous increase of teachers, salaries</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Provide accommodation to teachers</td>
<td>2</td>
<td>11.7</td>
</tr>
<tr>
<td>I am not aware of any motivation</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>We provide support supervision</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>I have no idea</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>100</td>
</tr>
</tbody>
</table>

*Σf is greater than N because some respondents gave more than one response.

The findings in the table above show that the Officials from the Ministry of Education who represent the government also confirmed that almost nothing was being done to motivate teachers to implement inclusive education. A large proportion of officials (23.5%) said that teachers were not being motivated by the government in any way to implement inclusive education. Other officials ended up mentioning the general work motivation as motivation given for inclusive education. There were those saw the salary and provision of accommodation as a form of motivation. There were also others who had no idea if teachers were motivated. There was agreement that the government did not provide free support to private institutions.

These findings have shown that the kind of motivation given was general. No motivation was specifically mentioned for teaching in inclusive settings. It is aimed
at increasing teachers’ commitment in all aspects of their work. This implies that schools generally do not have a policy for motivating teachers to participate more fully in inclusive education. In fact, one head teacher lamented:

“Inclusive education had been neglected in terms of motivation, yet it requires a lot of commitment on the part of the teacher”.

Teachers in a focus group complained that motivation in schools is mainly concentrated around increasing performance for candidate classes. Most schools saw the need for giving special motivation to increase teachers’ involvement with children with special needs.

Looking at the type of motivations schools offered to teachers, they were mainly for meeting teachers’ personal or basic needs. These included, meals, accommodation, medical and free education for teachers’ children. During the focus group discussion and interviews, teachers said that they were not trained enough to handle children with special needs and little is being done in this area. There are no support systems from schools and the government for teacher development in order to train and be competent to teach children with special needs. It was mentioned that some teachers attended workshops but the time allocated was not enough.

A one day workshop cannot equip a teacher with skills and knowledge to handle a class of children with different needs. The findings also revealed that teachers were not satisfied with the appraisal and reward systems being offered to them. They want this to be realistic in relation to the economy of the country. What they get cannot help them to live like other people. Some saw that remaining in teaching means remaining in poverty. They also desired to be appreciated and respected.
When the teachers were asked to suggest the best motivators they would like, they emphasized the need for training all teachers in special education and provision of resources and facilities. However, they had this to say;

“We need to be paid according to our qualification. We studied and got diploma but we are still paid the certificate salary. This is discouraging for those that want to go for further studies”.

Teachers who had taken their own initiative to go for further studies were not happy because the government had not increased their salaries. The respondents were then asked to suggest the best motivators for them. Respondents in the focus group discussions mentioned specific motivators that would increase their support for inclusive education. Some of the responses captured from the discussions with teachers were as listed in the table below.
Table 4.11: Focus group responses on best motivators (n=10)

- Train all teachers in special needs.
- Provide special materials and facilities for children with special needs
- Provide schools with trained teachers in special needs
- Give allowance to teachers who handle children with special needs in their classes.
- Arrange workshops for teachers on how to handle different cases of impairments.
- Getting regular workshops/ refresher courses.
- Good working relationship between staff and administration
- Appreciation from parents and administration for the work we do
- Training on how to handle inclusive classes
- Involve teachers in decisions.
- Recognize services rendered e.g. certificates, gifts, tours and longer leave.
- Set up development fund in schools to enable them attend workshops and refresher courses in order to develop our professionalism and be competent in our teaching.
- We need respect as teachers. Some parents do not respect us for example they shout at us in front of their children. This leads to children not respecting us as well.
- Having manageable classes
- We need transport and accommodation allowance because they are expensive in the city.
- Increase our salaries
- We need to be paid according to our qualifications. We studied and got diploma but we are still paid the Certificate salary. This is very discouraging for those that want to go for further studies.
- We must be paid extra time allowance for keeping children at school for working parents.
- Benefits such as: Medical allowance, better housing, rewards for working hard, promotion, possibilities for further studies.
- Provide education for teacher’s children. We teach children well but our own children can’t go to good schools because our salary is too little for us to afford our children to send them to good schools.
- On time payments
The findings in the table above show views on practical ways in which teachers would be encouraged to support inclusive education. They mentioned allowances and benefits that include; top-up payment for managing children with special needs and specialist allowance. They suggested that top-up allowance should be given considering the number of children being managed. Teachers with more children should get more payments. They also mentioned transport and housing allowances. The benefits they mentioned were medical care, housing and tuition for further studies. Teachers also mentioned special training for teacher, training in SNE methods and continuous training through workshops for both general and specialty teachers in inclusive education. Teachers further mentioned providing of SNE learning materials. Teachers complained that most schools did not even have basic learning materials such as hearing aids or braille materials and the environments were unfriendly for children with impairments such as physical and visual. May schools did not admit children with Special needs due to lack of facilities and teachers. Teachers also advised that already trained teachers should be posted to each school in the country.
Table 4.12: MoES views on what motivates teachers to support inclusive education (n=14)

- Train teachers to enhance their capacity to handle and appreciate the need to support children with special needs.
- Teacher training curriculum should include a component of inclusive education.
- Constant capacity building for teachers in service.
- Provide scholarships for upgrading courses.
- Increased attention to ECD by the Government.
- Give teachers chance to upgrade at higher level
- Give teachers allowances in inclusive settings.
- Provide necessary facilities and materials in ECD centres.
- Affirmative action for teachers.
- Increase their salary basing on the cost of living in the cities to date.
- Teachers’ children in high school should be allowed to study free
- Pay teachers’ housing and transport allowance
- Construct more teachers’ quarters.
- Let them be given resources to start their own projects that can sustain their living.
- Address issues for staffing and professional ladder.
- Develop research practice among teachers.

The findings in the table above show that respondents from the MOES suggested that teachers must be trained in order to “enhance their capacity to handle and appreciate the need to support children with special needs”. They should also be provided with necessary facilities, teaching materials and allowance for extra work. The officials from the Ministry of Education and Sports also recognized that teachers’ salary is not realistic and suggested that their salary should be increased basing on the cost of living in the cities. Although the government tries to build
staff houses, they were aware that they were not enough and suggested provision of transport and house allowances.

There were many other suggestions and these included: addressing the issues of staffing and professional ladder, provision of scholarships to give teachers an opportunity for further studies, constant capacity building for teachers, and increased attention to ECD by the government. ECD in Uganda is left to private individuals for example all pre-primary schools in the country are run by private individuals and organizations.

4.2.1 Discussion

Findings revealed that the government through the Ministry of Education and Sports has no special strategies to motivate teachers to implement inclusive education. Schools also did not have any initiatives to motivate teachers to implement inclusive education. This implies the inclusive education was left at the mercy of teachers. It is only teachers who had love for their profession and a feeling for children who had special education needs in their classes who strove to support these children. It was even interesting that Some MoES officials did not understand what motivating teachers to perform a special activity implies. Most of them saw salary as a way to motivate teachers, yet salary is a compensation for the general duties of teachers. However others did not even know whether teachers were being motivated and thus the responses: *No idea*, and *Not aware of any motivation*. There were also those officials who said that “nothing is offered to motivate teachers”. Responses such as these reveal a lot of gaps in the education system. It was not surprising that most of the schools did not have specific activities to promote inclusive education. Even those that have children with special needs, not even assembly talks were being
given to encourage other children to treat those with special needs well, by giving them the needed support.

The MoES officials expressed lack of knowledge of what was going on reflecting inadequacy of the support for teachers. Studies on the employee’s behaviours in response to motivational initiatives showed that pay was the most effective motivator. Locke, Feren, McCaleb, Show and Denny (1980, p.45) concluded “Money is the crucial incentive; no other incentive or motivational technique comes close even to money with respect to its instrumental value”. Guzzo, Jette and Katzell (1985) in their study on behaviour responses to pay and other motivational interventions showed that financial incentives had the largest effect on productivity of all interventions. For example, pay was four times more effective than interventions designed to make work more interesting. Sara, Barry and Minetta (2004) suggest that money is more important because of its broad usefulness as well as its many symbolic meanings. The salary apart from being a mere low-order motivator, it can enable people to obtain so many desirable things in addition to any level on Maslow’s motivational hierarchy including social esteem and self-actualization.

Although, the government gives salary to teachers, this applied only to government aided schools which did not include the 65% of the private schools. The majority of teachers in government aided schools however, did not recognize salary as a form of motivation. They saw it as their right to earn a salary. Motivation as such was perceived to be any extra form of appreciation for hard work which included rewards, gifts, and top up allowance, free accommodation and tuition for biological children.
The officials from the ministry of education and sports did not spell out any professional development for teachers apart from workshops. It was clear that, most teachers did not attend these workshops due to lack of facilitation in form of attendance fee and transport. Some schools could only manage to send at least one teacher. To cut the cost of travels to workshops, some schools planned internal workshops. Some of the MoES officials admitted workshops were not equipping teachers with enough knowledge and skills. They suggested that teachers should be given chance to upgrade at a higher level and provide scholarships for upgrading courses.

The government should follow the example of the Malawi government whereby they acknowledged that the initial training of teachers was not sufficient in making teachers effective (National strategy for Teacher Educational Development 2007 in Selemenani-Meke, 2013). Recognizing this fact they opted for Continuing Professional Development (CPD) programmes for teachers to continue training them on the job. They put in place structures to facilitate the delivery of this program for all teachers in the country in terms of trainers and allowances in terms of transport, accommodation and upkeep to enable teachers to attend (Selemenani-Meke, 2013).

Supervision of teachers by the Ministry of Education officials was mentioned as a form of motivation. The head teachers believed that supervision instilled in teachers the fear to prepare schemes of work and lesson plans. The teachers from focus group discussions and interviews did not mention supervision as a form of motivation. A study carried out in multiple Christian school administrators over many years; found that teachers do not like supervision of their teaching in classrooms (Brown, Gordon, Coley & Kenneth, 2011). Dislike of supervision
resulted into problems such as; lack of trust in administrators' motives, fear that their personal performance weaknesses will manifest themselves during the observations. Due to such teacher perceptions, supervision often degenerated into unpleasant or unproductive activities for both teachers and administrators. The study highlighted that teachers “sighed with relief whenever the supervision was completed and easily return to their comfort zones. This was in agreement with Brown, Gordon, Coley and Kenneth (2011) who say that unconstructive supervision can result into teachers’ loss of moral and low work engagement. So teachers did not profit from the supervision they were given. As pointed out by Brown and Coley (2011), administrators, on the other hand, would be discouraged because supervision resulted in unproductive activity that failed to provoke improvements in classroom instruction which are known to contribute to teaching. The majority of respondents in this study said that Supervisors from the Ministry of Education gave them feedback (56%) while 33% disagreed getting feedback from their supervisors. Those who received feedback did not spell out whether it was helpful or not.

The study findings also revealed that head teachers supervised teachers to ensure they were did their work. When asked whether the teachers prepared schemes of work, lesson plans, arrived at school on time and were involved in the extra activities. The head teachers said all was done because of supervision and the policies set up by school. This was what some of them said;

As a policy the teacher must be at school by 7pm I look at their lesson plans. We supervise them; if they don’t have there is penalty.
The head teacher supervises them and looks at their lesson plans and schemes of work. She even checks children’s books.
One head teacher said;

“some teachers are self-driven and others work under inspection”

Supervision in this sense was applied to ensure teachers did their work. Teachers generally were not self-driven, supervision acted as a monitoring tool. According to Tucker, (2003) the roles of school administrators are much more than management and administration. Head teachers are expected to “be instructional experts, to support curriculum, to provide professional development, to use data-driven decision-making, to be able to unite the staff into a unified force to advance learners’ achievement”. This however, is too much expectation of one person, given that head teachers are often teaching as well.

Teachers were mainly worried that, with more children in the class, it becomes more and more difficult to meet learning needs of all children, and give as much individual attention as they would like. This is what some teachers had to say;

“You find that children don’t get enough attention and others do little because you are focusing on few children. I have a very big class alone and by the end of the day I am too tired. I sometimes get fed up even though I like teaching. The active children are not able to learn”.

Class size affects the frequency and length of support. Teachers see the necessity for regular interactions with each pupil, ideally on a daily basis. This is difficult to attain under all circumstances and creates tension for the teacher, which increases as class size increase.

Another manifestation of individual attention, more so difficult in large classes, was being able to spot difficulties early and offer helpful feedback to pupils. Immediate feedback would be easier with fewer children. Teachers tried to treat all pupils
equally but found that in large classes some groups missed out. Teachers worried that the extremes of the attainment range, the more able and the less able, tended to be neglected as the class size increased. The teachers had this to say:

“You cannot teach them at the same pace, this slows down the process and these children will not learn effectively due to lack of time and space. It does not please me to leave the children not being catered for others”.

Large classes made it increasingly difficult while small classes would make it possible to attend to all. Class control was another issue in large classes. Some teachers admitted, they had a problem of class management. Of the children with special needs they said;

“Some are aggressive thus distracting other children”.

With smaller classes, more attention could be paid to the teaching/learning process rather than spending time controlling, organizing and disciplining pupils. It was therefore evident that teaching large classes was more or less effective. The teachers felt that small classes were more motivating to teach because they allowed them the freedom to plan, prepare instructional materials, mark children’s work, and even allow them space for creativity such as trying out different styles of teaching. With a large class, however, there were constraints and less flexibility, and to maintain attention teachers were forced to adopt teacher centred styles to cope with more children. Generally, the teachers expressed a strong need for small class sizes to improve their ability to manage a class of inclusive setting.

4.3 Teachers’ Attitude towards Inclusive Education

In this section, the research explored the second objective; to determine the effect of teachers’ attitude on the implementation of Inclusive Education in early childhood education. Responses from focus group discussions and interviews from teachers,
head teacher and MoES officials were used. Teachers in focus group discussions gave their view of inclusive education. Views were rated as positive or negative. Positive views were those that were in favour of implementing inclusive education. While the negative ones were those in disfavour. The findings are summarised in the table below.

Table 4.13: Focus groups’ Attitudes on Inclusive Education (n=10)

<table>
<thead>
<tr>
<th>Positive attitude</th>
<th>Negative Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>• They acquire skills from other children especially</td>
<td>• They need special attention and a lot of time is required which is not possible</td>
</tr>
<tr>
<td>social skills.</td>
<td>in a regular class. They need their own class</td>
</tr>
<tr>
<td>• They know they are accepted. They are part of the</td>
<td>• It is heavy and tiresome on the side of the teacher especially when she has no</td>
</tr>
<tr>
<td>society.</td>
<td>skills.</td>
</tr>
<tr>
<td>• They are like other children</td>
<td>• Teachers are not trained and don’t know how to handle them</td>
</tr>
<tr>
<td>• They get encouragement from others</td>
<td>• It is time consuming in trying to teach children with special needs and this</td>
</tr>
<tr>
<td></td>
<td>interrupts who want to learn fast.</td>
</tr>
</tbody>
</table>

• The teacher cannot teach effectively
• These special needs are different and are difficult to handle with other children’s different needs, they need separation.
• The teacher cannot plan and prepare materials for different groups
• The teachers feel unhappy with teaching because some children are left behind, we don’t attend to them fairly.
• Teaching special needs with others slows down the teacher’s pace and in the end all children loose out.
• They are better in special schools where they are trained teachers for them.
• 30 minutes are not enough to cater for all different needs.

Focus group discussions in the table above revealed that teachers generally had a negative attitude on inclusive education. They said that children with special needs need special attention and time and it was not possible to teach them within 30
minutes of a lesson. Teachers indicted that this task was heavy, tiresome and time consuming and can draw them away from their duty of teaching normal children.

Majority of the teachers expressed lack of skills to teach children with special needs because they were not adequately trained and above all in an inclusive setting. They taught both groups of children in the same way and this left them uncomfortable. They said,

“We feel unhappy with teaching because some children are left behind, we don’t attend to them”.

Some teachers expressed finding some of the children with behavioural problems difficult to handle and a lot of time was being spent on them. They felt the current schools system does not help them. Teachers recommended putting such children in special schools where the system was made for them. Despite the teachers not wanting to teach children with special needs in the same classroom, they stated that these children,

“Had a right to none segregated education, they can feel accepted and develop social skills”.

Teachers were also interviewed on their attitude towards inclusive education. The findings are presented in the table below.
Table 4.14: Teachers’ Interview Responses on Attitude to Inclusive Education

(N=30)

<table>
<thead>
<tr>
<th>Positive attitude</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>It helps the child to know that she/he is like other children and they are</td>
<td>5</td>
<td>17.9</td>
</tr>
<tr>
<td>encouraged by other children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is good I know how to handle them</td>
<td>3</td>
<td>10.7</td>
</tr>
<tr>
<td>It is good but the problem is that the numbers are too big I cannot give them</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>special attention</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Negative Attitude                                                                 |           |            |
| They should have their own special class because they distract other children     | 2         | 7.1        |
| It is difficult because they need to be handled in a different way                 | 3         | 10.7       |
| They need a specialized teacher                                                   | 5         | 17.9       |
| It is a problem and disturbing to manage both groups at the same time.              | 1         | 3.6        |
| It would be better in a special unit.                                              | 3         | 10.7       |
| Some children are slow and you cannot move on the same pace and we can’t cover the | 2         | 7.1        |
| work                                                                               |           |            |
| Some children might adapt the behaviour of special need children- young children   | 1         | 3.6        |
| imitate others                                                                     |           |            |
| These children would not cope with others and they can feel isolated and not       | 1         | 3.6        |
| catered for.                                                                        |           |            |
| Total                                                                             | 28        | 100        |

The Interviews findings in the table above indicated various views towards inclusive education, generally teachers had a negative attitude. There were those who saw inclusive setting helping children to interact and socialize with other children which encourages them to be accepted and learn better. There were other teachers who fore saw a lot of negative factors that led them to prefer separation. These included: a lack of knowledge and skills on how to handle children with special needs because they were not specially trained, aggressive and distractive behaviours of children with special needs, children with special needs not able to cope with other children,
lack of acceptance, fear of isolation, teasing and being nicknamed which is a form of harassment and so on. Some teachers who would be willing to accommodate children with special needs express the problem of large classes which would make it difficult to prepare learning materials and catering for individual needs. The teachers were then asked to share some of the challenges they were facing in teaching inclusive classes. The following were their responses:

**Table 4.15: Challenges Faced by Teachers in Inclusive Classes (n=30)**

- They tend to be slow to acquire what I teach and this leads me not to complete the work for the term.
- It is difficult to handle both children in the given time.
- I am not trained it’s difficult to meet their needs; I lack the knowledge and skills to assess.
- There is problem of class management.
- They need special attention which we can’t give because the class is very big.
- We have no time and materials to cater for them.
- It affects other children because while you are attending to children with special needs the others are not attended to.
- Some are aggressive thus distracting other children.
- Preparing materials and lessons that cater for all takes a lot of time which we don’t have.
- When the children don’t accept them and tease them, nickname them.

The responses table 15 above reveal that teachers’ attitudes came out from their experiences. The challenges encountered determine their attitude. When the head teachers were asked to share their opinion on teaching children with special needs in the same classroom with other children, the following were their responses:
Table 4.16: Head Teachers’ Opinion on Teaching children with Special Needs in Mainstream (n= 28)

- They should be separated because they have to be handled in a special way according to their needs. It would be good to learn with others at the same time attached to a special unit for more help.
- It is good if they are few because they can receive love and feel happy if accepted.
- Other children would tease them and would find it hard to learn. In the end the child might develop self-hatred and traumatized.
- They learn from others. On the other side, they delay others as the teacher tries to meet their needs.
- It would be good because they get motivated but it deprives each party because of large numbers.
- It is not good because we don’t have trained teachers to cater for them and we also lack resources.
- Children with special needs are like others so they should not be segregated. The other children love them and care for them.
- It is good to be in the same class so that they can interact with others.
- It is good because they don’t feel rejected and get encouraged by others.
- They learn very fast. Their mental ability improves through other children. The social aspect increases so much.
- I would discourage it because children with special needs would not be catered for equally. Teachers tend to move with other children.

As shown in the table above, head teachers like teachers believed children with special needs are like other children and should be given opportunity to learn with others. They saw them learning better when they interact with others which helps them to feel accepted and encouraged to learn. However, there were feelings that other children always tease them which led to self-hatred and trauma. On the other hand, they also indicated a negative attitude towards inclusive education in relation to teachers’ attitudes and lack of special training. One of the head teachers said;

“I would discourage it because children with special needs would not be catered for equally. Teachers tend to move with other children”.
The head teachers suggested separation and placing children with special needs into special institutions or special units set up near the main stream with trained teachers and special facilities. Officials from the MoE were also asked of their opinion of inclusive education. Their responses were as follows:

Table 4.17: MoES Attitudes towards Inclusive Education (n= 14)

- It eliminates inferiority complex
- It is very key and supportive to the learners who have challenge of mental, physical or psychological disabilities. It makes them feel part of the community.
- It helps the marginalized to share same opportunities with other learners.
- It is good because it is non-discriminative.
- Inclusive education has limitations especially if learners have learning needs related to mental and psychological impairments. Teachers need to be trained to acquire skills which will enable them to provide education to learners with learning needs.
- It has liberated some children who had no opportunity of acquiring formal education.
- Inclusive education is good in that; all children appreciate one another.
- When/ if perceived well, it is a good design/approach to education because it places emphasis on meaning participation and achievement by learners.
- It is good because children who are normal appreciate those with special needs and learn to work and play with them. Children with special needs feel as part of a big group not rejected. There is need to provide sufficient facilities and materials for both groups.
- Inclusive education would be the most appropriate because it caters for all children.
- There are limited facilities to cater for all individual learners.
- No equipment/special facilities for children with special needs, buildings, and qualified teachers to handle special needs.
- The school environment and structures initially were not prepared to handle such big numbers and special needs

The findings in the table above from official representatives of the Ministry of Education were very positive about inclusive education. They said inclusive education was very good because “it is very key and supportive to learners who have challenge of mental, physical or psychological disabilities and makes them feel part
of the community”. However, they admitted there were some challenges in the implementation. These included lack of equipment/special facilities for children with special needs, buildings and qualified teachers to handle special needs. The schools environment and structure initially were not prepared to handle such big numbers and special needs”.

MoES officials also confirmed that negative attitude on inclusive education prevailed in schools. They intimated that this is mainly caused by general disinterest in the profession that teachers have. They explained that the curriculum gives teachers room to modify it to suit children with special needs. However, teachers always avoided responsibility since they did not want to tax themselves.

The attitude of teachers on inclusive education was further explored by first, asking teachers why they joined the teaching profession. Secondly how long did they intend to remain in teaching profession? This was done also to establish their attitude towards teaching as a profession. Teachers who responded to the questionnaire were again asked to write down what they thought of teaching children with SNE in the same class with the normal children. Their responses would indicate their attitude towards inclusive education. The findings are presented in table 4.18 below.
Table 4.18: Teachers’ Attitude on teaching SN children in the same Class with Others (n=355)

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children with special needs need their own teachers</td>
<td>46</td>
<td>12</td>
</tr>
<tr>
<td>It is a good idea</td>
<td>56</td>
<td>15</td>
</tr>
<tr>
<td>It is a good idea but special attention is needed for children with special needs</td>
<td>21</td>
<td>6</td>
</tr>
<tr>
<td>It is a good idea, a lot is learnt from them</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>It is a good idea, individual needs are met</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>The normal ones may adapt the behaviour of special needs children</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Not good, they distract other children</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>No they need to be in their own class</td>
<td>210</td>
<td>56</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>377</strong>*</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Primary Data: *$\sum f$ is greater than N because some respondents gave more than one response.

The findings above show that the majority (56%) of the teachers wanted children with SN to be taught in their own class and 12% said that these children need their own teachers. Other teachers said that it was not a good idea to teach these children in the contemporary class because they would distract other children (3%), the normal children would adapt their behaviour (3%) and they needed special attention which teachers in the main class may not be able to give (6%). Only 15% of the teachers said it was good idea for Special Need children to learn with others in the same class and 3% said that teachers were able to meet individual needs. The findings show a negative attitude that teachers have on inclusive education. They did not think it was practical.
Frequency analysis was used to show the extent to which teachers agree or disagree with teaching children with special needs in the normal schools. The findings are shown below.

**Table 4.19: Teachers’ Attitude on Inclusive Education (n=355)**

<table>
<thead>
<tr>
<th>Attitude on implementation of inclusive education</th>
<th>SA</th>
<th>A</th>
<th>UN</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am comfortable teaching children with Special needs with other children</td>
<td>5</td>
<td>1.4</td>
<td>115</td>
<td>57</td>
<td>178</td>
</tr>
<tr>
<td>all children can learn in most environments</td>
<td>9</td>
<td>2.5</td>
<td>21</td>
<td>13</td>
<td>312</td>
</tr>
<tr>
<td>It is difficult to teach children with special needs in the mainstream</td>
<td>3</td>
<td>0.8</td>
<td>241</td>
<td>19</td>
<td>92</td>
</tr>
<tr>
<td>Teaching an inclusive class is very stressful</td>
<td>4</td>
<td>1.1</td>
<td>232</td>
<td>20</td>
<td>99</td>
</tr>
<tr>
<td>children with special needs should be placed in special classes</td>
<td>9</td>
<td>2.5</td>
<td>270</td>
<td>18</td>
<td>58</td>
</tr>
<tr>
<td>Children with special needs learn better in the regular classroom</td>
<td>1</td>
<td>0.3</td>
<td>145</td>
<td>26</td>
<td>183</td>
</tr>
<tr>
<td>Children with special needs are not accepted by other children</td>
<td>2</td>
<td>0.6</td>
<td>166</td>
<td>24</td>
<td>163</td>
</tr>
</tbody>
</table>

(Source: Primary Data)

The findings in the table 4.19 above show that generally teachers disagreed (50.1%) that they were comfortable teaching children with special need with other children,
16.1% were undecided, 32.4% agreed they were comfortable and 1.4% strongly disagreed. With regard to whether all children can learn in most environments, 87.9% disagreed, 5.9% agreed, 3.7% were undecided and 2.5% strongly agreed. As far as whether it is difficult to teach children with special needs in the mainstream, 67.9% agreed, 0.8% strongly agreed, 25.9% disagreed and 5.4% were undecided.

Teachers were also asked whether teaching an inclusive class is very stressful. The majority (65.4%) agreed, 1.1% strongly agreed, 27.9% disagreed and 5.6% were undecided. On the issue of children with special needs to be placed in special classes, 76.1% agreed, 2.5% strongly agreed, 16.3% disagreed and 5.6% were undecided. With regard to Children with special needs learning better in regular classrooms, 51.5% disagreed, 7.3% were undecided, 40.8% agreed and 0.3% disagreed. As far as whether children with special needs are not accepted by other children is concerned, 46.8% agreed, 0.6% strongly agreed, 45.9% disagreed and 6.8% were undecided.

The findings above generally showed that teachers had negative attitudes towards inclusive education. The findings confirmed results from focus groups and interviews. Teachers did not want to get involved in inclusive education because they felt that these children cannot benefit from normal classroom instruction and making accommodations was almost impossible with the current school curriculum. Teachers also felt that schools were not equipped with SNE materials and were not competent to handle classes of children with special needs. Teachers were then asked the sort of challenges they were encountering in teaching children with special needs. The findings are shown in the table below.
Table 4.20: Challenges Faced by Teachers in Teaching Children with Special Needs (n=355)

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to know where a child belongs especially the mentally challenged</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Handling them without any training is very difficult</td>
<td>177</td>
<td>50</td>
</tr>
<tr>
<td>It is difficult to teach them at the same pace</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>Time management</td>
<td>55</td>
<td>16</td>
</tr>
<tr>
<td>Other children mistreat them</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Teachers do not like children with special needs,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>they give them names and segregate them</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Lack of respect for the teachers</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>354*</td>
<td>100</td>
</tr>
</tbody>
</table>

*Σf is greater than N because some respondents gave more than one response.

As indicated in the table above the most significant challenges were managing these children without any training (50%) the difficult faced in teaching them at the same pace with other children (20%) and the need for a lot of time which was not available (16%). Respondents also intimated that teachers failed to know the ability of children with special needs (4%), the children were also not liked by the normal ones (3%) and some other children gave them discouraging names and some special needs children did not respect teachers (3%).

4.3.1 Discussion

The findings in this study suggest that teachers generally had a negative attitude towards inclusive education. The majority of the teachers said it was difficult to teach children with special needs in the mainstream. They found it very stressful to
teach these children. The study has revealed that teachers had very little knowledge and experience of Special Education and this was the main cause of negative attitude towards teaching children in the mainstream classrooms. The negative perceptions indicated in this study are also consistent with the results found in Hammond and Ingalls (2003) in their study on teachers’ attitude toward inclusion. The teachers did not feel they had enough training. Similarly results of the studies undertaken by Chhabra, Srivastava, and Srivastava (2010) in Botswana and de Boer, Pijil, Minnaert (2011) reveal that insufficient knowledge of Special Education Needs, contributed to negative attitudes towards Inclusive Education. Teachers who responded to the questionnaire said children with special needs should be in their own class (56%). This attitude is brought about by the fact that teachers were not trained on how to handle inclusive classrooms. These were some of the teachers’ comments:

“Because we lack skills for handling children with special needs, it makes it difficult for us to help them and so we teach them in general which means they miss out”.
“'It is hard, it requires skills and trained people. Some children are slow and you cannot move on the same pace and we can’t cover the work.”

Teachers in general did not feel confident in teaching children with special needs. They did not consider themselves as knowledgeable about educating children with special needs and thus the negative belief or attitude towards inclusion.

Teachers’ perception on placing children with special needs in separate classrooms was also influenced by availability of resources, the severity and the type of impairment the children have. They were of the opinion that mainstream schools did not have the resources to accommodate children with special needs, for instance the compounds in most schools were uneven, and there were no toilets, no learning
resources such as Braille and hearing aids for the deaf. The teachers were willing to accommodate children with moderate impairments and segregation for those with severe impairments. These findings were in line with the studies by Moberg & Savolainen (2003) on inclusive education carried out in Finland and Zambia. The teachers recommended special schools for children with severe impairments due to lack of adequate knowledge and the absence of teaching and learning material in mainstream schools.

On the other hand, there were some teachers who suggested that teaching children with special needs in the mainstream was good. Their reasons included:

“Children with special needs are like other children. Learning with other children helps the child to know that she or he is like others and is encouraged by other children”.

Focus group discussions gave these responses:

“Children with special needs have a right to right to education. They get encouragement. They know they are accepted, part of the society. They acquire skills from other children especially social skills”.

However, there were those who said it was good “but”. These were their ‘but’ reasons:

“The numbers are too big, I cannot give them special attention. The aggressive ones affect other children. They need specialized teacher. If it is not a serious impairment”.

Those teachers who were positive believed teaching children with special needs with other children would encourage them to learn and interact with others. They also suggested that it would also benefit normal children because they would learn to appreciate one another. On the side of children, inclusion seemed to have a positive effect on all children academically and socially. However two of the most important
factors are the teachers’ attitudes towards inclusion and their beliefs in their ability to teach an inclusive class (Avramidis, Bayliss & Burden, 2000 and Forlin, 2001). The findings reveal that teachers were not committed to teach in an inclusive classroom. They said there were many constraints to inclusive education in terms of: lack of knowledge and skills, class size, lack of time to adequately plan for the lesson, children’s behaviour, parents’ attitude and lack of facilities and resources. Such constraints led to the conclusion that children with special needs are better off in separate units. The study found that many schools did not admit children with special needs.

Officials from the ministry of education also admitted being aware of negative attitudes towards inclusive Education. They indicated that teachers were not interested because it was taxing. However, the experience of teachers was mainly due to lack of knowledge and skills and the provision of resources and facilities which the government was failing to provide. The officials in fact admitted that schools structures and the environment in most schools were not suitable for children with special needs. Despite such draw backs the government continue to insist on implementing inclusive education. What type of education is then offered in such conditions? Some of the teachers’ gave such reactions towards inclusive education with no favourable condition:

“The teacher cannot teach effectively. Children with special needs are less considered with others. You cannot cover the work. You cannot teach them at the same pace, this slows down the process and these children will not learn effectively due to lack of time to cater for both”.
The study also revealed that the majority of the teachers were motivated by the love of children and teaching. When it came to being given second choice of career, the majority (65%) would still choose teaching, but 34% would not choose it. Some of the reasons for not choosing included:

“It is hectic and the salary is little, teachers remain in poverty, No retirement benefits (for private institutions) and Society looks at teachers as failures.”

Those who still like teaching added;

“Teaching is important for our nation, it is a vocation and flexible.”

Some teachers saw flexibility in terms of having free weekends and three holidays in a year whereby they are free to do their own work to earn more income. Although teachers expressed love and affectionate towards the children they teach, they were unwilling to include children with special needs in the mainstream classrooms.

In conclusion the findings on teachers’ attitudes towards inclusive education, highlight three main issues; beliefs about inclusion, professional issues and resource issues. Regarding beliefs about inclusion, findings suggest that the majority of teachers do not hold favourable attitudes towards inclusion. Teachers are of the view that children with special needs especially those with serious cases such as sight, hearing impairments and mental retardation should be educated in special classrooms. Further, teachers thought that including children with special needs in mainstream classrooms increased their workload which resulted in the incompletion of syllabuses. This, they indicated may affect the academic performance of children without special needs in their classrooms.
On the issue of professional skills, teachers indicated that they lacked the professional expertise to handle children with special needs in the mainstream effectively. The government and other stakeholders were doing little to empower teachers with knowledge and skills. There was a call for CPD that is well planned to cover various individual needs of children. With regards to issues of resources, the study revealed that lack of specialized teachers; overcrowding, absence of teaching materials such as brail and absence of assistants are some of the de-motivating factors that create negative attitudes towards inclusive education.

4.4.0 Teacher Competence

This section addressed the third research question aiming to establish teachers’ competence in the provision of Inclusive education in early childhood. To answer this question, qualitative responses from focus group discussion and interviews as well as descriptive responses were explored. Responses from questionnaires were presented using frequencies and percentages.

Table 4.21: Teachers’ focus group discussion responses on what motivates them to be competent (n=10)

<table>
<thead>
<tr>
<th>Motivations</th>
</tr>
</thead>
<tbody>
<tr>
<td>When provided with enough teaching resources such as text books and teaching materials</td>
</tr>
<tr>
<td>When the work load is not too much so that we have time to prepare our lessons well and time to look at children’s work</td>
</tr>
<tr>
<td>When we have manageable classes i.e. small teacher/pupil ratio</td>
</tr>
<tr>
<td>Workshops and refresher courses to keep us updated on lesson preparation and knowledge acquisition which help us to be competent.</td>
</tr>
<tr>
<td>When we are appreciated and encouraged by administration.</td>
</tr>
<tr>
<td>When we are assigned responsibilities because they help us develop leadership skills and it is a sign of trust</td>
</tr>
<tr>
<td>When we are paid well, we can’t teach when we are not happy</td>
</tr>
</tbody>
</table>
The findings from focus group discussions in the table above indicated that the provision of enough teaching resources and having less work load enabled teachers to be able to handle Children with Special Needs. They also saw that having small teacher/pupil ratio helped in class management. Workshops and refresher course were very important because they kept teachers updated and help them acquire new knowledge which enabled them to be competent and confident. Appreciation and encouragement by administration empowered them to perform well. Some groups said that being assigned responsibilities empowered them to develop skills such as leadership and it was also a sign of trust. The groups were then asked on how they were prepared to promote inclusive education. Majority of the teachers were not given any sort of preparation. The other groups gave the following responses:

Table 4.22: Teachers responses on preparations given for Inclusive teaching
(n= 10)

- We had a workshop for two days but it was not enough.
- Every Wednesday USAID comes to train us. We were asked to handle one type of impairment.
- Some of us attended workshops and others did not. Those who attended it were not enough because the needs are many and we only looked at sign language.
- We have been having workshops every week and the focus has been mainly on visual and hearing impairments.
- We had a one day workshop but not all teachers attended. Those who attended did not acquire enough skills to be confident. It did not look at all types of special needs.
- One teacher in the school is trained, the rest of us lack skills.
Focused group discussions with teachers in the table above revealed that the majority of teachers did not have any preparation for inclusive education. The few who had some knowledge, acquired it through short days’ workshop training. In addition, not all teachers were able to attend workshop organized by MoES. One group said that only one teacher in their school was sent to attend the workshop. The rest had not attended any workshop on inclusive teaching. They intimated that they needed more professional training. Short course training were not enough for them to be more adept at managing inclusive education. Some teachers attended workshops provided by NGOs such as USAID.

However, they were limited because they concentrated on one area for example; visual impairment, yet all kinds of impairments exist in schools. A numbers of schools had also planned their on-going training workshops such as those being trained by USAID. Others waited for the district to plan for them. There was a lack of satisfaction expressed by all those who participated in the workshops. The time allocated for the workshops was not enough to equip teachers with knowledge and skills. The workshops did not address all types of special needs. From the teachers responses we could see that the workshops so far have addressed mainly visual and hearing impairments.

The focus groups discussion revealed that to offer quality education in inclusive settings, teachers must be competent and this would be enhanced by the provision of resources, reduced work load and training teachers professionally with attention to inclusive education. On-going workshops and refresher courses would help teachers updated with new teaching styles and skills on how to handle children in inclusive setting.
Table 4.23: Responses from Teachers’ Interviews on Competence to Teach in an Inclusive Class (n= 30)

<table>
<thead>
<tr>
<th>Teacher Interview responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td>9</td>
<td>32.1%</td>
</tr>
<tr>
<td>I have been improving with experience</td>
<td>2</td>
<td>7.1%</td>
</tr>
<tr>
<td>I have few children with special needs so far no problem but if they were to be many and then I would have difficulties</td>
<td>3</td>
<td>10.7%</td>
</tr>
<tr>
<td>I was trained on how to prepare the lesson at college</td>
<td>3</td>
<td>10.7%</td>
</tr>
<tr>
<td>I have no problem, the problem is in handling the class.</td>
<td>1</td>
<td>3.5%</td>
</tr>
<tr>
<td>Children need one to one attention which is difficult with many children. Children are tiresome I go home when I am very tired.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am comfortable with special needs only not in inclusive class. I teach in special unit which is isolated from regular classes.</td>
<td>1</td>
<td>3.5%</td>
</tr>
<tr>
<td>I have experience in teaching but it is tiresome especially in preparing materials</td>
<td>1</td>
<td>3.5%</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td>5</td>
<td>17.9%</td>
</tr>
<tr>
<td>One needs a lot of time to prepare the lesson and teaching aids for different groups.</td>
<td>2</td>
<td>7.1%</td>
</tr>
<tr>
<td>I cannot manage children with special needs they need their own teachers who are specially trained</td>
<td>1</td>
<td>3.5%</td>
</tr>
<tr>
<td>I teach a lone and have no help. This needs time which I don’t have.</td>
<td>2</td>
<td>7.1%</td>
</tr>
<tr>
<td>I have no children with special needs in my class we do not admit them.</td>
<td>14</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>28*</td>
<td>100%</td>
</tr>
</tbody>
</table>

*\sum f is less than N because some respondents did not respond to some questions.

The responses in the table above show that majority of the schools did not have children with special needs in their classes because the schools did not admit them altogether (50%). Some teachers were comfortable to teach children with special
needs (32.1%) while 17.9% were not comfortable. The reasons for being comfortable or not comfortable are clearly listed above.

Teachers in a focus group were asked to find out how the challenges teachers met affected their competence in teaching and how they could be solved. The following were responses on how the challenges affect their provision of quality inclusive education.

**Table 4.24: How challenges affect provision of quality Inclusive Education**

(n=30)

- The fact that they need special attention I might not manage to give them the best and this slows down my pace of teaching.
- Psychologically I am affected because I would love them to learn but have no time and space to help them.
- You find that children don’t get attention and others do little because you are focusing on few children.
- You cannot teach them at the same pace, this slows down the process and these children will not learn effectively due to lack of time to cater for both.
- This affects your teaching and class management. You cannot cover the work.
- The active children are not able to learn
- I have a very big class alone and by the end of the day I am too tired. I sometimes get fed up even though I like teaching.
- It does not please me to leave the children not being catered for like others.
- I feel I don’t give them enough time but I can’t help it. I just move on.

Interviews with teachers revealed in the table above that the problems they meet in their teaching did not only affect their attitude towards teaching inclusive classes but
also challenged their competence in the provision of quality education. Generally teachers expressed the dilemma of teaching special needs in the mainstream. They said children cannot get equal attention and others do little as the teacher tries to focus on the few who seem to need more support. One of the teachers shared; “it does not help me to leave children not being catered for like others”. Some teachers said teaching in inclusive classes slowed down their pace of teaching which led them not to cover the work allocated for the very class they are teaching (33%). Others just said it slowed down their pace of teaching (16.7%). In a focus group discussion, teachers were asked to give practical solution to these challenges. Their responses are in the table below.

Table 4.25: How these challenges can be solved (n=10)

- There is a need for two teachers so that one works with each group.
- Children with special needs should be separated and taught alone at their own pace.
- Teachers should be sensitized, if teachers don’t want to teach children with special needs, they should report to the government not to admit children. It hurts me to see children being chased by other teachers and pupils; they don’t want to teach them.
- Organize into groups so that I work with them differently.
- Training us on how to handle children with special needs.
- Provide teaching aids such as Braille.
- Provide trained teachers in special needs.
- Counselling children.
- Need for more teachers so that we share the load.

When the teachers were asked to suggest how they can be helped to be competent teachers in their classes, they suggested training on how to handle inclusive classes and others wanted a second teacher to help so that they can cater for different needs.
There were those who still insisted on separation (40%). One teacher shared that children with special needs were not being catered for and this was what she said:

“Teachers should be sensitized, if teachers don’t want to teach children with special needs, they should report to the government not to admit children. It hurts me to see children being chased by other teachers and pupils; they don’t want to teach them.”

This showed that some teachers and learners do not accept children with special needs in their classes, a clear indication that children with special needs were not being catered for. The head teachers were asked what could be done to help teachers be competent and improve the quality of teaching children with special needs in their schools. The following were their responses:

**Table 4.26: Head teachers’ responses on how teachers can be supported to be competent (n=28)**

- They should be separated. They need a special unit with equipment to help them.
- They should have a separate class with a special teacher. They join regular class for some lessons e.g. physical education, singing, storytelling- oral lessons.
- We need to consider the ratio. Teachers need small numbers.
- Train teachers in special needs because they don’t have enough knowledge and skills on how to teach these children.
- The ministry of Education needs to put more effort on supporting school with resources and training.
- Put in place resources and facilities
- Sensitize teachers, children and parents about special needs
- The government should push for inclusive. They should put in practice but not on paper. Special needs need to be a priority.
Interviews with head teachers revealed that teachers generally have had insufficient training in SNE and what they learnt were not effective. The training curriculum covered a unit in special needs but it was not enough to equip them with knowledge and skills to handle different children’s individual needs.

The head teachers suggested that all teachers must be trained in special needs. They also said schools must be provided with resources and facilities. Since there are not enough trained teachers in Special needs, the head teachers saw a way forward, was to keep the children separated for the moment. They also said the government should support inclusive education by putting the policy into practice rather than remaining on paper. The government was not doing enough to support schools with all that is necessary to implement inclusive education. They too pointed out that some teachers, parents and children needed sensitization about special needs in order to support the teachers.

The level of competence of teachers in providing inclusive education was also explored using descriptive statistics. Frequency analysis was used to show whether teachers agreed or disagreed that they were competent enough to manage children with special needs in the normal schools. The findings are shown below.
Table 4.27: Teachers Competency in Inclusive Education (n=355)

<table>
<thead>
<tr>
<th>Teacher competency</th>
<th>SA</th>
<th>A</th>
<th>UN</th>
<th>D</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>My lesson plans cater for SNE</td>
<td>1</td>
<td>.3</td>
<td>299</td>
<td>8</td>
<td>2.3</td>
</tr>
<tr>
<td>My schemes cater for SNE</td>
<td>3</td>
<td>.8</td>
<td>315</td>
<td>9</td>
<td>2.5</td>
</tr>
<tr>
<td>I use co-curricular activities to implement inclusive education</td>
<td>15</td>
<td>4.2</td>
<td>316</td>
<td>12</td>
<td>3.4</td>
</tr>
<tr>
<td>I effectively mark children’s work correctly</td>
<td>4</td>
<td>1.1</td>
<td>311</td>
<td>10</td>
<td>2.8</td>
</tr>
<tr>
<td>I effectively cater for individual needs</td>
<td>3</td>
<td>0.8</td>
<td>257</td>
<td>34</td>
<td>9.6</td>
</tr>
<tr>
<td>I use text books and instructional materials relevant to SNE</td>
<td>3</td>
<td>.8</td>
<td>253</td>
<td>72.3</td>
<td>7.6</td>
</tr>
<tr>
<td>I have skills in teaching children with special needs</td>
<td>5</td>
<td>1.4</td>
<td>132</td>
<td>37.2</td>
<td>71</td>
</tr>
<tr>
<td>I trained to meet the needs of children with special needs</td>
<td>1</td>
<td>.3</td>
<td>125</td>
<td>35.2</td>
<td>69</td>
</tr>
<tr>
<td>I receive regular in-service training in teaching children with special needs</td>
<td>4</td>
<td>1.1</td>
<td>255</td>
<td>71.8</td>
<td>40</td>
</tr>
<tr>
<td>I don’t mind spending extra time to help children with special needs in my class</td>
<td>12</td>
<td>3.4</td>
<td>214</td>
<td>60.3</td>
<td>27</td>
</tr>
</tbody>
</table>

(Source: Primary Data)

The findings in the table 4.27 show that teachers had a general professional competence in teaching. The majority thought their lesson plans can cater for SNE (84.2%), schemes cater for SNE (88.7%), use co-curricular activities to implement inclusive education (89.0%) and effectively mark children’s work correctly (87.6%). They also said that they effectively cater for individual needs (72.3%), supervises all school activities (77.7%), use text books and instructional materials relevant to SNE.
(71.3%) and I receive regular in-service training in teaching children with special needs (71.8%). Though, teachers above seemed to imply being knowledgeable about teaching in inclusive setting, they contradicted themselves that they did not have skills in teaching children with special needs as they had not been trained to meet the needs of children with special needs (45.1%). These findings confirms that teachers had some training in special needs however were incompetent in handling inclusive classes. The teachers were then asked to spell out problems being faced in trying to cater for individual differences. The responses are indicated in the table below:

**Table 4.28: Problems Faced in Catering for Individual Differences in an Inclusive Class (n=355)**

<table>
<thead>
<tr>
<th>Problems faced</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient teaching materials and equipment</td>
<td>59</td>
<td>16</td>
</tr>
<tr>
<td>Lack of learners interest</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>Language and communication barrier</td>
<td>61</td>
<td>16</td>
</tr>
<tr>
<td>Not enough time to cater for individual children</td>
<td>109</td>
<td>29</td>
</tr>
<tr>
<td>Poor class management and control</td>
<td>45</td>
<td>12</td>
</tr>
<tr>
<td>Time management of lessons</td>
<td>76</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>380</strong>*</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*∑f is greater than N because some respondents gave more than one response.

The findings in the table above show that teachers face significant problems in catering for individual differences. The majority said they had limited time (29%) since lessons periods were very short and it was difficult to effectively manage time (20%), they had insufficient equipment (16%) and they faced the language barrier
(16%). Others had limited skills in classroom management (12%) and learners were not so much interested in learning (8%). These findings show that teachers could not effectively participate in inclusive education with these problems. Given the fact that, according to teachers, some problems arise from children with special needs, they would not fully support inclusive education.

Teachers who responded to the questionnaire were also asked to suggest what is needed to improve inclusive education. The findings are shown in the table below.

**Table 4.29: Teachers views on improving teaching in inclusive settings (n=355)**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>providing a specialized trained teacher</td>
<td>128</td>
<td>34</td>
</tr>
<tr>
<td>By sensitizing teachers</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Children with special needs should be separated and taught</td>
<td>221</td>
<td>58</td>
</tr>
<tr>
<td>alone</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Using teaching aids such as Braille</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>379</strong>*</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*∑f is greater than N because some respondents gave more than one response.

The findings generally revealed that quality education in inclusive settings was not possible unless children were placed in special units where they would be catered for separately (58%). It also stipulates that teachers needed to be provided with teaching resources and facilities (34%). If children with special needs are to be catered for in mainstream classes, general teachers would require specialized teachers in their classes (34%). A small group suggested sensitizing teachers (4%).
4.4.1 Discussion

Teachers’ Competency in Inclusive Settings

The findings on teachers’ competence in Inclusive settings revealed that generally the teachers did not feel competent and confident to teach children with special needs in the mainstream. They did not have professional qualifications in teaching children with special needs. The study findings show that 95% of the participants from the questionnaire were not trained in special education. All teachers in the focus groups had no training in special needs either. Darling- Hammond, Chung & Frelay (2002) say that the feelings of preparedness among teachers are related to teachers’ sense of competence and confidence about the ability to teach. According to Suat, Low, Wong & Chang (2008) studies have shown “that the extent to which teachers feel prepared (motivated, competent and confidence) is significantly correlated with the sense of teaching, efficacy, and responsibility for student learning and plans to continue teaching”. Studies have also shown a correlation between teacher preparation and quality teaching (Darling – Hammond et al, 2002).

As advised by Suat, Low, and Wong and Chang 2008, it is therefore essential that teachers must be prepared, trained and offer CPD since these improve teachers’ practice. Continuous Professional development keeps teachers motivated competent and confident all the time.

The study also revealed that lack of competence caused teachers more problems in handling children with Special needs such as: poor class management, lack of learners’ interest, language and communication barriers and time management. It was also pointed out that other factors that impacted on teachers’ competence were:
availability of resources and workload. The policy required all schools should have at least one teacher specialized in Special needs but this had not been implemented.

When the respondents were asked to suggest ways to improve teaching children with special needs, the majority saw the solution in separating children with special needs from other children and teaching them alone. The findings have revealed that quality education in inclusive settings is not possible unless the general teachers are competent and confident to cater for all children’s needs. A teacher who lacks competence cannot be motivated to teach.

If the government continues to insist on inclusive education, then all teachers require professional training. Davis (1999) shows a correlation between teacher preparedness and quality teaching. These studies stress that no other intervention can make up the difference that a knowledgeable and skilful teacher can make in the learning process (Davis 1999).

4.5 Teacher Motivation and Job Satisfaction

This section addresses the fourth research question; to determine the effect of job satisfaction among teachers in the provision of quality inclusive education. To answer this question qualitative responses from focus group discussions and interviews as well as descriptive responses were used. Findings are presented in narrative form, frequencies and percentages. Teachers mentioned what gives them satisfaction in their job. The data in table 4.30 below shows their responses.
Table 4.30: Teachers Satisfaction in Teaching (n=10)

- To see our children happy and progressing in learning and life.
- Being appreciated by parents and administration by the services we offer
- Being rewarded in form of gifts and money
- Good teaching environment
- Being loved and respected by parents and fellow teachers
- Teaching manageable numbers
- Getting enough salary
- Being provided with teaching materials
- Being able to teach my children well
- Cooperation with teachers and parents
- Responsibilities given help us to be confident and develop skills
- The workshops update us as teachers
- Our good relationship with children
- When our objectives are achieved

As indicated in figure 4.30, the focus group discussions revealed that teachers were satisfied when they taught and saw their children happy and progressing in learning and life. Another form of satisfaction was receiving appreciation from parents and administration, receiving rewards which included money or gifts, promotion, enough salary and love and respect from parents and fellow teachers. They also suggested a need for good environment where they had access to learning materials, manageable classes, cooperation with teachers and parents gave them job satisfaction. The teachers also mentioned attending workshops and being given responsibilities which helped them to develop skills and gain confidence.

Teachers in the interview were asked to share what gives them satisfaction as teachers. Below in table 4.31 are their responses:
Table 4.31: What gives teachers satisfaction (n=30)

<table>
<thead>
<tr>
<th>Teacher Interview responses</th>
<th>frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I see children I teach progressing</td>
<td>6</td>
<td>17.1</td>
</tr>
<tr>
<td>When my children understand what they are taught</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>I love my job</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>I love the children, I am used to them so it gives me joy and fulfilment</td>
<td>3</td>
<td>8.5</td>
</tr>
<tr>
<td>To get appreciation from parents and feedback from the schools the children join afterwards</td>
<td>3</td>
<td>8.5</td>
</tr>
<tr>
<td>When parents appreciate me and head teacher</td>
<td>3</td>
<td>8.5</td>
</tr>
<tr>
<td>Good relationship with children, parents and teachers</td>
<td>3</td>
<td>8.5</td>
</tr>
<tr>
<td>The salary I get</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td>I find satisfaction in teaching children because they are innocent and willing to learn</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td>To do things without pressure from the head</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td>When I achieve my objectives</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td>When I am recognized by parents and community</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td>I am not always satisfied as being a teacher, that is why I have decided to branch to another course.</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td>The salary is not enough even though I am interested in teaching.</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td>I am not satisfied because the school could also help us e.g. with loans to develop ourselves.</td>
<td>1</td>
<td>2.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>35</strong>*</td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*∑f is greater than N because some respondents gave more than one response.

The table above showed that teachers were satisfied when the children they taught were happy and progressing (17.1%). Some teachers said their love for teaching gave them satisfaction because they chose teaching profession themselves and others said good relationship with children, parents and teachers (8.5%). Recognition by parents, the community and the school in terms of appreciation and feedback made
teachers satisfied and motivated to work harder (8.5%). Other things that gave teachers satisfaction included: when teaching objectives were achieved, teaching without pressure from the head, teaching innocent children, and getting salary (2.8%). However, they were some teachers who expressed dissatisfaction because of little salary.

The head teachers were asked to suggest what could be done to make teachers satisfied. The purpose of this was to find out whether their responses were similar to their teachers’ views. The following were their responses:

Table 4.32: Head teachers suggestions of what could make teachers satisfied

(n= 28)

- Opportunity for attending workshops on how to teach children with special needs.
- Recognition and appreciation
- Give them certificates for performing well.
- Give them responsibilities.
- Open channels for promotion.
- Teachers need assurance of permanent jobs.
- Be provided with an office, staffroom and toilets not to share with children
- Teachers to be valued as important contributors of the country’s development.
- Get allowance for responsibilities.
- Government to support all schools because we all train children of the nation.
- Motivate teachers for example give them bonus on special days.
- Give teachers time to go home earlier and do their own activities to raise funds.
- You can never satisfy a person. We give them motivation but still some are not happy.
• Provide teaching materials.
• Teaching should not be for failures. It should be a priority for those who have interest and ability.
• Offer accommodation because teachers cannot afford rent.
• If the school can support teachers to go for further studies.
• Good relationship with administration.
• Support teachers’ children by providing fees.
• Create promotion opportunities.
• Increase the salaries; the standard of living is high. In the city there are no gardens, we depend on market.
• Teacher/pupil ratio that is manageable 1:40 not 1:136
• Continue to pay on time.
• Be given loan
• Medical allowance.
• Give better remuneration.
• Involving teachers in decision making.

According the findings in the table above, the head teachers revealed that teachers were satisfied when recognized and appreciated in form of promotion, given responsibilities, allowances for responsibilities and certificates. They saw workshops giving satisfaction in teaching because they equipped teachers with knowledge and skills. These helped them to be competent teachers. Salary was another influencing factor that caused dissatisfaction among teachers because it was little. They suggested salaries must be increased because the standard of living was high compared to their salary. Other causes of satisfaction included: provision of teaching materials, manageable classes, good relationship with administration, provision of accommodation, valued as important contributors to the country’s development and opportunities for promotion. They added availability of offices,
staffrooms and toilets not to share with children. The head teachers on the other hand as they mentioned what gives satisfaction to teachers, pointed out that admission in training institutions should not be for failures but those who have interest and ability. The government should also support all school because they teach the children of the nation. Teachers who responded to the questionnaire were asked to mention their major source of satisfaction in their profession. The findings are shown in the table below.

Table 4.33: Major Source of Satisfaction in the Teaching Profession (n=355)

<table>
<thead>
<tr>
<th>Major Source of satisfaction</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A good and timely salary</td>
<td>23</td>
<td>6</td>
</tr>
<tr>
<td>Appreciation and respect by other teachers and parents</td>
<td>63</td>
<td>17</td>
</tr>
<tr>
<td>Good teacher-pupil relationship</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>joy and fulfilment</td>
<td>31</td>
<td>8</td>
</tr>
<tr>
<td>love for my job</td>
<td>39</td>
<td>12</td>
</tr>
<tr>
<td>my capability of teaching</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>my love for children</td>
<td>23</td>
<td>6</td>
</tr>
<tr>
<td>my talent</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>peoples’ belief in me</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Salary paid on time</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Sufficient teaching and learning materials</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>To see my learners understand what I teach and progress to primary school</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>when children understand what I teach and answer questions</td>
<td>103</td>
<td>28</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>372</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*∑f is greater than N because some respondents gave more than one response.

As indicated in table 4.33 above, the major sources of satisfaction were helping children understand (28%), appreciation by both parents and other teachers (17%), love for the job (12%) and feelings of joy and fulfilment (8%). Other sources given were a good salary (6%), love for children (6%) and good progress of learners (4%). Teachers also intimated that they get satisfaction from being talented (4%), having
teaching and learning materials to use (4%), people believing in them (4%), being paid on time (2%) and a good teacher-pupil relationship (2%). The level of job satisfaction of teachers was explored using descriptive statistics.

Frequency analysis was used to show whether teachers agree or disagree that they are competent enough to manage children with special needs in the normal schools.

The findings are shown below.

Table 4.34: Factors that Influence Job Satisfaction (n=355)

<table>
<thead>
<tr>
<th>Job Satisfaction</th>
<th>SA</th>
<th>A</th>
<th>UN</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Teaching gives me a lot of job satisfaction</td>
<td>4</td>
<td>1.1</td>
<td>215</td>
<td>60.6</td>
</tr>
<tr>
<td>I enjoy teaching as a profession</td>
<td>12</td>
<td>3.4</td>
<td>300</td>
<td>84.5</td>
</tr>
<tr>
<td>The challenging nature of teaching has kept me in the profession</td>
<td>6</td>
<td>1.7</td>
<td>246</td>
<td>69.3</td>
</tr>
<tr>
<td>Having children learn from me keeps me motivated</td>
<td>10</td>
<td>2.8</td>
<td>296</td>
<td>83.4</td>
</tr>
<tr>
<td>Teaching gives me recognition and respect from the community</td>
<td>7</td>
<td>2.0</td>
<td>325</td>
<td>91.5</td>
</tr>
<tr>
<td>The responsibilities I perform in the school gives me satisfaction</td>
<td>9</td>
<td>2.5</td>
<td>290</td>
<td>81.7</td>
</tr>
<tr>
<td>I feel a strong commitment to the field of education</td>
<td>4</td>
<td>1.1</td>
<td>278</td>
<td>78.3</td>
</tr>
<tr>
<td>I feel that I am making a difference in the lives of children</td>
<td>3</td>
<td>.8</td>
<td>341</td>
<td>96.1</td>
</tr>
<tr>
<td>The joy of teaching young people keeps me motivated year after year.</td>
<td>7</td>
<td>2.0</td>
<td>327</td>
<td>92.1</td>
</tr>
<tr>
<td>I am paid a salary that is enough to cater for my basic needs</td>
<td>3</td>
<td>.8</td>
<td>83</td>
<td>23.4</td>
</tr>
<tr>
<td>I am given sufficient benefits</td>
<td>134</td>
<td>37.7</td>
<td>21</td>
<td>5.9</td>
</tr>
<tr>
<td>I get good allowances to compensate for my hard work</td>
<td>1</td>
<td>.3</td>
<td>115</td>
<td>32.4</td>
</tr>
<tr>
<td>I am given good rewards for my work</td>
<td>1</td>
<td>0.3</td>
<td>119</td>
<td>33.5</td>
</tr>
<tr>
<td>Instructional materials and equipment are easily acquired for meeting the needs of children with special needs</td>
<td>187</td>
<td>52.7</td>
<td>33</td>
<td>9.3</td>
</tr>
</tbody>
</table>


The findings in table 4.34 show that teachers had good job satisfaction that could be capitalized on to improve their support for inclusive education. The majority said that they felt they were making a difference in children’s lives (96.1%), teaching young people kept the motivated year after year (92.1%). These experiences had resulted into giving a lot of job satisfaction (60.6%), enjoying teaching as a profession (84.5%) and wanting children learning from them (83.4%). However, they indicated that they were not satisfied with benefits (56.3%), allowances (62.3%) and rewards they were given by schools (62.8%). The head teachers were asked to give their comments on whether their teachers were happy in their teaching profession. The following were their responses:

Table 4.35: Head teachers’ Comments on whether teachers are happy in the profession (n=28)

- Generally they enjoy their profession apart from the poor salary which does not meet their needs.
- You have no choice but try to be happy.
- Not all of them.
- We just work, we are not happy.
- Yes and No. Yes for those dedicated and love teaching and no for those who find the work too much and this causes complaints of being overworked.
- Partly happy. They are trying their best given the challenges they are meeting in poor schools.
- They are fairly happy because their salary is little and their needs are many.
- You can’t know the inside of a person
- Somehow for the little provided e.g. tea and lunch, receiving salary on time.
- They are happy because I cooperate with them.
- The teachers are happy they have team work and support each other. The administration tries to ensure everyone is happy for example getting our salary on time.
I feel they are happy because we have a good relationship and are open. They contribute ideas.

They are happy – indicators the children perform well. They are self-driven.

They are happy because they are active, love children and carry out their work with joy.

The salary is so little it does not meet their needs. When they get problems, they get into debts. Sometimes they work and get nothing at the end of the month because they are paying debts. We are in a city where we have to spend every day. Such situations cannot make teachers happy.

As indicated in the table above, head teachers believed some teachers were happy, others fairly and there were also those who were not happy as reflected in their behaviours or reactions. As one said, you can’t know the inside of a person. However, they were also aware that conditions in which teachers were working and with little salary were not fair. They were therefore trying to ensure teachers were happy in little ways like providing meals and little benefits. To further ascertain teachers’ job satisfaction, teachers were interviewed to give reasons why they joined teaching. The findings are shown below.
Table 4.36: Teacher interview response on what motivated them to join teaching (n=30)

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love of children</td>
<td>5</td>
<td>17.9</td>
</tr>
<tr>
<td>I admired my teachers and then developed interest</td>
<td>4</td>
<td>14.3</td>
</tr>
<tr>
<td>Parents encouraged me to join teaching</td>
<td>4</td>
<td>14.3</td>
</tr>
<tr>
<td>Lack of tuition</td>
<td>3</td>
<td>10.7</td>
</tr>
<tr>
<td>I followed my sister and also liked it</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>Just wanted to be a teacher</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>I did not like teaching but was encouraged. Later developed interest.</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>Teaching is convenient, weekends and holidays you do your own things</td>
<td>2</td>
<td>7.1</td>
</tr>
<tr>
<td>Have a child with special needs in my family.</td>
<td>1</td>
<td>3.5</td>
</tr>
<tr>
<td>I did not apply for it but the institution admitted me for Nursery teaching</td>
<td>1</td>
<td>3.5</td>
</tr>
<tr>
<td>I liked teaching and thought it would be easy to get a job.</td>
<td>1</td>
<td>3.5</td>
</tr>
<tr>
<td>Due to lack of fees, dad pushed me to teaching because the tuition was little</td>
<td>1</td>
<td>3.5</td>
</tr>
</tbody>
</table>

*∑f is less than N because some respondents did not respond to some questions.

The above findings from the interviews reveal that the majority loved children (17.9%) and others admired their teachers (14.3%). There were those encouraged by their parents (14.3%) but others teachers joined teaching because they lacked tuition to go to other institutions because it was cheaper (10.7%). Other reasons included: wanted to become teachers (7.1%). of the teachers saw teaching convenient (7.1%) One teacher was inspired by a child with special needs in their family. There was also one teacher who did not apply for training as a teacher but was admitted into training as a nursery teacher.
In the questionnaire teachers were asked to show what motivated teachers to join teaching profession. The findings are shown in figure 4.3 below.

Figure 4.3: what motivated teachers to join teaching

The findings in the figure 4.3 shows that the majority of teachers who responded to the questionnaire joined teaching profession because they loved teaching (30%), and others loved children (28%). Some were also motivated by the love of their former teachers in teaching (21%). There were few teachers who were attracted to teaching by reasons not related to love and interest to teaching. These included: teaching jobs being readily available (9%), encouraged by parents due to lack of tuition (8%), acquired free scholarships (2%) and wanted additional income (2%). The findings therefore confirmed that majority of teachers joined teaching because they loved the profession. This implies that they would be more willing to expend their abilities
and resources to do their work effectively. This would include acquiring knowledge and skills in inclusive education.

Teachers were then asked that having had experience in teaching, given another opportunity, would they choose teaching, support your answer? Their responses are presented in Table 4.37 below.

**Table 4.37: Choosing Teaching as a Profession Given another Job**

**Opportunity**

<table>
<thead>
<tr>
<th>Teachers responses</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to teach children</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>I love it so much</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>I like it apart from little salary</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>The teacher is very important for the Nation. Everyone goes through the hands of</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>the teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have developed a lot of skills through teaching</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Teaching is flexible, it makes me happy.</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>It is my vocation</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>I now have experience</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>No</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is too much work and little salary and the teachers remain in poverty</td>
<td>3</td>
<td>10.0</td>
</tr>
<tr>
<td>I would do something for a change</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>The salary is very little and we work very hard</td>
<td>2</td>
<td>6.7</td>
</tr>
<tr>
<td>It is a lot of work, little salary and the society looks at us as failures</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>Teaching has many problems. I have been a teacher for a long time, no increment</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>and retirement benefits are not there or very little.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With upgrading, we were not given salary increment</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>It is tiresome, hectic, the money is little. At the moment I am doing another</td>
<td>1</td>
<td>3.3</td>
</tr>
<tr>
<td>course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is tiresome and one cannot get time to do other things.</td>
<td>1</td>
<td>3.3</td>
</tr>
</tbody>
</table>
When these teachers were asked if they could go back to school days, would they choose teaching as a profession again? The majority (60%) would choose teaching while 40% would not choose teaching. The reasons for yes were: love for children, just love teaching, experience which led to the development of skills. One teacher saw her role being very important for the nation because every person goes through the hand of the teacher. The others saw teaching as a vocation, flexible and made them happy. Those who would not choose teaching again gave these reasons: it is tiresome, hectic and the money is little and the society looks at teachers as failures, the teacher remains in poverty, there is no worthwhile increment and no retirement benefits.

In order to further confirm their level of interest in the profession, teachers’ who responded to the questionnaire were also asked whether they would choose teaching again when given opportunity. The findings are shown below.

Table 4.38: Whether teachers would choose teaching again

<table>
<thead>
<tr>
<th>Whether would choose teaching</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would choose to do my own business</td>
<td>128</td>
<td>34</td>
</tr>
<tr>
<td>No, low pay in teaching</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Yes because I love children</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Yes I still like teaching</td>
<td>212</td>
<td>56</td>
</tr>
<tr>
<td>Yes, because I love the teaching profession</td>
<td>19</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>378</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*∑f is greater than N because some respondents gave more than one response.

The findings above show though inclusive education seem to be making the work of teachers challenging, many still want to remain in the profession. When they were asked whether they would choose it again, 56% said yes, 5% yes because they love
the teaching, 3% said yes because they love children. However, 34% said no and indicated they would join business, while 2% said they would leave because of low pay.

Discussion

Findings in the study about teacher satisfaction revealed a number of factors that made them satisfied. These include: salary and compensation, in-service training, external forces, school culture, motivation and emotional factors.

4.5.1.1 Satisfaction and Salary and Compensation

The study has revealed that lower salaries are a major factor in de-motivating teachers. In addition, salary differentials had an impact on teacher satisfaction. Some teachers who had degrees were paid less or the same with those of diplomas. The government has failed to recognize the qualifications achieved after they were employed. Increasing salaries would be one solution to the problem.

It is clear that compensation is a major factor employed in schools to compensate for lower salaries and satisfy teachers. Compensation includes: top up, benefits and allowances for the performance of their duties. These top up and allowances included but not limited to: salary, medical, accommodation, gifts, promotion, tuition for biological children or less fee as compared to other children among others.

In-service training refers to the learning teachers are exposed to when they are already in teaching. Schools and the district draw up professional programs to help teachers develop their skills and abilities while becoming effective facilitators of the teaching and learning process. Sometimes these programs run during holidays or
weekends in form of refresher courses. At times teachers are selected from their schools to attend workshops at district or division level. There were also internal workshops initiated by the schools. The study revealed that workshops gave teachers satisfaction because they equip them with knowledge and skills which help them to be competent and confident in teaching. Most of the respondents therefore saw competence as a major source of satisfaction. However, other teachers experienced dissatisfaction of the workshops attended because only little can be covered in one day. There were various types of special needs in schools but the study revealed that the workshops attended by teachers focused mainly only on visual impairment. There is still a lot of work needed on the issue of training teachers on special education.

4.5.1.2 Satisfaction and External Forces

The study revealed that there were forces that affected teachers, satisfaction that were beyond their control. Sometimes these forces were beyond the control of the school. These outside forces could help or hinder teachers as they attempt to perform their duties as teachers. Such forces included parent involvement, community involvement, government demands and social status of the teaching profession. When teachers are facing such different challenges of their work, external forces can be important to their satisfaction. Supportive parents, attitudes of children and spending issues may play an important role in their decision to leave or stay in their profession. Looking at the findings of the study, it was clear that parental support has an impact on job satisfaction. Many teachers said that they got satisfaction from parents support and appreciation. These were some of their comments:
“I get satisfaction when I am recognized by parents and community.”
“To get appreciation from parents and feedback from the schools.”
“When the parents appreciate me and the head teacher.”

These comments highlight that appreciation from parents, head teachers and the communities around the schools gave teachers satisfaction. On the other hand, negative attitude from the public and parents had been de-motivating factors for teachers such as seeing them as failures in society and the government not increasing their salaries. Some External Supervisors mainly from the divisions and Ministry from Education had helped the teachers to improve their teaching and to work hard. However, some of them did not give them feedback. It was also noticed that the majority of the supervisors were not trained in ECD and Special needs. Most of the teachers were saddened by the manner in which the government addresses their issues. They expressed that it is important for the government to value them as contributors of the country’s development.

4.5.1.3 Satisfaction and School Culture
The School culture in which teachers get involved in the running of the school was another factor that brought about satisfaction. This included administrative support to teachers in assigning duties and workload, administrative support with discipline, staff involvement in the running of the school and teachers working as a team. The main dominant factors in this area were administrative support and poor working conditions. The study revealed that whenever teachers were given responsibilities to perform at school, it gave them satisfaction. It also revealed that the administration had confident and trusts them.
However, majority of the teachers were not happy with the working condition. For instance most schools did not have anywhere to meet with children and they were also sharing toilets with children. There was a great need of offices, staffrooms and toilets in schools. Teachers’ view of good environment was where they would have access to learning materials, manageable classes, support and respect from management and parents as well as love of the children they teach. Majority of the teachers said the teaching materials were insufficient. However, they loved their children and it was this love that had kept them in the teaching profession. Ingersoll (in Myres, 2005) says that the environment that teachers work in influences a teachers’ satisfaction. From the study, we could say that teachers were fairly satisfied. Some received support from administration but others did not get the expected support.

4.5.1.4 Satisfaction and Motivation

Teachers’ positive feelings about the teaching profession motivated them thus giving them satisfaction. Some teachers’ love, interest and competence to teach motivated them. This was what they said:

“I find fulfilment in teaching and was trained to teach properly. The salary is not enough even though am interested in teaching. When I see children learn and develop. Good relationship with children, parents and teachers.”

Some teachers were motivated by children’s understanding of what they taught them. Others just had the desire to work with young children. Some believed that providing their service they were contributing to humanity. They saw themselves as contributing to their Nation. The findings also revealed teachers were generally motivated because they loved children and saw that teaching was a vocation which
they possessed. On the other hand, they found teaching de-motivating because some members of society looked at them as “failures”. Schools generally are not catering for teachers’ professional growth. Teachers have to find their own means for their education.

4.5.1.5 Job Satisfaction and Emotional Factors

The mental health of a teacher is related to job satisfaction. Both positive and negative factors caused various degree of satisfaction. Positive factors such are enthusiasm caused by the love of children and their profession energized teachers when teaching in the classroom gave them satisfaction. Negative factors such as stress, burn out and anxiety made teachers unhappy. For instance 56% of teachers who responded to the questionnaire agreed that teaching children with special needs is stressful. Another teacher said:

“I have a very big class alone and by the end of the day I am too tired. I sometimes get fed up even though I like teaching.”

Negative factors hinder the performance of a teacher and reduce satisfaction (Myres, 2005). Anxiety, stress and burn out can affect a teacher’s ability to create an environment conducive to learning. Burnout most often occurs for those teachers who are very dedicated and committed to their careers. They tend to work long, intense hours to achieve their goals (Faber, in Myres, 2005). Terry (1997) suggests that for teachers to remain enthusiastic, schools must offer them positive feedback, opportunities for professional growth, support systems and increase parental and community involvement. Coates and Theoresen (1976) indicated the mental health of a teacher might be more important than a teacher’s knowledge of the subject
matter and methods of teaching. The study revealed that teachers’ had mixed feelings about their profession.
CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the study findings and conclusions drawn from them. The chapter also presents recommendations that different stakeholders in ECD can adopt to improve teacher motivation in order to offer quality education. Finally, the chapter has suggestions for further research that other scholars can utilize to improve the quality of education in inclusive settings and teacher motivation in ECD.

5.1 Summary of Findings and Implication for this Study

This study explored teachers’ motivational factors that influence the implementation of inclusive education in ECD centres in Uganda. Specifically the study explored strategies currently used in motivating teachers to implement Inclusive Education in early childhood and examined; based on Vroom's (1964) Valency Instrumental Expectancy theory how teachers’ attitudes, competency and satisfaction influence implementation of Inclusive Education. Using a descriptive survey research design data was collected from, 399 purposively. The respondents included MOES official, Head teachers and classroom teachers. Respondents were selected from the five divisions of Kampala Capital city in Uganda namely: Central, Kawempe, Makindye, Nakawa and Rubaga. A structured questionnaire, interview schedules and a focus group discussion guide were used to collect data. Frequency tables and content analysis were used to present and analyse the findings.
Findings revealed that schools had no specific strategies for motivating teachers to implement inclusive education. Motivators that were mentioned by respondents were general, were not in any designed to promote inclusive education. Teachers specifically still decried of low salaries, lack of professional development and poor conditions. While it was not clear whether this caused them to have poor attitudes towards inclusive education, the findings revealed that they had reservations in putting effort into inclusive education activities. However it was revealed that teachers have low job satisfaction and this prevented teachers from using the skills they had to implement inclusive education in ECD centres. It was revealed that stakeholders in education placed low emphasis on inclusive education and they did not in way provide special motivation for teachers to implement it. Teachers were not empowered and schools did not have clear guidelines for implementing inclusive education. Schools did not receive any materials for inclusive education. Infrastructures that favours children with special education needs did not exist in schools.

5.2 Conclusion

The study aimed to examine the effect of teachers’ motivation on the provision of inclusive education in early childhood centres in Kampala district in Uganda. The findings of the study have revealed that the ministry of education is doing very little to motivate teachers to implement inclusive education in early childhood centres. The schools have been left on their own to find ways of motivating teachers to implement inclusive education. While a general policy exist for implementing inclusive education, the policy does not include aspects of teacher motivation. The government and the ministry of education feels that the general motivation given to
teachers, in terms of allowances and benefits are enough to motivate them to implement inclusive education.

However teachers feel that their work conditions are already difficult, have heavy work load and many programs to implement that adding on inclusive education would need extra motivation. All respondents agreed that teachers’ motivation is a key to quality inclusive education in Uganda. However, teachers need motivational strategies that will increase their intrinsic motivation, job satisfaction and positive attitude towards implementing inclusive education.

The current motivational strategies used by schools were not focused enough on inclusive education. Teachers complained that the current forms of motivation employed in schools mainly focused on providing for teachers’ basic needs which did not help them improve their lives. Given the fact that implementing inclusive education requires a lot of time and effort, teachers they were not being empowered enough implement inclusive education.

5.3 Recommendations

Teacher motivation is critical to the success on inclusion education. This because teachers are the most important implementers, since they interface with the learners who have special education needs. Based on the findings of the study, the following recommendations were suggested as possible means to enhance teacher motivation and implementation of Inclusive education in Uganda.

Special motivational strategies that targeted inclusive education should be implemented. These strategies can be similar to special benefits given to science teachers in Uganda.
All teachers who work in an inclusive setting should be given a special allowance. This allowance could be tagged on the level of performance and number of SNE children being supported. Benefits of teachers could also be fixed according to their qualifications and incentives be provided to hard working teachers so as to acknowledge their efforts and motivate them to continue with their hard working.

A policy of motivating teachers who teach in inclusive setting should be written and implemented in all nursery and primary schools. Without a policy, school management may neglect this important issue. In order to improve the quality of inclusive education, there is a dire need to spend on teacher training in order to produce competent teachers. The MoES in collaboration with District Education Officers and Directors of schools should ensure the teachers are offered opportunities for professional development so as to keep updated and competent. A professional development opportunity should be offered to all teachers and must entail much more than one day workshops or a course. It must comprise a wide variety of content and methods of teaching. It should also respond to needs of each individual teacher.

To improve inclusive education, it is recommended that measures such as supervision of teachers by the MoES and District supervisors, should give constructive feedback to teachers. All divisions of Kampala need to have a focal person on inclusive education. It is therefore recommended that Focal persons for inclusive education be appointed to support teachers in schools. There is a need for regular supervision by people trained in Special needs. These focal persons need to make action plans that could support teachers in inclusive settings.
School administrators should provide support to teachers teaching children with special needs. Teachers expect support in form of being supplied with appropriate material and adequate planning time. They also look to them for acknowledgement of their work. Recognizing their efforts is one of the best ways to keep teachers motivated. Praise as well as offering some tangible award such as gifts. Motivated teachers are school asserts. They are characterized by the desire to go beyond themselves. The more motivated the teachers, the greater are their work commitment ((Low, 1996).

5.4 Suggestions for Further Research

The study took place in one district, in central region of the country. It is therefore recommended that further research be expanded to include other cities of other regions of the country to seek teachers’ responses so that findings could be better generalized.

It is also suggested that teachers’ knowledge levels in Inclusive education are investigated at pre-service level to see how teacher training curriculum and programmes are preparing teachers for inclusive task in the classroom.

The Study focused on teachers in the mainstream classrooms. It is recommended that future studies are expanded to include teachers in special schools so that an information comparison could be made on the attitude of teachers towards inclusive education. It is expected that supervision is carried out in schools to support teachers. Teachers in the study seemed not see supervision motivating them to teach. A study should be carried out to explore Ugandan teachers’ attitude towards supervision and its influence on their teaching.
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APPENDIX A: Teachers’ Focus Group Discussion Guide

Questions:

1. What is your opinion of teaching children with special needs in regular classes? Support your answer

2. What form of motivation is given to teachers to implement inclusive education?

3. How has this motivation encouraged teachers to provide quality inclusive education to learners?

4. In what ways does teachers’ attitude affect their willingness to implement inclusive education?

5. How does teachers’ competency affect implementation of inclusive education?

6. In what way does teachers’ job satisfaction influence the provision of inclusive education?

7. What challenges do teachers face in implementing inclusive education in this school?

8. How do these challenges affect the quality of inclusive education?

9. Suggest what is needed to motivate teachers to implement inclusive education more fully.
APPENDIX B: Interview Guide For Moe & Sports Officials

Questions:

1. What form of motivation does the ministry suggest should be given to teachers who implement inclusive education?

2. In what ways does motivation encourage teachers to provide quality inclusive education to learners?

3. How does teachers’ attitude affect their willingness to implement inclusive education?

4. What has the ministry done to improve teachers’ attitudes on to implement inclusive education?

5. How does teachers’ competency affect implementation of inclusive education?

6. What has the ministry done to improve teachers’ competency to implement inclusive education?

7. In what way does teachers’ job satisfaction influence the provision of inclusive education?

8. What has the ministry done to improve teachers’ job satisfaction on implementing inclusive education?

9. What challenges do teachers face in implementing inclusive education in this school?

10. How do these challenges affect the quality of inclusive education?

11. Suggest what is needed to motivate teachers to implement inclusive education more fully.

Thanks for your cooperation.
APPENDIX C: Interview Guide for Head Teachers

Dear Head teacher

I am carrying out a study on teacher motivation as a determinant of provision for quality inclusive education in ECD. You have been selected as one of the persons who have got information that will lead to the success of this study. Please be assured that the information you provide will be treated as confidential and used for academic purposes.

1. Gender: 1. Male: [ ] 2. Female: [ ]

2. Type of school: Government: [ ] Private: [ ]

3. What qualification or training do you have in teaching Children with Special needs (please tick under only one of them)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Certificate</th>
<th>Diploma</th>
<th>Degree</th>
<th>Masters</th>
<th>Workshop/seminar</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. How long have you been employed in this school?

<table>
<thead>
<tr>
<th>Less than one year</th>
<th>1-2 years</th>
<th>3-4 years</th>
<th>5-6 years</th>
<th>7—8 years</th>
<th>Above 9 years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. No of children with special needs in School.................................

6. What help do you get from the government to promote Inclusive Education in your school? (List them below)

............................................................................................................
7. What form of motivation does the school give to teachers who implement inclusive education?
8. In what ways does motivation encourage teachers to provide quality inclusive education to learners?
9. How does teachers’ attitude affect their willingness to implement inclusive education?
10. What has the ministry done to improve teachers’ attitudes on to implement inclusive education?
11. How does teachers’ competency affect implementation of inclusive education?
12. What has the ministry done to improve teachers’ competency to implement inclusive education?
13. In what way does teachers’ job satisfaction influence the provision of inclusive education?
14. What has the ministry done to improve teachers’ job satisfaction on implementing inclusive education?
15. What challenges do teachers face in implementing inclusive education in this school?
16. How do these challenges affect the quality of inclusive education?
17. Suggest what is needed to motivate teachers to implement inclusive education more fully.

END. THANKS FOR YOUR COOPERATION.
Dear Respondent,

We are carrying out a study on teacher motivation as a determinant of provision for quality inclusive education in ECD. You have been selected as one of the persons who have got information that will lead to the success of this study. Please be assured that the information you provide will be treated as confidential and used for academic purposes.

1. Level class you are teaching………….No of children in School…………………

2. No of children with special needs in your class…………………………………


4. What qualification of training do you have in teaching Children with Special needs (please tick under only one of them?)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Certificate</th>
<th>Diploma</th>
<th>Degree</th>
<th>Masters</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. If none what qualifications do you have?

...........................................................................................................................................................

6. How long have you been employed in this school?

<table>
<thead>
<tr>
<th>Less than one year</th>
<th>1-2 years</th>
<th>3-4 years</th>
<th>5-6 years</th>
<th>7—8 years</th>
<th>Above 9years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. Type of school:  Government: __________  Private: __________
19. What motivated you to join the teaching profession?


20. If you could go back to school days, would you choose teaching as a profession again? Give reasons for your answer.


21. What is your opinion of teaching children with special needs in a regular class?


22. What challenges are there for a teacher to teach children with special needs and other children in the same class?


23. How do these challenges affect your teaching?


24. How can the challenges above be solved?


25. What gives you satisfaction as a teacher?


26. How is the school motivating you to work hard?

.................................................................................................................................

.................................................................................................................................

27. How many refresher courses have you attended since you started teaching?

.................................................................................................................................

.................................................................................................................................

28. Did you participate in developing of the thematic curriculum? ..............

29. How were you prepared for inclusive education?

.................................................................................................................................

.................................................................................................................................

.................................................................................................................................

30. What additional Allowance is given to teachers who teach children with
special needs in their classes?

.................................................................................................................................

.................................................................................................................................

.................................................................................................................................

31. What help do you get from the government to promote Inclusive Education
in your school? (List them below)

.................................................................................................................................

.................................................................................................................................

.................................................................................................................................
Dear Respondent.

We are carrying out a study on teacher motivation as a determinant of provision for quality inclusive education in ECD. You have been chosen as one of the persons who have got information that will lead to the success of this study. Please be assured that the information you provide will be treated as confidential and used for academic purposes.

SECTION A: BACKGROUND INFORMATION (tick the right option or fill the right answer in the space provided)

Level of Class you are teaching………………..No of children in class………..

No of children with special needs…………………………………

A1. Responsibilities held in school……………………………….

A2. What is your experience range in teaching? Please tick under only one of them.

<table>
<thead>
<tr>
<th>Years of teaching</th>
<th>0-4yrs</th>
<th>5-10yrs</th>
<th>11-15yrs</th>
<th>16-20yrs</th>
<th>Above 21yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A3. Gender: 1. Male: [ ] 2. Female: [ ]

A4. What qualification do you have in teaching children with Special Needs (please tick under only one of them)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Certificate</th>
<th>Diploma</th>
<th>Degree</th>
<th>Masters</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A5. If none what qualifications do you have?

...........................................................................................................................................
...........................................................................................................................................

A6. How long have you been employed in this school?

<table>
<thead>
<tr>
<th>Less than one year</th>
<th>1-2 years</th>
<th>3-4 years</th>
<th>5-6 years</th>
<th>7—8 years</th>
<th>Above 9 years</th>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

A7. Type of school: Government: [ ]  Private: [ ]

A8. Allowance given for teaching Children with Special Needs

...........................................................................................................................................
...........................................................................................................................................

A9. What benefits do you receive from school? (list them below)

...........................................................................................................................................
...........................................................................................................................................
...........................................................................................................................................

A10. What motivated you to join the teaching profession?

...........................................................................................................................................
...........................................................................................................................................

SECTION B. ATTITUDE

For each of the following statements indicate (by ticking) the extent to which you agree with them, using the following scale: (Strongly Agree, Agree, undecided, Disagree, Strongly disagree).
<table>
<thead>
<tr>
<th>Statements</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am comfortable teaching children with Special needs with other children</td>
<td></td>
</tr>
<tr>
<td>Although children differ intellectually, physically and psychologically, I believe that all children can learn in most environments</td>
<td></td>
</tr>
<tr>
<td>It is difficult to teach children with special needs in the mainstream</td>
<td></td>
</tr>
<tr>
<td>Teaching an inclusive class is very stressful</td>
<td></td>
</tr>
<tr>
<td>Teachers have complete control in the classroom</td>
<td></td>
</tr>
<tr>
<td>I believe children with special needs should be placed in special classes</td>
<td></td>
</tr>
<tr>
<td>Children with special needs learn better in the regular classroom</td>
<td></td>
</tr>
<tr>
<td>Children with special needs are not accepted by other children</td>
<td></td>
</tr>
</tbody>
</table>
**SECTION C: JOB SATISFACTION AMONG TEACHERS**

For each of the following statement, please indicate (by ticking) the extent to which you agree, using the following scale: *(Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree)*.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching gives me a lot of job satisfaction</td>
<td></td>
</tr>
<tr>
<td>I enjoy teaching as a profession</td>
<td></td>
</tr>
<tr>
<td>The challenging nature of teaching has kept me in the profession</td>
<td></td>
</tr>
<tr>
<td>Having children learn from me keeps me motivated</td>
<td></td>
</tr>
<tr>
<td>Teaching gives me recognition and respect from the community</td>
<td></td>
</tr>
<tr>
<td>I have prospects for career development in the teaching profession</td>
<td></td>
</tr>
<tr>
<td>The responsibilities I perform in the school gives</td>
<td></td>
</tr>
</tbody>
</table>
me satisfaction

I feel a strong commitment to the field of education

I feel that I am making a difference in the lives of children

The joy of teaching young people keeps me motivated year after year.

The general public has negative views of the teaching profession

I am paid a salary that is enough to cater for my basic needs

The school provides me free accommodation

I get free meals at school

Salary payments are paid on time

The school offers weekly duty allowances

The school offers responsibility allowances
<p>| It is possible to get advance payment from the school in case I have financial problem |
| The school organizes end of year party for teachers |
| Teachers who perform well are appreciated in form of gifts |
| Teachers are given leave, sabbatical, in case they have a reason to justify it. |
| My school provides scholarships to further one’s education. |
| Teachers are given free medical care in case of ill health |
| Administration cooperates and works with staff. |
| Teachers participate in making important school decisions |
| Routine duties and |</p>
<table>
<thead>
<tr>
<th>Paperwork interferes with teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>My head teacher ensures that we have necessary materials to carry out our teaching.</td>
</tr>
<tr>
<td>There is a great deal of cooperative effort among staff</td>
</tr>
<tr>
<td>Pupil absenteeism is a problem</td>
</tr>
<tr>
<td>It is difficult to teach children with special needs in the mainstream</td>
</tr>
<tr>
<td>Teachers have a great deal of influence over school policy</td>
</tr>
<tr>
<td>Teachers have complete control in the classroom</td>
</tr>
<tr>
<td>My head teacher is very supportive of staff when new teaching methods are being implemented.</td>
</tr>
<tr>
<td>The administrators ensure</td>
</tr>
</tbody>
</table>
that new teachers are initiated in their new job.

Instructional materials and equipment are easily acquired for meeting the needs of children with special needs.

Children with special needs are not easily accepted by other children.

### SECTION D: COMPETENCE AND PERFORMANCE OF TEACHER

The following statements are about performance of teachers, please indicate (by ticking) the extent to which you agree, using the following scale: (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree).

<table>
<thead>
<tr>
<th>Performance</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers come very early at school</td>
<td></td>
</tr>
<tr>
<td>Teachers always have lesson plans</td>
<td></td>
</tr>
<tr>
<td>Teachers always have schemes of work</td>
<td></td>
</tr>
<tr>
<td>Teachers actively participate in co-curricular activities</td>
<td></td>
</tr>
<tr>
<td>Children are given work and always marked</td>
<td></td>
</tr>
<tr>
<td>Teachers cater for individual needs</td>
<td></td>
</tr>
<tr>
<td>Teachers supervise all school activities</td>
<td></td>
</tr>
<tr>
<td>Teachers have text books and instructional materials</td>
<td></td>
</tr>
<tr>
<td>I am comfortable in my ability to teach children with special needs</td>
<td></td>
</tr>
<tr>
<td>I have been trained to meet the needs of children with special needs</td>
<td></td>
</tr>
<tr>
<td>Special in-service training in teaching children with special needs should be required for all regular education teachers</td>
<td></td>
</tr>
<tr>
<td>Our region has staff development program that</td>
<td></td>
</tr>
</tbody>
</table>
has enabled me to enhance my skills as a teacher

Inspectors visit our school regularly

Inspectors give us encouraging feedback

The staff works as a team to ensure their children receive quality education

I don’t mind spending extra time to help children with special needs in my class

I sometimes feel it is a waste of my time to try and do my best.

D.2. what challenges do you face as a teacher in teaching children with Special Needs and other children in the same class?

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D.3. How do these challenges affect your teaching?

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…………………………………………………………………………………………
…………………………………………………………………………………………

D.4. What do you think can be done to improve the quality of teaching in your class?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

D.5. What gives you satisfaction as a teacher? (List them below)

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

D.6. How long do you plan to remain in teaching?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

D.7. If you could go back to your college days, would you choose teaching as a profession again? Give reason for your response.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

D.8. Since you qualified as a teacher, have you attended any refresher course?
Yes………No……… If Yes how many times?
If No give reasons for not attending.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

D.9. What problems do you meet to cater for individual differences in your classroom

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…………………………………………………………………………………………
…………………………………………………………………………………………

D.10 Were you invited to participate in the developing of the thematic curriculum? Yes…….No……

D.11. After the development of the thematic curriculum, did you attend the workshop on how to implement it? Yes………….No…………

D.12. What is your opinion of teaching children with special needs in the same classroom with other children?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

END.

THANKS FOR YOUR COOPERATION.
APPENDIX F: Graduate School Research Authorization

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke
OUR REF: E83EA/20064/10

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR MS. EVANGELISTA BUSINGYE REG. NO. E83EA/20064/10

I write to introduce Ms. Busingye who is a Postgraduate Student of this University. She is registered for Ph.D. Degree programme in the Department of Early Childhood Studies in the School of Education.

Ms. Busingye intends to conduct research for a proposal entitled, “Teacher Motivation as Determinants of Quality Inclusive Education in Early Childhood Centers, Kampala District, Uganda”.

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

RM/cao
APPENDIX G: UNCST Research Approval

08/04/2014

Our Ref: SS 3414

Ms. Busingye Evangelista
P.O. Box 1
Kyambogo

Re: Research Approval: Teacher Motivation as Determinant of Quality Inclusive Education in Early Childhood Centers, Kampala District, Uganda

I am pleased to inform you that on 10/03/2014, the Uganda National Council for Science and Technology (UNCST) approved the above referenced research project. The Approval of the research project is for the period of 10/03/2014 to 10/03/2015.

Your research registration number with the UNCST is SS 3414. Please, cite this number in all your future correspondences with UNCST in respect of the above research project.

As Principal Investigator of the research project, you are responsible for fulfilling the following requirements of approval:

1. All co-investigators must be kept informed of the status of the research.
2. Changes, amendments, and addenda to the research protocol or the consent form (where applicable) must be submitted to the designated local Institutional Review Committee (IRC) or Lead Agency for re-review and approval prior to the activation of the changes. UNCST must be notified of the approved changes within five working days.
3. For clinical trials, all serious adverse events must be reported promptly to the designated local IRC for review with copies to the National Drug Authority.
4. Unanticipated problems involving risks to research subjects/participants or other must be reported promptly to the UNCST. New information that becomes available which could change the risk/benefit ratio must be submitted promptly for UNCST review.
5. Only approved study procedures are to be implemented. The UNCST may conduct impromptu audits of all study records.
6. A progress report must be submitted electronically to UNCST within four weeks after every 12 months. Failure to do so may result in termination of the research project.

Below is a list of documents approved with this application:

<table>
<thead>
<tr>
<th>Document Title</th>
<th>Language</th>
<th>Version</th>
<th>Version Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Research proposal</td>
<td>English</td>
<td>N/A</td>
<td>Feb 2014</td>
</tr>
<tr>
<td>2 Interview guide (Teachers, Head Teachers &amp; MoES Officials)</td>
<td>English</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>3 Focus Group Discussion Checklist</td>
<td>English</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>4 Questionnaire</td>
<td>English</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Yours sincerely,

Leah Naweigulu Omongo
for Executive Secretary
UGANDA NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY