

Teachers' Awareness and Inclusive Education of Children with Disabilities in Primary Schools in Tororo District

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ABSTRACT: This study examined Teachers' awareness and knowledge towards inclusive education of children with disabilities. Across sectional survey design involving both quantitative and qualitative approaches was used to gather data from 79 respondents who included teachers and Head teachers in inclusive primary schools in Tororo District. The head teachers were selected purposively while for the teachers; simple random sampling technique was used. The study used questionnaire and interview to collect data from teachers and head teachers respectively. The study finding shows that teachers' awareness was significantly related to inclusive education of learners with different categories of disabilities in primary schools in Tororo District. It was thus concluded that teachers' awareness enhance inclusion in education of learners with different categories of disabilities in primary schools in Tororo District. The study recommended the following: The government through the Ministry of Education and Sports should harness change of attitude of various stake holders by sensitizing them about the benefits of inclusion of learners with disabilities in education. Teacher training institutions such as colleges and universities should equip teacher trainees with skills and knowledge in inclusive education pedagogies and practice. The school administrators should admit all children including those with disabilities in schools without discrimination. Refresher courses and seminars should be conducted to equip teachers with skills in teaching children with different forms of disabilities. The government should invest more in provision of accessible disability friendly learning environment and adapted specialized educational materials to facilitate inclusive learning in schools.

Keywords: Teachers' awareness, inclusive education, disabilities primary schools, Tororo District

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INTRODUCTION

The deliberate placement of students with disabilities in general education classrooms, or inclusion, has undoubtedly been one of the hot subjects in education for the past two decades, however, there hasn't been much research done on teachers' awareness towards including children with special educational needs until lately. The primary cause of this shift in research focus may be found in more modern educational theories, which contend that assessing the awareness of teachers who play a significant role in the dynamics of the inclusive classroom is the best way to obtain insightful knowledge of both the practice and the dynamics of the system (UN Enable, 2011). It has been discovered that teachers' awareness does, in fact, has a significant impact on the

inclusion process and results. Internationally, a number of significant projects have been launched to promote inclusive education. Governments, including that of the Republic of Uganda, are required by the United Nations Convention on the Rights of Persons with Disabilities of 2006 to guarantee a fully inclusive education system for all children. The convention also establishes guidelines for education systems to follow in implementing an inclusive approach. This was first supported by the World Education Forum, which took place in Dakar in April 2000, and set a target of offering all children, adolescents, and adult high-quality basic education by the year 2015. However, many nations continue to face challenges in administering and putting into practice an

educational system that fairly accommodates variety (United Nations Educational Scientific Cultural Organization [UNESCO], 2008). At least 75 million primary school-aged children had not attended school by 2009, when the Dakar goals were halfway achieved; more than half of them resided in conflict-affected nations (Save the Children, 2009).

LITERATURE REVIEW

Inclusive education is a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education (UNESCO, 2005). According to Polat (2011) Inclusive education is the inclusion of all children and young people regardless of any individual differences, including race, ethnicity, disability, gender, sexual orientation, language, or socioeconomic status. Whereas Inclusive Education is commonly defined generically to address any sentiments of educational exclusion, for the purpose of this study, “Inclusive education” was used to mean welcoming school environment, use of child centred teaching methods, increased enrollment of children with disabilities, increased participation and completion rate of children with disabilities, presence of learner diversity and adapted educational material for children with disabilities. Mozafar and Wray, (2015) define teacher awareness as the thoughts or mental images which teachers have about their professional activities and their students, which are shaped by their background knowledge and life experiences and influence their professional behaviour. Teachers’ perception in this study was used to mean awareness about inclusive education, teachers’ awareness on inclusive education of children with different disabilities and teaching children with disabilities. Historically, individuals with disabilities were considered abnormal, excluded from mainstream society and often housed in institutions that isolated them from the outside world and their families. Because individuals with disabilities were viewed as a burden to society and uneducable, the conditions of institutions were often inhumane, with solitary confinement being the norm. It was not until the early 1900s that schools began to open their doors to individuals with disabilities as a result of parent advocacy groups. However, the paradigm of institutionalization and isolationism continued to prevail until the early 1970s.

In the 1970s, there emerged concepts of “integration” or “mainstreaming” in attempts to better educational opportunities for students with disabilities. However, mainstreaming and integration are not entirely analogous to the “Inclusive Education” that the international community speaks of today. Integration emphasized justice and social rights of formerly marginalized groups, particularly students with disabilities. “Integration” meant

the right to step in the school door and the onus of participation is left on the individual with the disability as opposed to “Inclusive Education” that means the right to participate in a meaningful way once you are inside and promoting education systems that are more dynamic and responsive to all children, (Eleweke and Rodda, 2002).

The 1970s also witnessed a sequence of disability-focused UN mandates. These include; the Declaration of the Rights of Mentally Retarded Persons issued in 1971 and the Declaration on the Rights of Disabled Persons issued in 1975. In 1976, UN Secretary-General Kurt Waldheim announced 1981 to be the International Year of Disabled Persons (IYDP). The IYDP was an important step in focusing attention on issues of full participation and equality in society for persons with disabilities (UN Enable, 2011).

At the same time that the emerging disability rights movement began to gain traction, educational priorities at the UN began to shift. The 1990 Jomtien World Conference on Education for All (EFA) brought UNICEF, UNESCO and the World Bank together to offer a more unified message on UN education policy. The conference established education as a fundamental right for everyone, regardless of physical, social, economic and psychological condition. It further stated that the learning needs of children with disabilities require special attention and that steps should be taken to provide equal access to education (UN Inter-Agency Commission, 1990). However, the goals of EFA were not specifically mandated just for persons with disabilities but this became clear in 2000 when the EFA goals were reassessed at the Dakar World Education Forum that included mentions of the rights of persons of disabilities to an education. Article 7.3 states, “We hereby commit ourselves to ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes” (UNESCO, 2000). Though not explicitly identified, disability rights can be interpreted from such a phrase.

The UNESCO Salamanca Conference in 1994 was the first statement and framework that specifically focused on the education of persons with disabilities. Using the EFA initiatives as an outline, the conference was a major proponent of including children with disabilities within the regular education system (UNESCO, 1994). This blend of rights for and in education especially for youth with disabilities was a new development in international discourse and introduced the term ‘inclusion’ that was to become part of the modern international policy-speech for disability policy. The Salamanca Conference defined inclusive education as,

“schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic,

ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups (UNESCO, 1994)”

This position from UNESCO represents a rights-based approach to education for marginalized populations. UNESCO's definition of inclusive education focuses on the broadest sense of the word, and not just specifically focused on children with disabilities. This is important to point out, as some groups correlate the inclusive education movements with the disability rights movement only. According to UNESCO, inclusive education is a far broader approach than just focusing on disability which is the interest of this study

Inclusive Education as the key to achieving the right to education by persons with disabilities is also enshrined in the United Nations Convention on the Rights of Persons with Disabilities (CRPD, 2006) and the Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4; “to ensure inclusive and equitable quality education and lifelong learning opportunities for all” within the Education 2030 Framework for Action. The aim was to ensure quality, equitable and effective learning outcomes for all as an integral part of the right to education (UNESCO, 2016). It also proposes indicative strategies which countries may wish to draw upon in developing contextualized plans and strategies, taking into account different national realities, capacities and levels of development and respecting national policies and priorities.

Typical of other countries globally, the provision of education in Uganda did not cater for persons with disabilities and other special needs for a long time. Later, Special Needs Education was started in Uganda in 1952 by Sir Andrew Cohen, the then colonial Governor of Uganda who had a blind relative. Through his effort, the Royal Commonwealth Society for the Blind (RSCB), now called Sight Savers International (SSI), set aside a fund to promote education and welfare services for persons with Visual Impairment in the country. This led to the establishment of the organizations for and of persons with disabilities, special schools and Units for different categories of disabilities. During this era, education for persons with disabilities was provided both in segregated settings (special schools and rehabilitation centres) and Units attached to ordinary schools.

Although the establishment of Special schools and Units for children with disabilities was mainly private driven (initiated by organizations for and of persons with disabilities), the government also contributed to their sustainability. In the same line, a department of Special Needs Education was started at the Ministry of Education and Sports and charged with the role of supervising and promoting the provision of Special Needs Education in the country. This Department was strengthened by the establishment of Special Needs Education/ Educational

Assessment and Resource Services (SNE/EARS) in 1992 and had offices in all the 49 districts in Uganda then, (Atim and Candiru, 2018).

The government also supported the training of special needs education teachers through offering scholarships to get trained abroad initially until 1988 when Department of Special Needs Education was established at the Institute of Teacher Education Kyambogo (ITEK) then to train teachers for learners with disabilities (visual, hearing, intellectual and physical impairments) in primary schools. This later led to establishment of Uganda National Institute of Special Education (UNISE) now turned Faculty of Special Needs and Rehabilitation of Kyambogo University, charged with the responsibility to specialize in mainly training personnel for special needs education and rehabilitation (Atim and Candiru, 2018)

Furthermore, the government of Uganda has under taken deliberate legal and policy initiatives to expand access to education by persons with disabilities. The Education Policy Review Commission (EPRC) of 1987 recommended the government to implement free universal primary education (UPE) by 2000. In 1992 the government appointed a White Paper committee that subsequently accepted the major recommendations of the EPRC to implement UPE in addition to proposal for increased financial support for special education institutions and the introduction of Inclusive Education (Ministry of Education and Sports, 1999). Under the UPE policy the government pledged to pay tuition fees for four children per family, pay for instructional materials, built basic physical facilities in schools and paid for teachers and if the household had a child with disabilities, the disabled child was to be given first priority though the UPE policy was amended in 2003 to benefit all children in a family (Ministry of Education and Sports, 1999).

The Uganda's Constitution (1995) Article 30 states that all persons have a right to education and the Disability Act (2020) section 6 states among others that an institution of learning that enrolls a learner with a disability shall: -provide an inclusive education system for the learner and make the necessary structural adjustments to the buildings and premises of the institution of learning, to enable access to the building or premises by a learner with a disability, within three months from the date of admission of the learner.

In a nutshell, it's worthy recognizing that Uganda is a signatory to most of the international conventions and treaties that promote the rights and welfare of persons with disabilities including and not limited to the aforementioned. She went on to ratify them and have influenced a number of its domestic legal and policy developments in the area of education such as the draft National Inclusive Education Policy that is currently on approval processes of the Ministry of Education and Sports, (Main et al., 2016). All these positive developments seem not to have significantly transformed pedagogical practices expected of efforts invested by

government as observed above.

This study was anchored on Festinger's theory of Cognitive Dissonance and Social Cognitive Theory by Bandura (1997). According to Festinger's theory of Cognitive Dissonance, if a person holds two cognitions that are psychologically inconsistent, he or she experiences dissonance. This experience of dissonance is unpleasant and people usually struggle to find a way to change one or both cognitions to make them more consonant thus creating a dynamic link between the cognition and the motivation (Cooper, 2007). In reference to Festinger's theory, if teachers' cognition is addressed by supplying them with well-planned information about Inclusive Education, it could influence their motivation which could ultimately change their attitudes towards inclusion. Nguyet & Ha (2010) elucidate that for inclusive education to succeed, it is vitally important that teachers, principals and other education stakeholders maintain a positive attitude towards inclusion and must be firmly convinced of the benefits that inclusive practices bring to all children. They further maintain that even if inclusive education is mandated by law, it will never succeed without the enthusiastic support of its practitioners. This study therefore deems it necessary to determine what factors influence teachers' perceptions to Inclusive Education for children with disabilities.

Secondly, the Social Cognitive Theory by Bandura (1997) reflects the unique way in which individuals acquire and maintain behaviour while also considering the social environment in which individuals perform the behaviour. The theory considers a person's past experiences which factor into whether behavioural action would occur or not. These past experiences influence reinforcements, expectations, and expectancies, all of which shape whether a person could engage in a specific behaviour and the reasons why a person engages in that behaviour. Grounded on both the theory of Cognitive Dissonance and Social cognitive theory, the study presumes that if teachers' perception about inclusion of learners with disabilities is established, it would inform strategies of increasing sense of beliefs among teachers on fostering effective implementation of inclusive education for learners with disabilities.

This study theorized that when teachers' perception (awareness and knowledge about inclusive education, perception on inclusive education of children with different categories of disabilities and teachers' views on teaching children with disabilities) is positive the better could be inclusive Education in primary schools in Tororo District.

With advent of inclusive education, teachers in mainstream schools are now expected to rise to the challenge of accommodating a range of learners with diverse learning styles in the classroom. However, practice indicates that adoption of this new sense of pedagogical obligation by teachers in Tororo District appears to be farfetched. Through my own experience of

teaching in inclusive settings in Tororo district, its common habit to find teachers label learners with disabilities as "children of a particular teacher" especially if denoted teacher is one trained in Special Needs Education or has regard towards learners with disabilities. This trend of events continues to thrive even when government education operational policies and guidelines consistently advocate for inclusive education. There is need to explore deep into the teachers' cognizance of inclusive education as it seems to be a common expectation that teachers could readily accept new policies and practices and adjust with the changes connected to new systems, while very little consideration is given to the personal beliefs of the teachers. Subban and Sharma (2006) elucidate that the attitude of the teachers towards inclusion and teachers' concerns about implementing inclusive education in practice have not been taken into account in the light of policy change.

Based on the above arguments, it is obvious that teachers' acceptance of the policy of inclusion is likely to affect their ownership and commitment to implementing it. Consequently, understanding teachers' perceptions about inclusive education of children with disabilities may help in developing programmes that would help harness teachers' attitudes in a positive way and thus in turn contribute to the success of inclusive education.

Awareness and knowledge about inclusive education

Research has indicated that educators often have very different definitions of inclusion and inclusive education, and the definition that they believe in is seen to affect the way educators implement inclusive practices in the classroom (Hays, 2009). In the same vein GPE (2018) states that defining inclusive education is important as it helps shape policies and gives countries a vision of what the education sector can offer but did not investigate teachers' awareness and knowledge towards inclusive education of children with different categories of disabilities in primary schools in Tororo district which this study investigated. The term inclusive education is contentious and there is no one universally agreed upon definition of inclusive education.

Grosche, (2015) posits that the terminological ambiguity and resulting lack of adequate operationalization of inclusion is a great challenge for empirical educational research on inclusion. Similarly Goransson and Nilholm, (2014) also criticize the lack of clarity of the term inclusion in empirical research stating that definitions vary from a narrow to broad way where the narrow definition mainly focuses on students special educational needs in mainstream education and the broader definitions refer to inclusion of students with a wide range of diversities such as gender, age, ability, religion, ethnicity, impairment, socio-economic status, HIV status, and so on to have access to education within their community, but that the education they receive is

appropriate and enables them to participate and achieve, both within their education system and more widely. Schwab et al. (2018) however, acknowledge that regardless of the lack of conceptual clarity, it is possible to move ahead with research on Inclusive education as a large number of studies over the years have demonstrated. They advise that it requires that each study defines its focus at the outset and remains cognizant of that focus.

According to UNESCO (2009), Inclusion is seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. In the same perspective, Winter and O'Raw, (2010) define Inclusive education as a process of addressing and responding to the diversity of needs of learners through enabling participation in learning, cultures, and communities and removing barriers within and from education through the accommodation and provision of appropriate structures and arrangements to enable each learner to achieve the maximum benefit from his/her attendance at school. In the Salamanca Statement and Framework for Action on Special Needs Education, the concept of an inclusive school is described as the fundamental principle of the school where all children should learn together, wherever possible, regardless of any difficulties or differences they may have. For Mfuthwana, & Dreyer, (2018) inclusive schools must recognize and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities, (UNESCO, 1994). The above authors all seem to be in agreement that there should be a continuum of support and services to match the range of special educational needs encountered in every school but did not examine teachers' awareness and knowledge about inclusive education of children with different categories of disabilities in primary schools in Tororo district as this study explored.

Teachers' understanding of inclusive education, their attitudes towards it as well as their pedagogical knowledge and skills are seen to impact largely on their practice, (Dreyer, 2017; Shevlin et al., 2013). Ando, (2012) cautions that if inclusive education is promoted with an inaccurate image, a small-minded practice that simply focuses on the integration of opportunities in mainstream schools and classes would take place. And as a result, a serious problem may occur; that is, although pupils with disability share opportunities with

other children, the former will be excluded from educational opportunities. Sanagi, (2016) further substantiates that teachers' misunderstanding of the concept of Inclusive education will not lead to good practices rather make an inconsiderate environment for pupils with special educational needs in the mainstream schools. He adds that how teachers understand the concept of inclusive education directly affects practice and development hence it is quite important to urge teachers to have at least an appropriate conceptual understanding to successfully accommodate the diverse learning needs in their classrooms. He further observes that many people seem to jump too quickly to the conclusion that inclusive education means education at mainstream schools.

For such people inclusion simply means enrolling children with disabilities in mainstream schools than to achieve a more structural understanding of the concept. According to Sanagi, a true Inclusive education covers the "diversity of educational needs of pupils". He believes that in case only children are included and view point of their educational needs are lacking, the worst form of integration would take place whereas if the educational needs of children are included, children will consequently be included in the educational system.

Therefore, the philosophical basis of Inclusive Education rests on the principle that, heterogeneity within a group is both unavoidable and desirable, and that differences in ability are not marks of greater or lesser worth but an opportunity to make the necessary adaptations in an effort to ensure that all learners (regardless of their disability) can participate in all classroom and school experiences, and as much as possible, in the same manner as everyone else. This necessitates teachers to be passionate and creative to keep up to the task. To execute this noble obligation, teachers must possess the capacity in terms of knowledge, skills and values related to inclusive education to effectively create such a learning environment which motivates and scaffolds participation of all learners in the learning process.

METHODOLOGY

This study adopted Cross-sectional survey design with both qualitative and quantitative techniques as Creswell (2012) and Kumar (2011), recommend. The study involved 79 participants from the five selected primary schools that practiced inclusive education of children with different categories of disabilities, who included Head teachers and school teachers, using purposive and random sampling techniques.

Data was collected using survey questionnaires and interview guides. Analysis was done descriptively and thematically as MacDonald, S & Headlam, N (2009) recommend.

Table 1: Responses on Teachers' Awareness and Knowledge about Inclusive Education to children with disabilities in primary schools.

Indicators	SD	DA	N	A	SA	M	St.d
I have the necessary knowledge and skills of supporting learners with different types of disabilities	20 %	43 %	7 %	22%	8 %	2.54	1.26
Teachers have the ability to respond to the diverse needs of learners with disabilities	16 %	44 %	12 %	20 %	8 %	2.63	1.22
Teachers use different methods to deliver content to learners with different types of disabilities	12%	50%	11%	22%	5 %	2.63	1.18
Teachers have the skills to prepare different activities for learners with different types of disabilities	12 %	49%	10%	23%	6%	2.64	1.18
Teachers have the skills to adapt suitable instructional materials for learners with different types of disabilities	7%	53%	11%	21%	8%	2.71	1.12
Teachers have the ability to effectively assess the academic achievement of learners with different categories of disabilities	11%	46%	12%	21%	10%	2.72	1.19

Source: Field Data 2023

RESULTS AND DISCUSSION

Teachers awareness and knowledge on inclusive education of children with disabilities

Teachers' awareness and knowledge on inclusive education was measured using a questionnaire survey and the responses were based on the five-point Likert scale where 1-Strongly disagree, 2-Disagree, 3-Not sure, 4-Agree and 5-Strongly agree. When the researcher investigated teachers' awareness and knowledge of inclusive education in the selected primary school in Tororo district using a questionnaire the views obtained were recorded in (Table 1).

According to (Table 1) majority of the respondents indicated by 63% of the responses disagreed on the item that teachers in the selected primary schools had the necessary skills of supporting learners with different categories of disabilities. The 30% of the responses agreed while the 7% of the respondents were not sure. The mean of 2.54 implied that teachers in the selected primary schools were not skilled in supporting learners with different categories of disabilities in the study area. It also meant that, possession of skills to support learners with different types of disabilities in the study area was low. In addition, the majority of the respondents on the item that teachers in the study area had the ability to respond to the diverse needs of learners of different categories of disabilities disagreed indicated by 60% of the responses. The 28% of the responses agreed while the 12% of the responses were not sure. The low mean of 2.63 implied that the respondents in the selected primary schools were not capable to assess and respond to the diverse needs of learners with disabilities and the standard deviation of 1.22 meant that the views of the respondents did not differ. According to UNESCO (2009), Inclusion is seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

The respondents on the item that teachers in the selected primary schools used different methods to deliver content to learners with different categories of disabilities disagreed represented by 62% of the responses. The 27% of the responses agreed while the 11% of the respondents were not sure.

The respondents on the item that teachers in the selected primary schools in Tororo District had ability to prepare different activities for learners of different categories of disabilities disagreed indicated by 61% of the responses. The 29% of the respondents agreed while the 10% of the responses were not sure. The mean of 2.71 meant that teachers' preparation of different activities for learners of different categories of disabilities were inadequate. This also meant that teachers in the study area did not have the necessary skills to prepare learning activities for different categories of learners with disabilities. The standard deviation of 1.18 meant that the views of the respondents agreed on the item.

The respondents on the item that teachers in the study area had skills to adapt instructional materials for learners of different categories of disabilities disagreed indicated by 61%. The 29% of the respondents disagreed while the 10% of the respondents were not sure. In reference to Festinger's theory, if teachers' cognition is addressed by supplying them with well-planned information about Inclusive Education, it could influence their motivation which could ultimately change their attitudes towards inclusion.

In an interview on awareness and knowledge of inclusive education, one Head teacher said that,

"most of the teachers in the selected primary schools did not have the necessary skills required for inclusive education of learners of different categories of disabilities".

While another teacher replied,

"Inclusive education of learners of different categories of disabilities in the study area was not done because the school does not have specialized materials for children with disabilities".

Table 2: Average responses on teachers' awareness and knowledge of inclusive education.

Statistic		Value
Mean		16.26
95% Confidence interval	Lower	14.62
	Upper	17.90
Median		12.28
Standard deviation		7.07
Range		23.57
Skewness		+ 0.78

Source: Field Data 2023

Table 3: Response on benefits of inclusive education to learners with disabilities

Response	Frequency	Percentage (%)
Widens access to education to learners with disabilities	37	50
Promote full participation for learners with disabilities to realize their full potential	23	31
Empower teachers to adapt the syllabus and teaching materials to accommodate learners with disabilities	7	10
Promotes collaboration between special needs and general teachers in teaching learners with disabilities in regular classrooms	5	7
Improves social interaction and academic performance	2	3
	74	100

The above views meant that teachers' awareness and knowledge of inclusive education of learners with different categories of disabilities was low. The findings further affirm that teachers' understanding of inclusive education, their attitudes towards it as well as their pedagogical knowledge and skills largely impact on their practice.

The researcher generated average responses on teachers' awareness and knowledge of inclusive education of learners with regard to children with disabilities and responses were recorded in (Table 2).

Table 2 reveals that teachers' awareness and knowledge about inclusive education with regard to children with disabilities in primary schools in Tororo District was low, indicated with the mean value of 16.26 between 14.62 -17.90. The standard deviation of 7.07 meant that the views of the respondents were alike. The positive skewness of + 0.78 implied that teachers' awareness and knowledge of inclusive education in Tororo District was low, yet Teachers have a critical role in shaping potential behaviour of learners which enables them to face the challenges of life constructively. This means that, the role of teachers in inclusive education diverges from its traditional paradigm to one where teachers must possess the capacity to create such a learning environment which motivates and scaffolds participation of all learners in the process of learning.

When the researcher investigated the benefits of inclusive education to learners with different categories of disabilities the respondents reported that inclusive education widens access to education and promote full participation for learners with disabilities to realize their full potential, empower teachers to adapt the syllabus and teaching materials to accommodate learners with disabilities, promotes collaboration between special needs and general teachers in teaching learners with disabilities in regular classrooms, improves social interaction and academic performance. In the same vein,

significant developments in educating learners with disabilities and learning difficulties need to include a commitment by teachers to create mainstream schools capable of educating all learners. Dreyer (2017) also posits that inclusive education is about implementing changes to improve the educational system for all learners (Table 3).

Conclusion

The study concluded that teachers' awareness and knowledge was positively and significantly related to inclusive education of learners with different categories of disabilities in primary schools in Tororo District. It was thus concluded that teacher's awareness and skills influence the inclusion in Education of learners with disabilities in primary schools in Tororo District.

Recommendation

The study recommended that, the government though the Ministry of Education and Sports should harness change of attitude of various stake holders by sensitizing them about the benefits of inclusion of learners with disabilities in education, and also, teacher training institutions such as colleges and universities should equip teacher trainees with adequate skills and knowledge in inclusive education pedagogy and practice.

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