Inclusive Education and its Effects on Academic Performance among Students with Disabilities in Mainstreams Secondary Schools in Mfoudi Division.

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ABSTRACT

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. Therefore, there have been a number of campaigns and laws on the successful implementation of inclusive education and how to solve the problem of children with disabilities in the mainstreams schools. It is expected that disabled children should excel in general education with all the technological advancement concerning their education, all the legislative and educational reforms put in place by the government for their studies. However, despite the drafting of many international, regional and national conventions on persons with disabilities, students with disability still do not perform in school like their peers who are said to be normal. This study was aimed at finding out the various factors that negatively influence the performance of students with disability in Government Secondary Schools. The descriptive research design was used and one hundred and two (102) persons were sampled using the census method. In other to obtain data for the research, two questionnaires were constructed by the researcher for both students and teachers. The student questionnaire was made up of forty one items while that of the teachers was made up of sixteen (16) items with the aim to test the different hypothesis and answer the research questions.

The data collected was analyzed with the use of SPSS software version 25.0, wherein both descriptive statistics (charts, frequency distribution tables) and inferential statistics (chi-square) were used. The results showed that the socio-economic status of family negatively influenced students with disability's performance and teachers did not have training on how to teach inclusive classes so did not find it easy teaching students with disability. However, there were other factors that influenced performance like; infrastructure, self-motivation. The researcher thus proposes from teachers recommendation that teachers in active service should be provided with in-service training to ameliorate their knowledge on teaching students with disabilities and children should be provided with material support to help reduce if not solve the problem.

BACKGROUND OF THE STUDY

The greatest gift humanity has is knowledge and the ability to transfer it from one generation to another. This passage can only be done through education. It therefore underscores the centrality of education to the general essence of human existence. Children with special needs have a right to education just like any other regular child as stipulated by the human right declaration in 1948 (article 26). Education is a fundamental human right therefore, every child is entitled to it. Wolfenson (2000) asserts that education is critical to our development as individuals and as society, and it helps to pave the way to successful and productive future. All children do not only have the right to learn, as set forth in the Convention on the Rights of the Child

(CRC); all children can learn, without regard to their physical, intellectual, social, emotional, linguistic, or other conditions. While all children can learn, they may not all learn the same things at the same time, and with the same rhythm or results, but this is generally considered normal and acceptable. In order to take care of these challenges, it is generally agreed that schools need strong inclusive policies and philosophies to support the rights of all children to participate in an inclusive way (Bunch, 1999; Lupart, 2002; Special Education Review Committee, 2000).

An education system is of utmost importance to youth's instruction in today's society. Through academic achievement, students work hard to reach their career goals and to ensure a successful future for them. Good grades help with admission to prestigious schools and career options are widely available for those who persevere in their efforts to achieve success. It is, therefore, very important that students can learn and study in an environment that allows them to attain the best grades possible. In recent years there is an increasing movement towards the inclusion of all children in school contexts. International organisms like UNESCO have been playing an important role in influencing inclusive educational policies within Education for All agenda (EFA). Inclusion in education is valued as a goal in itself, as it reflects the essence of inclusive societies. Inclusion is also valued for its role in promoting educational contexts adequate for learning for all pupils and in building nondiscriminatory, open, collaborative and inclusive communities. In education, the movement towards inclusion aims at increasing the opportunities to learn through interaction with others and to promote the participation in the life of the community (UNESCO, 1994). Thus it is required that all students may take a full and active part in school-life, be valued members of the school community and considered as integral members of the community (Farrell, 2000).

African governments, in response to global initiatives, have undertaken measures to ensure the educational rights of children irrespective of disabilities. There are several other United Nations human rights treaties and declarations which provide for the right to education (UN, 1948; UNESCO, 1990). It is an overarching right: the human right to education is in itself indispensable for the exercise of other human rights. Its main attributes are: universal access to primary education free and compulsory for all; accessibility to secondary education in its different forms as well as technical and vocational education which should be made generally available; capacity-based access to higher education, opportunities for continuing education and literacy programs and lifelong learning as well as minimum international standards of quality education and of the teaching profession.

The world program of action concerning Persons with disabilities introduced the concept of equal opportunities and equal access to society when it was adopted in 1982. The global decade (1983-1992) for disabled persons, however, did not bring about any improvement to the quality of life for persons with disability in Africa. Yet, the United Nations Standard Rules on the Equalization of Opportunities for persons with Disabilities, adopted in 1993, strongly reaffirmed the principles of inclusive policies, plans and activities by stating that, the needs and concerns of persons with disabilities should be incorporated into general development plans and not be treated separately (UN, 1993). Consequently, the world conference on special needs education in Salamanca in 1994 reiterated the Declaration on Education for all of Jomtien (1990). The Salamanca Conference's conclusion stresses that" Special Need Education –an issue of equal concern to countries of the North and the South –cannot advance in isolation". The statement called on all governments to adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise.

More recently, in December 2006, the 61st session of the United Nations General Assembly confirmed a Convention on the Rights of Disabled Persons, which included a significant commitment to inclusive education. The second goal of the millennium development goals aims at achieving universal primary education by 2015; children everywhere, boys and girls alike, will be able to complete a full course of primary school. In this light, efforts have been and continue to be made towards having a complete and

wholesome education that includes all classes and categories of children. Cameroon haven adhered to the declaration of World Education Forum in Dakar (2000), equally respond to this assertion of 2006 that "education is a fundamental human right. It is the key for sustainable development, peace and stability within and among countries, and thus an indispensable means for effective participation in societies and economies of the twenty-first century, which are affected by rapid globalization."

An intergovernmental plan of action was adopted in Paris in 2015 to replace the millennium development goals. This plan of action was called the Sustainable Development Goals (SDGs). The fourth sustainable development goal called on countries to ensure inclusive and quality education for all and promote lifelong learning. To achieve this goal, a number of targets were proposed. They were seven in number and the one which draws our attention is the fifth target which says that: "by 2030, countries should eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations" UNESCO (2015).

In Cameroon, just like in other countries, the education of the person with disabilities started first in the informal setting with the parents teaching their children who were visually impaired for example to count in their indigenous language and to do chores such as to wash the plates and clothes. A small number of such children were accepted in mission schools and were taught alongside other children.

By the end of 1980s, the concept of regular education initiative cumulated into a moment towards inclusive schools or inclusion. Educating students with disabilities in the regular education classroom now often referred to as inclusion or inclusive education. The inclusive education philosophy ensures that schools learning environments and educational system meet the diverse needs of all learners irrespective of their learning difficulties and disabilities. As a result, the government of Cameroon has made efforts to promote education of children with disabilities in the country through the implementation of education programs which take into account the wide diversity of learners with special education needs. Efforts have been made to include these learners into regular mainstream schools rather than integrate them. Between 1972 and 1975 there were five centers offering special education in Cameroon. These schools were all found in Yaoundé and managed by religious groups.

The Ministry of Social Affairs, created in 1975, was charged with the responsibility of overseeing the wellbeing of persons with disabilities and the old. In order to serve persons with disability properly, special private schools were approved in all regions and were given subventions by the state. Laws and legislations have been established to improve on access to education and equality issues relating to persons with disabilities and others in disadvantaged situations. These are seen through the numerous laws put in place by Cameroon government as seen below.

In 1983, a law relating to the protection of the right of persons with disability was passed. Seven years later, in 1990, the text of implementation of this law was passed in decree no: 901/15/6 of 26 Nov, 1990. Measures were undertaken in 1998 after the Education Forum of 1995 to promote the educational rights of children and particularly those with disabilities. On this account Law No. 98/004 of 14th April 1998 laying down guidelines for education in Cameroon was promulgated and in section 6, it states that, the State shall guarantee the right of every child to education. In October 2005, a circular letter signed by the Minister of Secondary Education gave instructions on the management of visually impaired and hearing impaired students in the organization of public and class examinations. He emphasized the importance of making available Braille and sign language specialists. In August 2006, both the Ministers of Secondary Education and Social Affairs sent a circular letter relating to the admission of handicapped children and children of handicapped parents in secondary schools. These children were exempted from paying parent/students dues.

The Ministries of Higher Education and Social Affairs on 8[th]July 2008 reinforced the improvement of the

condition and support offered to disabled students in State Universities such as the amelioration of examination conditions for students with disabilities, the provision of psychosocial supports through the availability of structures for guidance and counseling, giving priority to disabled students for any job, receiving prizes of excellence and improving on the infrastructure and sport equipment. The most relevant law was passed on the 13th April 2010 relating to the protection and welfare of disable persons. With the regards to these laws, all public schools in Cameroon, from primary to tertiary are required to admit all students with disabilities in their instructions just as their normal peers. It appears therefore that as concern legislation, the government has done a lot to see that their education is assured. Yuh and Shey (2008) posted that the major setbacks in the education of persons with disabilities in Cameroon therefore seems to be the lack of follow up and implementation of these laws concerning the education of disabilities. It is necessary for the Cameroon government to follow up and ensure that the legal instruments passed concerning the education of peers with disabilities are fully implemented.

Statement of Research Problem

The World Bank in 2012 also revealed that 294,813 children of school age were not enrolled in schools in Cameroon. looking at the strategic document for education and training (DSEF, 2013) there is a complete lack of information on the concept of inclusive education in Cameroon making it difficult to address the way forward to achieve the goals of Education for All initiative, thus having implications for practice and research. However, there have been a number of campaigns and laws on the successful implementation of inclusive education in Cameroon and how to solve the problem of children with disabilities in the mainstreams schools. The International Bureau of Education report in 2008 attested that only 10% of children with disabilities go to school in Cameroon. It is expected that disabled children should excel in general education with all the technological advancement concerning their education, all the legislative and educational reforms put in place by the Cameroon government for their studies. Despite the undying effort over the years to curb this problem, these children do not perform in school like their fellow peers who are normal. This bad performance seems to have reached an all-time low record in 2012 when in the Cameroon certificate of examination 2012, at the ordinary level, only two persons with disabilities (visual impaired) out of eleven passed. More so, these two successful candidates merely managed to make it as they both had two "E" grades which is the minimum grade required to pass. Also at the advance level, three persons with disability sat for the exams and even though they all passed, two only managed to have "E" grade and the other had two papers. This is the lowest grade and required number of papers by the GCE board to pass (Statistics GCE board, 2012). This poor performance was equally a call for concern as seen in the end of year results of handicapped students in the government bilingual high school Nkol-Eton. In this school among the twenty-nine students registered only five students could pass their first term exams and only two had above average. In the second term, though eight (8) of them passed, only three scored above the average which is the minimum grade pass. Again, in government bilingual high school Etoug-Ebe, the few disabled students there do not really have encouraging results as compared to that of their other presumed normal pairs as we have one student of Terminal (upper sixth) who has written the advanced level three times and still has not succeeded.

OBJECTIVES OF THE STUDY

General objective

To find out the factors that adversely influences the academic performance of students with disability in main stream school.

Specific objectives

This study seeks:

- To highlight the socio-economic factors that adversely influences the academic performance of disabled students in mainstream school.

- To find out the school based environmental facilities that influence the academic performance of students with disability.

- To assess the effect of teachers' instructional strategies on the academic performance of students with disability.

HYPOTHESES

The following hypothesis were formulated to guide the study

General hypotheses

Inclusive education factors adversely influence academic performance of students with disability's academic performance in mainstream school.

Specific hypotheses

H1: Family Socio-economic status adversely influences students with disability's academic performance in mainstream secondary schools.

H2: School based environmental facilities influence students with disability's academic performance in mainstream school.

H3: Teacher instructional strategies have a negative effect on students with disability's academic performance in mainstream schools.

Definition of Key Terms

Inclusion: The Cambridge dictionary defines inclusion as the idea that everyone should be able to use the same facilities, take part in the same activities and enjoy the same experience, including people who have a disability or other disadvantage. Also according to O'Connor (2007), it can be referred to a philosophy that focuses on the process of adjusting the home, school and a larger society to accommodate learners with special education needs.

Inclusive education: UNESCO (2009) defines inclusive education as the process of addressing and responding to the diversity of needs of all children, and youth, through increasing participation in learning, cultures and communities thereby 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 a responsibility of the regular system to educate all children.

Handicap: This is a disadvantage for an individual resulting from impairment or disability that limits or prevents fulfillment of a role that is normal for that individual. This means that an individual may have difficulty performing one or more activities of daily living such as eating, showering, dressing, walking and communicating with others.

Disability: This is any restriction or lack of ability resulting from impairment to perform an activity in the manner or within the range considered normal for human beings. For instance, incomplete use of arms may

make it difficult to get dressed, inability to walk, talk or see peripherally.

Academic performance: according to the Oxford online dictionary (2010), academic performance represents performance outcome that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environment, specifically in school, college and university.

LITRATURE REVIEW

Introduction

This chapter reviews literature related to socio-economic, the school based, and geographical factors influencing performance of children with disabilities in government secondary schools in the Mfoundi division. The review focuses on the teachers" attitude towards children with disabilities and how resources and financial status of parents influences the performance of children with disabilities and theoretical framework and the conceptual framework.

Socio-Economic Factors and Performance

Ainley et al. (1995) defines socioeconomic status as a person's overall social position to which attainments in both the social and economic domain contribute. When used in studies of children's achievement, it refers to the socio economic status (SES) of the parents or family. The socioeconomic status of children is mostly and commonly determined by combining parent's educational level, occupational status and income level Jeynes (2002). Chimutu and Makoko (2007) are of the opinion that parents are important partners in the provision of Special Needs Education since they provide loving support, stimulation and necessary life experiences that are essential for the child's development. They go on to state that parents are responsible for providing safe homes and nurturing environment for their children. This helps to prepare them for school and supports learning. The students who are properly guided by their parents perform well in exams. The guidance of teachers and parents affect the performance of the students, Hussain (2006). According to Fan and Chen (2001), parental involvement in their children's learning positively affects their academic performance, leading to higher academic achievement, greater cognitive competence, greater problem solving skills, better school attendance and fewer behavioral problems

Disabled student's attitude and effect on their performance

Bandura in his Social Cognitive Theory emphasizes on self-belief or efficacy as crucial in the formation of a can-do attitude which translates into personal accomplishments and that individuals with disabilities are often stigmatized and often have a tougher time learning to feel good about them. Many end up with a can't-do attitude, low confidence and self-esteem. When they constantly realize that their body does not work like everyone else's, it can be difficult to build a positive sense of self-worth Weidner (2013). According to Hallum (1995), research done shows that young people with disabilities are at a risk of social isolation while Pollock and Stewart (1990) say that their leisure pursuits tend to be passive and solitary. In a number of studies, females with physical disabilities rate themselves as particularly low in social acceptance which leads to social isolation and feelings of loneliness Resnik and Hutton (1997). Pajeras (2006) elaborating on Self Efficacy theory says that confident individuals anticipate successful outcomes and those students confident in their social skills anticipate successful social encounters. Those confident in their academic skills expect high marks on exams and expect the quality of their work to reap academic benefits. The opposite is true for those who lack confidence. They often envision rejection or ridicule even before they establish social contact (Pajeras, 2006). Students with disabilities often demonstrate delays in social development that parallel delays in their academic performance and achievement (Odom et al., 1994). Some students lack skills in initiating and sustaining positive social relationships (Gresham, 1997; Heiman and Margalit, 1998) and in appropriately interpreting social cues (Heron and Harris, 1993). They often exhibit

more aggressive and negative verbal and nonverbal behaviors and may be either disruptive or withdrawn. Furthermore, students with an awareness of their academic strengths and weaknesses are in a position to advocate on their own behalf (Skinner and Lindstrom, 2003). Self-advocacy is defined as the ability to speak up for oneself (Milsom and Hartley, 2005). A Student with Disabilities who is a competent self-advocates knows his or her rights and responsibilities, articulates a problem, and works collaboratively with the appropriate persons to solve the problem. A self-advocate in higher education is an active participant in his or her education. With all these noticed among disabled children it is one of the reasons why inclusive education came in to play to help these children get out of their shelves. Some evidence indicates that students without disabilities as well as teachers in general education classrooms often do not accept a student with disabilities (Bryan, 1997; Sale and Carey, 1995).

Peers and teachers often ignore or actively reject the overtures of such students, praise them less, and consider them less desirable than students without disabilities (Heron and Harris, 1993; Stitt et al., 1988). If students with disabilities are more isolated and/or rejected than their peers without disabilities, the question arises as to how acutely students with disabilities perceive and internalize such feelings of rejection when they occur. Students with disabilities in general have been found to report higher levels of perceived loneliness than their peers without disabilities Luftig, 1987; Margalit, (1998). This is true for students with diverse disabilities, including developmental disabilities or mental retardation, students with physical disabilities, gifted students and students with learning disabilities Coleman et al. (1996). This in one way or the other affects the student's academic development and hence performance.

Besides the aforementioned factors, socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Tanyi, 2009). Diminishing rates of academic performance which has hindered scientific, technological, economic and social progress universally has become a source of concern among academicians as well as government officials. Enormous sums of money have consequently been invested in developing guaranteed methods for improving performance on every level of education, from elementary school through university studies. The question remains, however, as to whether these investments will reap rewards (Tanyi, 2009).

Infrastructure and Performance

According to the UN convention on the right of persons with Disabilities, universal design means the design of products, environments, programs, and services to be usable by all people, to the greatest extent possible, without the need for adaption or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed (United Nations, 2006).

School Buildings

In the study done by National Council on Disabilities (2002) suggested that learning environment for people with disabilities requires buildings and facilities designed, constructed or altered with federal funds to meet federal physical accessibility standards such as reserved parking spaces and passenger-loading zones for vehicles carrying disabled homeless clients are ample and well-marked. Also entrances are protected from the weather by a canopy or roof overhang, buildings with stairwells have elevators, ramps or lifts, automatic door openers, and lowered counters for non-ambulatory persons. on (2008) suggests universal design is meant to provide environments that will need few or no alterations for usability by all people. Universal design is a planning approach which focuses on the diversity of building users use during the facility design process. Educational facilities are multi-purpose by nature. This multi-purpose concept requires designers to

think strategically about how the facility meets diverse user needs and simultaneously serve a range of functions. Barriers to entrances, hallways, restrooms, waiting areas and examination rooms are removed. Rooms are large enough to accommodate persons in wheelchairs and other assistive devices. Corridors are at least 36 inches wide for wheelchair mobility. This is the standard required for inclusive schools and bellow is a sample figure of an inclusive building.

Source: Article on universal designs for inclusive education (2016) .*Figure 2.1: Universal designed entrances for inclusive schools.*

The picture above illustrates the front doors, stairs, and elevators adjacent to each other. The universal design recommends that in schools where both students with disability and those without disability are to study in the same class and environment, buildings should be constructed in ways that the physical challenge will require minimum assistance from others around them. Where there are stairs, elevators or ramps should be provided adjacent to stairs. In addition, signage for elevators should be clearly posted, legible, and comply with federal and state regulations. The first thing that meets us in most public buildings is stairs and they are often the first barrier for many children and adults to access schools or other public buildings and enjoy the services these facilities have to offer. Infrastructures are the basic systems and services that are necessary for a school to run smoothly such as lecture halls, toilets, playgrounds, and water and power supply. In order to provide a standard inclusive school, the physical environment needs to be safe and accessible to all students, including those with physical disabilities as well as those having other disabilities according to the universal design. The school also needs to be structured in such a way as to minimize the effects of individual learning differences on achievement. Many of the issues relating to the design and layout of the physical environment can only be addressed at the planning stage for school buildings and are more of concern for educational authorities, builders and designers but if the schools are already constructed improve needs with regards to an inclusive environment have to be considered.

According to circular letter No. 002/LCC/MINTP/MINHDU/MINAS of 16th July 2013 relative to the facilitation of accessibility of handicapped persons into public buildings and also Article 39 of the Law on the protection of handicapped persons in Cameroon (1983) states that " public space and buildings should be built in such a way that the physically challenged could have access into them but the case of Government Bilingual High Schools in Mfoundi, the school environment would not permit a physically disabled who is using wheelchair or crutches to cope in such schools because of the infrastructure (storey buildings and no ramps). The school environment should provide safe and accessible equipment for all students. Physical access to the school building, classrooms and facilities is essential to ensure all students can physically gain access to the educational environment and be included in all appropriate activities

alongside their peers.

Classroom Setting and Material

The universal design recommends that Classrooms should be universally designed to provide an adequate learning environment for all students, teachers, and visitors. Furniture layouts should ensure learning tools are accessible to all users, classroom aisle space needs to be obstacle free to allow users to move freely, Provide versatile classroom furniture for learners, sitting or standing, to help adapt the learning environment in preparation for different classroom functions. If relevant, provide equitable locations for power sources and space for users to access computers with study materials comfortably, large classrooms should allow wheelchair accessibility in various locations for seating positions. Lighting and the paint on classroom walls should be bright to enhance visibility for children with visual problems According to information from Save the Children (2002) and UNESCO (1990), most schools lack certain class infrastructures such as built in benches and cupboards but their focus is on the curriculum and on what is taught, rather than on individual children's needs and appropriate infrastructures. A sample universal design classroom is represented in the figure below.

Source: *Article on universal designs for inclusive education (2016) Fig 2.2.The universal design classroom size and furniture.*

The above picture shows a class where all kind of learners can learn freely without any interference or difficulty. Students with wheelchairs or crutches can access everywhere around the class without difficulties.

Changes in classroom infrastructures can change teaching methods because it includes rearranging the classroom so that children can work in small groups – encouraging a 'buddy' system where older or more academically able children are assigned to work with those experiencing difficulties. Land (2013), stressed on inclusive practices that will assist teachers in meeting the educational needs of their students with disabilities, and this is through structuring class infrastructures to extend to all other children in the classroom. Classroom infrastructures are inclusive aids and learning materials that are structured for free interaction and communication amongst children Tanyi (2016),there are number of inclusive aids or materials required from teachers in an inclusive class to improve the performance of all students;

Incorporating Universal Design for Learning Principles into the Classroom Design, this makes good use of diverse materials in an inclusive class. Materials in the typical general education classroom tend to be limited in scope and are common supplies such as textbooks which at times may be supplemented with student workbooks or worksheets. Sometimes manipulative and specific multimedia such as number-line sets for math, a globe for social studies, or videos, software, and Internet resources may be used to support learning. These tools typically function as add-ons to the curriculum rather than as an embedded tool for

delivering the curriculum. Many schools and districts do not have the funds to purchase these add-on materials. Students in those districts have few options that can be matched to their learning styles or diverse needs. Alternative formats of basic materials can also be provided for students with disabilities, such as Braille texts for students who are blind, large print text for students with low vision and CDs with audio output for students with dyslexia (Rose et al., 2006).

Use Auditory Materials in the Classroom; teachers are required to use a good number of auditory materials as they come in an increasing number of formats and can be classified in multiple ways. Teachers could record their lessons and give it out to students to use on MP3 players which are very popular, pocket-sized devices that play music and other types of audio recordings. Students can use them to play podcasts such as archived recordings from their classes or information transferred from other sites. MP3 players provide flexible access and give students the ability to repeat recordings for clarification and additional information. Many electronic books are available as free downloads in MP3 formats for pleasure or extended learning opportunities. Teachers are required to integrate such material in their diverse classroom to meet the needs of all learners especially those visually impaired. This way, they can better revise at their convenient times at home.

Sanitary Facilities

More so, looking at the sanitary facilities they are not adequately provided in schools. Goldsmith (1963) says in a school with physically disabled students in attendance, the location and layout of sanitary facilities are of prime importance. Toilet facilities should be easily accessible and equipped so that independent functioning is made possible. The sanitary areas should be centrally located in the school rather than placed at the end of corridors. Such an arrangement should prove convenient to all students. In already existing structures, it is usually not necessary to modify the entire sanitary facility a reasonable practice is to provide adapted stalls in proportion to the number of physically disabled students in the school population. The American Standard Association (1961) recommends that sanitary facilities in any public building have at least one toilet enclosure that can accommodate physically disabled individuals particularly those in wheelchairs. Looking at the secondary schools in the Mfoundi, most of the schools do not have accessible toilets and the students with disability cannot use toilets in school, especially those on wheelchairs.

Teacher Instructional Strategy and Performance

In a study conducted by Carrington 1999 (cited in Pottas, 2005), the development of Inclusive Education practices has the potential to unsettle teachers and this could prevent overall school development. Therefore, when being introduced, policy makers should not only consider changes to the curriculum and methods but they must also look at the teachers´ fundamental beliefs, attitudes and knowledge. According to Williams and Finnegan (2003) the perceptions that people have determine their actions. Teachers who have not undertaken training regarding the inclusion of students with disabilities, may exhibit negative attitudes toward such inclusion (Van Reusen et al., 2001), while increased training was associated with more positive attitudes toward the inclusion of students with disabilities (Briggs et al., 2001). Training has been shown to have a strong influence on pre-service teachers'' attitudes towards the inclusion of students with special needs into mainstream classrooms. Many pre-service teachers feel that they are insufficiently trained to teach a diverse range of students (Sharma et al., 2006). Tanyi (2006), advises that special training is important in teacher education because ethical values are taught to enhance positive attitudes of the teachers that may affect their attitudes in the classroom and may bring the expected norms and standards for good performance and quality education in Cameroon. To her, using the Student's Adjustment Inventory (SAI), that both abnormal and handicap children have complex behavioral patterns. This often gives them the feeling of self-worthlessness. With these feelings, a classroom teacher with limited training may not be able to identify their problems. This is why Petrovsky et al. (1989) summarize that a feeling experienced by an individual in a peculiar mental state may ultimately lead him/her to an emotional state that may bring about

negative attitudes in the classroom.

Teacher instructional strategy

Students with disabilities in an inclusive classroom may be regarded as a challenge for teachers accustomed to teaching in the regular classroom. Both the classroom teachers and the subject teachers should have some important qualifications and strategies in order to provide successful inclusive education. Some of these qualities are;

Organization*:* One of the core skills that will help a teacher every day in the classroom is the ability to be highly organized. The confidence of children should stem from the structure of an orderly atmosphere provided by the teacher. Some common ways that special education teachers make a classroom well organized include using color coordinated folders and baskets, labeling all important areas of the classroom, and assigning each child a communication notebook that travels from home to school and back. This way every child can easy identify his or herself weaknesses and the teacher an easily know where to ameliorate Battal (2007).

Creativity*:* Everyone has a different learning style. The best teachers are able to adapt their lessons in creative ways to highlight the learning strengths of each individual child. The special education teacher must be able to include all children in the learning process, which may involve teaching the same material in four or five different ways. In order to be prepared, a teacher must call upon new teaching techniques on a regular basis. This benefits all of the students as each will be able to capitalize on his or her own learning strengths while developing skills in other areas. For example, a student who learns best visually will also develop his or her own auditory and kinesthetic learning styles in a creative classroom Battal (2007).

Highly intuitive*:* Some children may find difficulty in properly expressing what they are feeling, due to their communication skill level. They may act out or withdraw because they are feeling confused, frustrated, or even overwhelmed. A special education teacher needs to have intuitive skills to sense underlying issues behind a child's behavior, along with helping them as situations occur Battal (2007).

Calming nature*:* The intensity of the classroom environment may also create stress. This is often magnified in a special education classroom where children may be dealing with behavioral and learning issues. A great teacher will have a calm nature to their countenance that helps reduce the level of stress in the room. Creating a safe classroom is characterized by maintaining a calm atmosphere and is a crucial skill for teachers to master Battal (2007).

Detail-oriented: One specific aspect of being a well-organized teacher is having the ability to pay close attention to detail. Special education teachers are consistently assessing students through formal and informal methods, where details make a difference Battal (2007).

Adaptability*:* A teacher has to be able to maintain order, keep to a schedule, and be flexible as situations may arise. Modeling adaptability is important because children with special needs often need to learn how to adapt to their surroundings based on their disability. A teacher who demonstrates this effectively teaches the child how to do so in different situations Battal (2007).

True love of children! The other traits on this list are all very important for a special education teacher to have. However, none are as important as having a true love of children. Children instinctively know when they are loved and a teacher plays a key role in their development. It is imperative that teachers feel a genuine love and joy for children and their chosen career. Special education teachers are an integral part of the educational process. It takes a person with a unique combination of traits to influence student achievement and all these could be enhanced through love for the job and better training in the field Battal

(2007).

Material Resources

Use of materials has been the basis for equality of opportunities in the process of education. It provides the opportunity to present the educational environment which is improved and enriched by the help of every kind of educational technology to all people in every part of the country and the world. As a result, everybody will have the chance to have high quality education. Educational materials are the tools that enrich the learning process and make the learning concrete. Educational materials are elements that teachers can not overlook such as: facilitating the process of learning and providing permanence of what is learned. Inclusive education is used in the same meaning with placing the students who need special education with other students at the same age in the same classes (Sucuolu, 2006).

The resources of teachers who are employed for inclusive education are usually inadequate in terms of material development. For this reason, some of the classroom teachers prefer to use the materials that they have developed themselves. Use of materials in education eases the perception and learning for students at all levels. This is especially true for students who have difficulty in learning. The teacher should use the appropriate materials to make the learning process concrete, to practice and revise, and to increase the participation of the students into the learning process. This situation helps the inclusive learners to have observable and concrete learning during the process. The most important part of material in inclusive education is the selection and preparation of the material. Looking at our context, teacher's lack of training and lack of material greatly contributes to student's performance especially those with disabilities.

Students with Disability and Performance

Academic achievement is a multifaceted construct that comprises different domains of learning. It represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain like numeracy, literacy, science, history (Steinmayr et al., 2014). According to Gibson and Rankin (2015) students' academic achievement can be defined as: "*student success, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, attainment of educational outcomes, and post-college performance*". Academic achievement as measured by the GPA (grade point average) or by standardized assessments designed for selection purpose such as the SAT (Scholastic Assessment Test) determines whether a student will have the opportunity to continue his or her education (e.g., to attend a university). Therefore, academic achievement defines whether one can take part in higher education, and based on the educational degrees one attained, influences one's vocational career after education. Besides the relevance for an individual, academic performance of students is of utmost importance for the wealth of a nation and its prosperity.

The Convention on Rights of the Child in 1990 addressed the full development of the child. The landmark was in 1990 with the World Declaration on Education for All (EFA) in Thailand which moved closer to a social model of disability with Inclusive concepts. This was followed by Standard Rules on Equalization of Opportunities for Persons with Disabilities in 1993. The rules expanded the scope of rights to access in society for people with disabilities. The World Congress on Special Needs Education in Salamanca in 1994 was unique as it set a policy agenda for Inclusive Education on a global basis. In the year 2000 in Dakar, the sixth teen education for All Framework of Action was formed. This document is very important since provides chronological evolution of inclusive education

Laws and regulations for persons with disabilities in Cameroon

As concerns persons with disabilities in Cameroon, a number of laws and legislatures have been put in place to ensure their inclusion and success in school. A good example is the law NO.2010/002 of 13 April 2010 relating to the protection and welfare of disabled persons. It stipulates in section 28 that, the state shall take specific measures to guarantee disabled persons access to education and vocational training. These measures shall be to provide for the students (with disability) material and financial need and pedagogic support.

The enactment of Law No. 2011/018 of July 15, 2011 on the organization and promotion of sport and physical activities including institutions for the re-adaptation of persons with disabilities creates the Cameroonian National Paralympics Committee and calls for the creation of sports federations for the disabled.

In addition, the publication of the Practical Guide on accessibility of persons with disabilities to infrastructures and public buildings launched on April 8, 2009 and accompanied by signing of the Joint Communiqué MINAS/ARMP to ensure its proper compliance with the technical specifications by project owners and project owners' delegates.

Also, the publication of the Practical Guide on accessibility of persons with disabilities to education presented on February 1st 2010; provision of schooling for children with disabilities and those born of poor parents with disabilities. It further reinforce the implementation of joint circular letters No. 283/07/LC/MINESEC/MINAS of 14 August 2007, signed with Ministry of Secondary education and the ministry of Social Affairs respectively on August 2, 2006 and August 14th 2007, to facilitate the admission of students with disabilities and those born of poor parents with disabilities in government High schools, and their participation in public examinations.

The promotion of socio-professional/ economic integration of persons with disabilities by the recruitment of persons with disabilities on contract in the MINFOPRA as temporary agents in public administration, within the framework of the pilot operation launched in January 2005 by the MINAS and the recruitment of one hundred and ten(110) teachers with disabilities holders of CAPIEMP or TEACHER'S GRADE ONE CERTIFICATE for the years 2010 and 2011 within the framework of recruiting of general education teachers on contract in the MINEDUB not forgetting the granting of vocational training and learning scholarships to vulnerable persons with disabilities by MINEFOP under the training year 2011/2012.

Goals and principles of inclusive education

According to winter and Raw (2010), the most compelling rationale for inclusive education is based on fundamental human rights. The human rights movement advocates that everybody be valued and treated equally and according to need. Education is a fundamental human right as enshrined in the Universal Declaration of Human Rights (United Nations, 1948).The European Agency for Development in special needs education (2010) clearly states that '' the goal of inclusive education is to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realize their potential''.

More so, the goal of inclusion is also to provide children with an opportunity to learn about other children and how to live in a society where everyone is different. It provides an opportunity for disabled and non-disabled children to learn about each other and become aware of the fact that while there are differences, they have much in common.

Also, inclusion helps reduce fear and stigma that existed in the past. It also helps all of us to become aware

of our diversity and to appreciate the value of every human being and their right to belong in society.

As concerns principles, the following are some of the underpinning principles of inclusive education. For Tremblay (2008), the guiding principle of inclusive education is the learner equality, regardless of any peculiar difficulties or differences. For Save the Children (2002), inclusive education is about restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in their locality.

According to National Council for Special Education (2010), the fundamental principle of an inclusive school is that all children should learn together, regardless of any difficulties or differences. To be an inclusive school, therefore, means that the school accommodates the needs of all students and welcomes diversity as a way to enrich learning for everyone.

THEORETICAL FRAME WORK

A theory is a framework of imperial evidence used to study and interpret social phenomena. This study is based on the classical liberal theory of equal opportunities and Maslow's need theory.

The classical liberal theory of equal opportunities (1982)

Sherman and wood expressed the view that there should be equal opportunities in education for all. This theory asserts that each individual is born with a given amount of capacity. According to them, educational systems should be designed with a view to removing barriers of any nature for example, barriers based on socio-economic, socio-cultural, geographical, school-based and a host of others which prevents learners who have a learning disability to take advantage of their inborn talents since disability is not inability. Society (schools) is set up in such a way that persons with a difficulty or impairment are rejected or looked upon as outcast. For this reason, Sherman and wood hold the view that people with disability are not actually disable but our conceptions and cultures condemn them by isolating, ignoring, having infrastructures which limits the disabled.

The theory demands that opportunities be made available for individuals to go through all levels of education (Primary, secondary and tertiary) to which participation will not be determined by the special needs of the learners but on the basis of individuals' capability. In this way, education would at least provide equality of economic opportunities where all classes, races and gender could benefit economically from excellent academic performance (Sherman and Wood, 1982). Here, the theory holds that education is a fundamental means through which individuals can change or improve their economic status and so should not be deprived of this due to any form of disability. The theory further states that social mobility will be promoted by equal opportunity for all citizens to education. Many economists have supported the policy on Free Primary Education (FPE) which advocates for a radical reform of the schools in terms of curriculum, assessment, pedagogy and groupings of pupils. Schools need to be restructured in an attempt to meet the needs of each and everyone in the school despite their form of impairment. The theory generalize the weakness of human capabilities, it is evident that many men are weak and that much of human race is of relatively low intelligence. Burken conversation answers the problem of weakness by urging a benevolent hierarchical society, intending that the lower order should be subordinated to the higher and that all should live happily within an organic whole (Sherman and Wood, 1982). Anarchists outlined the strength of the theory of the right and they posit, as to classical liberals, that men are not invariably considerate of the rights of others; they argue, however, that market type institutions can iperform all the present functions of government and that such institutions can certainly do no worse than the state. A classical liberal accepts neither of these theses. He certainly does not think men innately loving; nor does he think the essential functions of order and of respect for reciprocal rights can be performed without a center of superior strength, the state. The study draws from this in the sense that, when there is a free and conducive environment,

students will enjoy their stay in school, learn better and their performances will be good. Also, when there is a liberal society, people will not look down on others as minority but they will be considered as equals.

Maslow's theory of hierarchical needs

Maslow's hierarchy of needs is a motivational theory in psychology often depicted in hierarchical levels within a pyramid. Maslow (1943) stated that people are motivated to achieve certain needs and that some needs take precedence over others
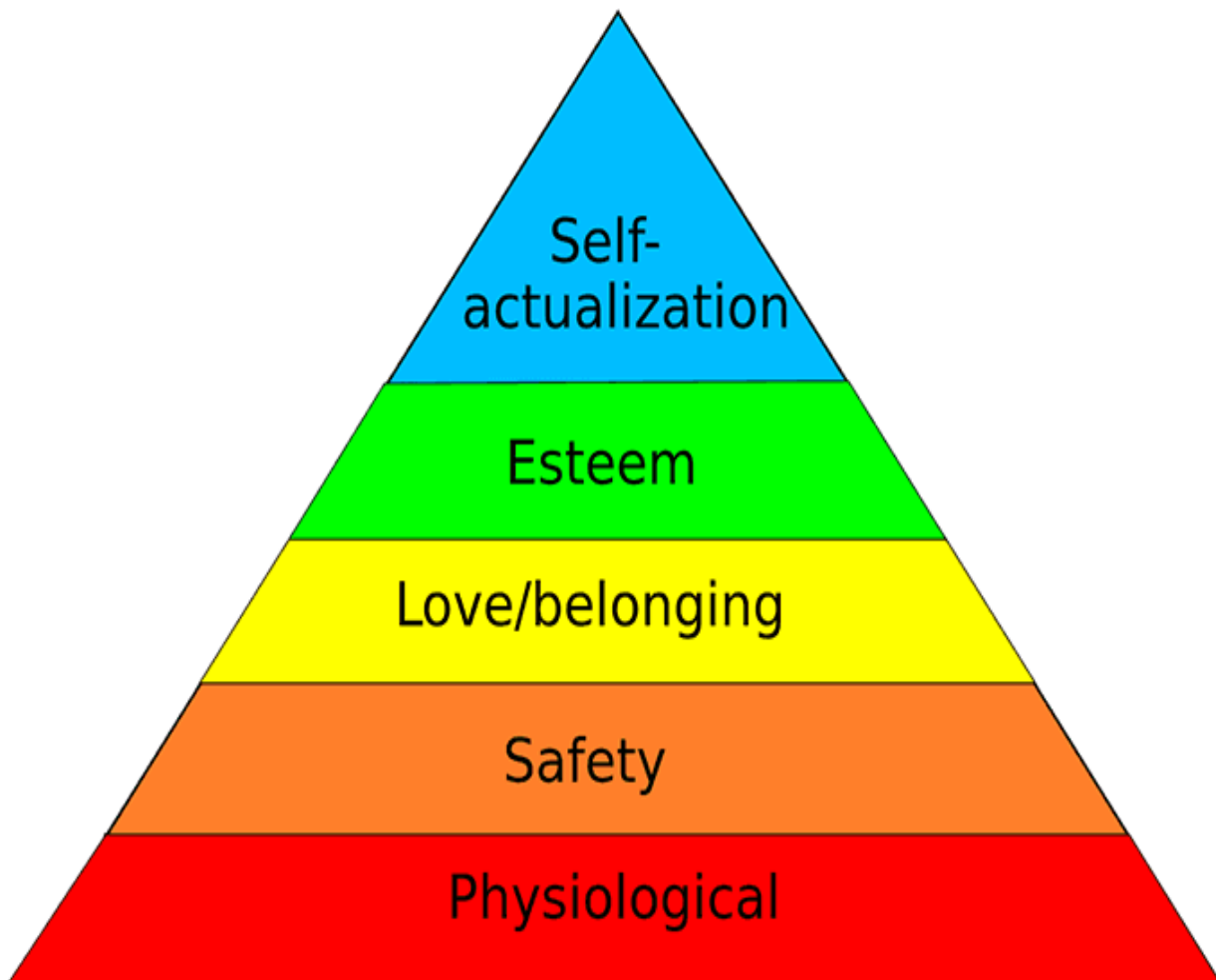

Figure 2.3: Maslow's hierarchical theory of motivation

Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on. This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency needs (*D-needs*), and the top level is known as growth or being needs (*B-needs*). Deficiency needs arise due to deprivation and are said to motivate people when they are unmet. Also, the motivation to fulfill such needs will become stronger the longer the duration they are denied. It is a theory of motivation which will be applied to the problem of association between socio economic, geographical and school based factors and performance of learners with special needs in mainstream schools. Maslow's Theory is of five hierarchical levels. These are Physiological Needs, Safety Needs, Social Needs, Esteem Needs and Self Actualization. Physiological needs are the needs required to sustain life such as air, water, food, sleep, or rest. It is also known as the fundamental and basic life sustaining needs. Once these needs are met, they no longer

influence behavior; otherwise, they remain very strong motivators. In the school for example, these needs are the provision of pipe born water and others. In schools, these basic needs of students need to be satisfied before better learning can take place.

Once physiological needs are met, one's attention turns to safety and security needs. According to Maslow, if a person's survival needs have not been met, he would not be in a state of readiness that would cause him to seek the next level of personal needs, those of safety. These include job security, insurance and medical aid and the need to feel protected against physical and emotional harm. The school administration has to ensure that the environment is safe for children to play, less accidental and safe from any form of attacks, medical care, among others often meet such needs (Maslow, 1943). The third level of Maslow's Needs Theory is Social needs (love or belongingness). They are those connected with the human interactions which the person faces in whatever situation he finds himself. Some examples of these needs are love, friendship, acceptance and belonging to a group. These needs are satisfied when the individual is loved and accepted by colleagues (classmates), and socialize in the work environment (school). In an educational institution, teachers and students fulfill these needs as they are encouraged to interact with one another and with others to share ideas. The next level of needs is the need for social status and recognition, reputation, attention and respect from others (also known as esteem needs). Maslow classified into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige). Maslow indicated that the need for respect or reputation is most important for children and adolescents and precedes real self-esteem or dignity. Teachers and students must be part of the decision making machinery of the school. This would encourage them to work assiduously for effective teaching and learning to take place. Circuit supervisors can play this role actively by showing appreciation for teachers" and students" activity and solicit inputs from teachers on issues concerning teaching and learning (Maslow, 1943). This is at the top of Maslow's hierarchy of needs. At this stage, a person is said to have reached his/her potential in self-actualization. Individual become creative and use their talents well. In education, conditions which permit teachers and students to use their initiatives and potentials fully need to be encouraged or created in schools. This would make them have a high sense of achievement when they have been able to use their skills, abilities and potentials profitably (Maslow, 1943). This theory is mainly on motivation. When the needs of individuals are met, either through intrinsic or extrinsic motivation, it makes them to use their potentials, values, skills and time to improve performance at the work place (school).

Another implication is that, if the social needs of students and teachers are met, absenteeism and lateness as well as the inability to complete the syllabus on the part of teachers would be addressed. In fact, interaction may encourage team teaching to address the issue of inability to teach students with disability. More so, these interactions would improve parent– teacher-school relations for enhanced academic performance. Furthermore, it would help improve upon teaching and learning to bring out encouraging final examination results. The study also draws from the learning theory concerning academic performance because academic performance is affected by various factors, for instance adequate provision of learning resources, learning environment, teacher quality and support services towards inclusion. This would help improve academic performance of learners with disabilities in regular schools

VERIFICATION OF HYPOTHESES

In this section, we are going to verify our research hypotheses. We will combine related items to the variables of our research hypotheses and cross them for the purpose of testing. As a statistical tool, we used the Pearson chi-square to test our research hypotheses. The statistical processing of the data was done through the SPSS (SPSS 25.0 for Windows$^{\circledR}$) as shown on the tables below.

Verification of research hypothesis I

The first research hypothesis (RH$_1$) claims that family socio-economic status adversely influences the

academic performance of students with disabilities. In other terms, the researcher is claiming that family socio-economic status significantly has a negative influence on the academic performance of students with disabilities, which is the null hypothesis (H0). The alternative hypothesis (H1) is that, family socio-economic status significantly has a positive influence on the academic performance of students with disabilities. The verification of the dependency between the family socio-economic status and the academic performance of students with disabilities is presented in the following table.

Table 1: Family socio-economic status and academic performance of students with disabilities

			Academic performance of students with disabilities				Total
			Very Poor	Poor	Average	Good	
Family socio-economic status	Low	Count	30,00	8,00	4,00	1,00	43,00
		Expected Count	26,96	7,70	6,42	1,93	43,00
	Middle	Count	11,00	3,00	4,00	2,00	20,00
		Expected Count	12,54	3,58	2,99	0,90	20,00
	High	Count	1,00	1,00	2,00	0,00	4,00
		Expected Count	2,51	0,72	0,60	0,18	4,00
Total		Count	42,00	12,00	10,00	3,00	67,00
		Expected Count	42,00	12,00	10,00	3,00	67,00
Note: N=68; df=6; χ^2=8,196; p >0.224, CC=0.330, Cramer's V=0.247							

Table 1 above gives us the cross tabulation of the academic performance of students with disabilities by the family socio-economic status, where we can observe that students from families with low economic background have very poor and poor academic performance. The chi-square value was 8.196; and comparing this test value with the critical value 12.590, at 0.05 level of significance and 6 degree of freedom, we find that this value of χ^2 is clearly not significant. We therefore do not reject the null hypothesis (H_0).

We can therefore confirm that the dependence between the two variables is not statistically significant. There is enough evidence to support the claim that family socio-economic status significantly has a negative influence on the academic performance of students with disabilities. We can therefore conclude that, our research hypothesis (RH1) is confirmed; meaning that family socio-economic status adversely influences the academic performance of students with disabilities.

Verification of research hypothesis II

The second research hypothesis (RH_2) claims that school based environmental facilities adversely influence the academic performance of students with disabilities. In other terms, the researcher is claiming that school based environmental facilities significantly have negative influences on the academic performance of students with disabilities, which is the null hypothesis (H_0). The alternative hypothesis (H_1) is that, school based environmental facilities significantly has a positive influence on the academic performance of students with disabilities. The verification of the dependency between the school based environmental

facilities and the academic performance of students with disabilities is presented in the following table.

Table 2: school based environmental facilities and academic performance of students with disabilities

			Academic performance of students with disabilities				Total
			Very Poor	Poor	Average	Good	
School based environment facilities	very Poor	Count	15,00	6,00	4,00	0,00	25,00
		Expected Count	15,81	4,41	3,68	1,10	25,00
	Poor	Count	17,00	3,00	1,00	0,00	21,00
		Expected Count	13,28	3,71	3,09	0,93	21,00
	Good	Count	11,00	3,00	5,00	3,00	22,00
		Expected Count	13,91	3,88	3,24	,97	22,00
Total		Count	43,00	12,00	10,00	3,00	68,00
		Expected Count	43,00	12,00	10,00	3,00	68,00
Note: N=68; df=6; χ^2=11,276; p >0.080, CC=0.377, Cramer's V=0.288							

Table 2 above gives us the cross tabulation of the academic performance of students with disabilities by school based environmental facilities, where we can observe that students who considered the school environmental facilities as very poor and poor have very poor academic performance. Those who rated the school environmental facilities as good, some among them tend to perform well while others performed very poor. The chi-square value was 11.276; and comparing this test value with the critical value 12.590, at 0.05 level of significance and 6 degree of freedom, we find that this value of χ^2 is clearly not significant. We therefore do not reject the null hypothesis (H_0).

We can therefore confirm that the dependence between the two variables is not statistically significant. There is enough evidence to support the claim that school based environmental facilities significantly has a negative influence on the academic performance of students with disabilities. We can therefore conclude that, our research hypothesis (RH1) is confirmed, meaning that school based environmental facilities adversely influences the academic performance of students with disabilities.

Verification of research hypothesis III

The third research hypothesis (RH_3) claims that teacher instructional strategies adversely influence the academic performance of students with disabilities. In other terms, the researcher is claiming that teacher instructional strategies significantly have a negative influence on the academic performance of students with disabilities, which is the null hypothesis (H_0). The alternative hypothesis (H_1) is that, teacher instructional strategies significantly have a positive influence on the academic performance of students with disabilities. The verification of the dependency between the teacher instructional strategies and the academic performance of students with disabilities is presented in the following table.

Table 3: teacher instructional strategies and academic performance of students with disabilities

			Academic performance of students with disabilities				Total
			Very Poor	Poor	Average	Good	
Teacher instructional strategies	Very Poor	Count	11,00	2,00	2,00	,00	15,00
		Expected Count	9,49	2,65	2,21	,66	15,00
	Poor	Count	17,00	6,00	3,00	1,00	27,00
		Expected Count	17,07	4,76	3,97	1,19	27,00
	Good	Count	15,00	4,00	5,00	2,00	26,00
		Expected Count	16,44	4,59	3,82	1,15	26,00
Total		Count	43,00	12,00	10,00	3,00	68,00
		Expected Count	43,00	12,00	10,00	3,00	68,00
Note: N=68; df=6; χ^2=2,868; p >0.825, CC=0.201, Cramer's V=0.145							

Table 3 above gives us the cross tabulation of the academic performance of students with disabilities by teacher instructional strategies, where we can observe that students who have very poor academic performance, perceived teacher instructional strategies as very poor, poor and good. In overall, the table shows that students with disabilities performed in a very poor. The chi-square value was 2.868; and comparing this test value with the critical value 12.590, at 0.05 level of significance and 6 degree of freedom, we find that this value of χ^2 is clearly not significant. We therefore do not reject the null hypothesis (H_0).

We can therefore confirm that the dependence between the two variables is not statistically significant. There is enough evidence to support the claim that teacher instructional strategies have a negative influence on the academic performance of students with disabilities. We can therefore conclude that, our research hypothesis (RH1) is confirmed, meaning that teacher instructional strategies adversely influences the academic performance of students with disabilities.

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The main objective of this study was to find out the factors that adversely influence the performance of students with disability in main stream school. Three research hypotheses were formulated alongside research questions to guide the investigations. Questionnaires were used as the research instrument. The data collected were analyzed using SPSS version 25 and chi square was used for the verification of hypotheses. After the verification of hypotheses, all our research hypotheses were confirmed. In this chapter, we shall discuss and analyze the findings in relation to the hypotheses, objectives and the views of some authors. From this interpretation and discussion of findings, the researcher shall make conclusion and provide some recommendations as well as suggestion for future research on the studied phenomenon. The chapter shall equally enumerate the difficulties encountered in the process of the investigation.

SUMMARY OF FINDINGS

From the analysis and interpretation of data in the preceding chapter, the following findings of the results reveal that; the demographic characteristics of the teachers and students showed that most of the teachers

were married and had an average age of 38.12. The students were mostly single and their average age was (17.37). These students were mostly in form two and form four. Looking at the different research hypotheses involving the independent variable and dependent variable the results obtained were as follows

- The results have shown that family socio economic status adversely influence the academic performance of students with disability (chi square*) $\chi^2=8,196; p >0.224$,*
- The results have revealed that school based environmental facilities negatively influence academic performance of students with disability with a (chi square) $\chi^2=11,276; p >0.080$,
- The results have shown that the teachers' instructional strategies had a negative effect on academic performance of students with disability (as shown by the chi square) $\chi^2=2,868; p >0.825$
- Generally, from the result gotten and after the verification of the three hypotheses, one can summarily say that there is a negative relationship between inclusive education factors and the academic performance of students with disabilities the case of all Government Secondary Schools in The Mfoundi Division.

DISCUSSIONS OR INTERPRETATION OF FINDINGS

The discussions of findings will be analyzed in relation to the following:

Family Socio-economic status influence special need learners' academic performance in mainstream secondary schools (RH1)

Our first research hypothesis was aimed at determining the effect family socio economic status had on students' academic performance. This hypothesis was stated in connection to the research question one: How do family socio-economic statuses adversely influence academic performance of students with disability? In connection to the above hypotheses, data were collected and presented in table 4.4, 4.5, 4.6, 4.8, 20 and 4.31 in chapter four. It was proven that students were mostly from low and middle class socio economic background as shown on table 31. It had a negative influence on their performance as they always experienced a delay in fees payment revealed by 58.14% of the students and also lacked all needed textbooks which affected their academic performance negatively revealed by 60.29% of the students. This shows that students' academic performance was affected negatively due to family socio-economic status.

The findings of this study are in conformity with the works of some researcher such as Joynes (2002) who pointed out that low socio economic status negatively affected students' achievement as it prevented access to vital resources and created additional stress at home. Vital resources are indispensable needs required in school to provide students with additional knowledge aside that which they receive in class. Etsey (2005), added that learning materials stimulated ideas, demands active responds from learners and provided enjoyable lessons and it can only be provided if parents are financially viable. Self-determination theory emphasizes the significance of three basic psychological needs in people's self-motivation and healthy psychological growth – the needs for competence, relatedness, and autonomy. According to self-determination theory, social-contextual conditions that provide people with the opportunity to satisfy their basic needs lead to enhanced motivation, optimal functioning, and psychological well-being Deci and Ryan (2000). Therefore, when socio economic status support the satisfaction of student needs, students will feel self-determined and improve on their academic performance

School based environmental facilities influence students with disability's academic performance in mainstream school (RH2)

Our second research hypothesis aimed at determining the effect school based environmental facilities had on academic performance of students. This hypothesis was stated in relation to research question two: Does school based environmental facilities influence students with disability's academic performance in

mainstream school? As concerns school based environmental facilities, students faced difficulties as declared by 54.41% presented in table 4.22 in chapter four. This was because schools mostly had vertical buildings with stair cases and did not have ramps, rowdiness in the campus and the hilly terrain of some schools. It was generally confirmed on table 4.32 by 39.76% that they had very poor school based environmental facilities.

These findings are in accordance with that of Tanyi (2011) who earlier noted that the structure of the school plays a vital role in the enrolment and success of disabled students since it should eliminate barriers of all types to the disabled and foster physical access and participation of students in school. Equally, S.Gray and Garwood (1983) purported that careful planning of classroom layout is essential in every school and certain basic features of efficient design are common to the education of all types of students. The size of the classroom area on a per pupil's basis in an inclusive school should be larger than in a conventional school. In addition, the social model theory of M. Oliver (1975) earlier stated says the environment disables impaired people by not being accessible enough for them to move, function and communicate like the non-disable persons. Therefore, if buildings are less incapacitating, people with disability will better access and will improve on them.

Teacher instructional strategies have a negative effect on students with disability's academic performance in mainstream schools (RH3)

Hypotheses three was stated in connection to research question three: What effect does teacher instructional strategies have on the academic performance of students with disability in mainstream school? This hypothesis had as aim to find out the effect teachers' instructional strategies had on the academic performance of students with disability. In connection to this, data was collected and presented on tables 1, 2 and 3. This finding is in congruent with the views of some researchers who pointed out that significantly teachers who had a major special education component on their training are much likely to maintain positive views about inclusive education and report higher self-efficacy around adapting classroom practices Oswald and Swart (2010). More so, According to the social learning theory of Bandura (1977), people learn from one another, via observation, Imitation and Modeling. In the process of training, the teachers do observe how their teachers give them the training and when they go to the fields, they need to imitate and give out what they learnt in school so as to be models in the courses and classes they teach so as to have self-efficacy. Bandura's stated that in social learning, imitation and behavior modeling will occur if a person observes positive, desired outcomes in the first stage. Therefore if teachers are trained, they will reproduce what they learned but if they are not, the strategies will not confirm to what is required of them in class.

Implication of the Study

Students have needs, goals, interests, and values of their own, and these motivations sometimes manifest themselves in a context-free way, as when a student adopts a mastery goal orientation across all achievement contexts. When students are in the classroom, context matters. In the classroom, students live and interact in a social world that offers supports for and threats against their needs, goals, interests, and values. In the classroom, the teacher and the learning environment are so instrumental in supporting versus frustrating student motivation and engagement that it almost does not make sense to refer to "student" engagement because it cannot be separated or disentangled from the social context in which it occurs. That is, every student's classroom engagement is invariably a joint product of his or her motivation and classroom supports and parents' support..

It is important for counsellors not to relent their efforts as far as their constant encouragement, psychological and moral follow-up of these students are concerned. Also parents need to consider the extent to which they monitor their children education wise and always provide what they need, when students realize that their parents are concerned about their studies, this awareness boosts up their morale and attitude towards studies.

In addition, educational stakeholders and school administrators and technical staff need to consider teaching practices that will affect students positively and enhance their achievements. When working with students from diverse cultural and home backgrounds, there needs to be the use of culturally sensitive interventions, practices and the school environment that are necessary in facilitating a conducive teaching/learning environment that will in turn enhance the level of students' academic performance. More so, policies relative to students' disability, health, relationships with family, disciplinary issues, educational issues also need to be re-evaluated. When families are made known the important role they play in the lives of their children and in their education; by being more involved in the lives and education of their children, by closely following up their studies and meeting up with their psychological, school needs and emotional needs, these students will be highly self-esteemed and this put together with the other factors as seen above, will improve on the falling and fluctuating rates of students with disability's academic performance.

RECOMMENDATIONS

Base on the findings of this study, the following recommendations are made to the different stakeholders with the view to enhance performance and learning.

The government:

There should ensure provision of adequate resources (facilities). The ministry of education should come up with strategic policy that will ensure the provision of all needed resources for students with all types of disabilities.

A high degree of teacher efficacy for inclusive practices must be evident. The ministry should include inclusive practices in higher teaching college curriculum for quality results after training.

Other faculties of education should be created all over the country not only to foster on research on education but also to advance research on inclusive education for handicap student's quality education.

An in-service training should be organized for teachers of all teachers in active service to be empowered with SNE skill to improve on their qualities and students' performance.

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