

CHALLENGES FACED BY LECTURERS IN IMPLEMENTING INCLUSIVE EDUCATION IN TERTIARY EDUCATION: A CASE OF BOTHO UNIVERSITY

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ABSTRACT

The focus of this study was an investigation of Botho University in implementing inclusive education in higher education so as to providing quality education. However it has been observed that even though it has qualified lecturers there are some challenges still observable in classes with regard to inclusive education. It is against this background that necessitated the researcher to find out the challenges faced by lecturers in implementing inclusive education.

A qualitative research design in the form of a case study was used to guide the research. A semi- structured questionnaire, interviews and observations was used as instruments to collect data from Botho Managers, Lecturers and students,

Twelve Lecturers from Botho University Francistown campus were interviewed. The respondents comprised of seven females and five males. Their ages ranged from thirty one years to above fifty. All the lecturers had educational qualification with their highest qualification being the Masters degree. Three Lecturers with working experience in teaching field for about twelve years. Six on average years of about ten to fifteen years in teaching, three had less than five years in teaching Tertiary students.

Key words

Challenges, Inclusive education, implementing

1.0 INTRODUCTION

The introduction of inclusive education at tertiary education has made students with special needs to be placed in normal classes being taught with Lecturers who did not even receive special education training. This is being received with Lecturers on mixed feelings and reactions because some feel over-burdened and lack the necessary skills to handle such classes. It is under this background that the

researcher has been compelled to carry out a research study investigating the challenges being faced by Lecturers in implementing inclusive education in Tertiary Education.

1.1 BACKGROUND OF THE STUDY

In Botswana, teacher training is mainly focused on training teachers for mainstream classes. Students with learning disabilities or with special needs were enrolled in special schools which would cater for their needs especially in primary and senior school this is different in tertiary institutes. According to Hegarty and Alur (2002) special schools are schools that provide education that is modified or particularised for those having special needs or disabilities. Ordinary teachers without special education training were not allowed to teach in special classes.

The introduction of inclusive education at Botho University has made students with special needs to be placed in normal classes with Lecturers who did not even receive special education training. For the past years this has been received by Lecturers with mixed feelings and reactions as some feel over burdened and lack the necessary skills to handle such classes. It is under this background that the researcher has been compelled to carry out a research study investigating the challenges being faced by Tertiary institutions Lecturers in implementing inclusive education in their schools.

The aim of the research study is to establish the challenges being faced by Lecturers in implementing inclusive education in Tertiary Education. The introduction of inclusive education in Tertiary Education in general has exposed Lecturers to challenges in discharging their normal duties.

1.2 STATEMENT OF THE PROBLEM

The introduction of inclusive education at Botho University in Francistown Botswana has exposed teachers to challenges in discharging their normal duties, especially the teaching of slow and fast learners, hearing and visual impaired, physical and sensory, intellectual and mobility impairment. Students with different abilities are included in the same class with the Lecturer lacking the necessary skills, equipment, facilities and knowledge of handling such situations. Such situation has prompted the study of inclusive education at Botho university Francis Town so as to alleviate the challenges being faced by Lecturers in Lesson delivery and improve the quality of Education for learners.

1.3 RESEARCH QUESTIONS

1. Are there any barriers which are affecting Lecturers in the implementation of inclusive education?
2. Do Tertiary institutes implementing inclusive education have the necessary resources?
3. Are Lecturers implementing inclusive education have the necessary skills to handle such classes?

1.4 OBJECTIVES OF THE STUDY

- (a) To find out if there are any barriers in the implementation of inclusive education at tertiary institutes
- (b) To find out if the institutes implementing inclusive education has the necessary resources.
- (c) To find out if the Lecturers at the University implementing inclusive education have the necessary skills to handle such classes.

2.0 REVIEW OF THE LITERATURE

The themes below represent the review of literature relevant to the current study. A few relevant concepts are first highlighted by the author before the review of the literature.

Challenges

These are obstacles, difficulties or problems in a profession that threatens the success of a programme.

STUDENTS WITH SPECIAL NEEDS

The research study will highlight the challenges teachers are facing in teaching students with special needs. This may help them in co-operating with teachers and feeling not isolated or left out.

PARENTS

Being aware of the challenges Lecturers and higher Education institutes are facing in teaching their children with disabilities. This may help parents to work together with schools and if possible look for donors who can help in solving the problem. This may include sourcing for funds to improve the infrastructure.

SCHOOL ADMINISTRATORS

Challenges being faced by Lecturers in implementing inclusive education may highlight to school administrators on possible strategies and solution to overcome such problems.

ACADEMICS

This research will create avenues for further research in inclusive education in Tertiary Institutes in Botswana, as a whole by providing mutual understanding of inclusive education.

INCLUSIVE EDUCATION

Inclusive education has been defined by McCankey (1996) as learning school centres and educational system that are open to all and indentifies any barriers within and around the school that hinder learning and reducing or removing these barriers. OECD (1999) also defined inclusive education as a place whereby learners learn together in the same classroom using materials appropriate to their various

needs and participating in the same lesson and recreation. The teaching methods, textbooks, materials and the school environment are designed that Students with range of abilities and disabilities including physical, sensory, intellectual and mobility impairment can be included in the same class. This is the allowing of all students the opportunity to fully participate in normal or regular classroom activities regardless of disability or other characteristics.

2.1 THEORETICAL FRAMEWORK

According to Vygotsky, L (1997) the social interaction plays a fundamental role in the process of cognition development. Vygotsky felt social learning proceeds development. He states that every function in the child's cultural development appears twice, first on the social level and later on the individual i.e. first between people (inter-psychological) and then inside the child (intra-psychological). The more knowledgeable is anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process or concept. The more knowledgeable is normally thought of as being a teacher, coach or older adult and can also be peer, a young person or even a computer. The zone of proximal Development (Vygotsky, 1997) points out that it is the distance between a student's ability to perform a task under adult guidance or with peer collaboration and the student's ability of solving the problems independently. According to Vygotsky learning occurs in this zone. Vygotsky focused on the connection between the social cultural context in which they act and interact in shared experience. Vygotsky (1997) says humans use tools that develop from culture such as speech and writing to mediate their social environments. Initially children develop these tools to serve solely as social functions to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills.

In an inclusive setting, the student who has special needs is in constant interaction with his/her peers without evident disabilities and this models his behavior socially and academically. Liston (2009) points that learning occurs in the classroom both academically and socially through high social interaction to provide not only academic achievement but also long term general well being and personal development. Therefore the greatest challenges for the student with special needs are created by isolating them from typically developing peers. Liston (2009) say children with special needs should be in group with the same aged peers whenever possible in order to increase and enrich their overall development. This can be done by the Government, Non- governmental and schools through responding to all students as individuals be reconsidering, restructuring its curricular, providing and allocate resources to enhance equality of opportunities.

2.2 IMPORTANCE OF INCLUSIVE EDUCATION TO THE UNIVERSITY

Wodsworth and Knight (1999) say inclusive education can act as a catalyst for change in education practice, leading to improved quality of education. This may challenge Lecturers to develop more child centered, participatory and active teaching approaches , improvement of school infrastructure and benefit the child. In support Choate (2004) state that inclusive teaching introduces concept of individualized education and diversified methods of teaching, such as games, songs, drawings and

participatory activities' as opposed to the lecture Method. The method used to teach students in inclusive education improve the pass rate since these methods of teaching caters for individualisation.

2.3 THE COMMUNITY

Choate (2004) says communities benefit from inclusive education by gaining knowledge and understanding of disability. Even the introduction of one child with a disability into the community breaks down barriers and prejudices. Communities with inclusive education programs become more open minded, creating a more favorable environment for people with disabilities in their future. People with a community also benefit personally from the addition of disabled children into their lives through personal interaction and friendship.

2.4 BARRIERS TO INCLUSIVE EDUCATION

Ainscowet, etal (2006) define barrier to inclusive education as obstacles that prevent learners from accessing a full range of learning opportunities and limit the participation in society. According to Visser (2009) a barrier to learning is something that prevents the learner from benefiting from education. It can be a barrier within the learner, within the centre of learning or education system and it can be a barrier in the broader social, economic and political context. Burden (2000) broaden the issue by describing barriers to learning as those factors which lead to the inability of the system to accommodate diversity ,which lead to learning breakdown or which prevent learners from accessing educational provisions.

2.5 LACK OF EQUIPMENT AND APPROPRIATE EDUCATIONAL MATERIALS IN TERTIARY INSTITUTES

Most of the school buildings do not have ramps and handrails which give difficulty to people with disability to access the buildings. Most buildings lack signs to indicate where person with special needs entrance and way to toilets. Ainscow and Muncney (1990), states that the main entrance should be easily identifiable from a distance by its design, location and lighting. This means entrance should be easy for all students to identify. Aniscow (1999), further points that in most schools there is lack of access to toilets especially for those with special needs. If a student cannot use the toilet all day while at school, he or she is much likely not to attend school. It was observed that the movement of wheelchair for learners is another barrier for learners, as most pavements are not cemented and therefore wheeling the chairs becomes a challenge for the learners. This may result in most disabled children relying on their friends to carry them from one place to another and this dependency has negative impact on their peer relationship. This may result in labeling by other children.

2.6 SCARCITY OF LECTURER TRAINING

Leatherman and Niemeyer (2005) suggest that the implementation of inclusive education should provide an effective and stimulating educational environment for all students. In addition to that Meng (2000) says teachers experience and their

training significantly influence their attitude. Despite the fact that it is essential to staff inclusive classes with skilled and trained Lecturers, Hossain (2004) points that there is shortage of inclusive teacher training programs such as audiologist, speech and language pathologists, communication support workers and interpreters are very scarce in many developing countries. Therefore Lecturer's knowledge on inclusive education is paramount. Ali et al (2006) point that if teachers are to teach without training is like forcing them to enter areas they are not sure about or not interested in.

2.7 ATTITUDINAL PROBLEM

Barrier to inclusive education also include the negative attitude among members of the society. Meng (2000) says negative attitude manifests itself among parents, professionals, government officials and members of the community. The negative, social or cultural attitude towards the impaired people result in some parents not wanting to be associated with impairment and may not send their students to school due to fear of stigma from the society. Stainback et al (1996) point that some teachers in the mainstream received training through workshops and embraced the concept of inclusion but often unable to move away from sympathy and towards really respecting the children as learners requiring equal treatment and good quality of education. For example teachers may mark a disabled child's work as correct even when it is wrong to make the children happy and to improve the Transcript.

2.8 CLASS SIZES (LECTURER/STUDENT RATIO)

Ali et al (2006) say teachers often have negative attitude towards inclusion because of large class sizes. Even an excellent teacher would struggle to provide for all especially considering that the class would be a mixture with diverse needs. Chhabra et al (2010) state that these larger class sizes pose particular classroom management problem, possibly making teachers reluctant to pay extra attention to students in inclusive classrooms. Howarth (1987) posits that, with large classes Lecturers may end up assigning work that is easy to mark for example short answer questions and multiple choice assignments. If they assign essay questions, it is either marking will not be effective or they will take an excessively long period before giving students feedback.

2.9 LACK OF A POLICY ON INCLUSION

Mamum (2000) explained the absence of a clear policy regarding the inclusion of students with special needs. Kristensen et al (2003) point that when there is no policy and strategies that can support quality inclusive education such as in Ghana and Nigeria not enough was done by the government to ensure implementation. There was a no sufficient financial resource to support the program, leading to overly relying on non-governmental organizations making the program of inclusive education unsustainable. Anisow and Muncey (1990) point that, policy will make inclusion mandatory and force authorities to deploy resources and other services to ensure implementation.

2.10 THE CURRICULUM

The rigidity of the curriculum is a major barrier of learning in inclusive education. Holdsworth and Knight (1999) explained that the curriculum must be sensitive and responsive to the diverse cultures, beliefs and the value of learners. In a study that was conducted by OECD (1999) it was found out that the training of all those involved in the inclusive education was a key to success skill, such as adapting the curriculum and using a variety of instructional strategies. Blance and Duk (1995) also observed that the move towards the elimination of the differentiated curriculum and the creation of a single for the whole student population flexible enough to allow for necessary adjustments and respond to the student's differences.

2.11 BULLYING AT SCHOOL

The nature of impairment that the students have can be a factor in relation to school bullying which can be a barrier to learning. Other researchers revealed that people with visible disabilities were at a greater risk of bullying only if they did not have many friends, Dawkins (1996) in Pearson (2006). This can be done for example through deliberate pushing of chairs, tables behind someone in a wheelchair.

2.12 RESOURCES NEEDED IN IMPLEMENTING INCLUSIVE EDUCATION

In an inclusive education class, in order to meet students unique needs , students must have specialized books and materials as well as specialized equipment and technology, Stabbsand Sachdev (1997). These materials have been termed as assistive technology devices. McConkey (1996) says assistive technology increases student independence, increase participation in classroom activities and simultaneously advancing academic standing for student with special needs, providing them with the ability to have equal access to their school environment.

3.0 METHODOLOGY

In this Section, the aims and objectives are to be accomplished by the methodologies to be used. The research designs, subjects of study and the research instruments are to be discussed. Data collection, processing and analysis procedures adopted are to be elaborated.

The qualitative research was used for this study because it gives room for participants to be studied in their natural settings or environment. The participants were made to relax and respond freely to the interview questions from the Researcher. Johnson and Christensen (2000) say qualitative research occurs in a natural setting which allows the researcher to gather non obvious issues and allow for holistic, rich and complex findings which focus on the live experience of participants. This research gives platform to participants to express their lived experiences, challenges and opinions about inclusive education. The research study will use thematic analysis to analyse data. Thematic analysis was defined by Bong and Gall (1983) that it is a method for identifying, analysing and reporting (themes) within data. Further, Hayes (1997), points that thematic analysis emphasises on

pinpointing, examining and recording patterns or themes within data. Bagdan and Biklen (1998), says themes are across data sets that are important to the description of a phenomenon and are associated to specific research question. The themes become categories for analysis.

The researcher used thematic analysis due to reason supported by Johnson and Christensen (2000) that thematic provides organised and rich description of data set and goes on to identify implicit and explicit ideas within the data. Further the other reason as explained by Hayes (1997) that it provides a comprehensive process where researchers are able to identify numerous cross references between the data the research involving themes. Lastly the reason pointed by Easterby-Smith and Thorpe (2002) that it provides flexibility for approaching research patterns in two ways, that are inductive and deductive. This makes thematic analysis more appropriate for analysing the data sets pertaining to different views in the same study.

3.1 DATA COLLECTION PROCEDURE

The researcher visited the Lecturers concerned and introduced himself to the Team leaders of various departments and sought for permission to meet Lecturers. He briefed the lecturers about the research study. Appointments were made with the selected lecturers and the duration of the interview was spelt out. Each teacher stated the time they were comfortable for them to be interviewed. Consent forms were filled by the participants. On the day of interview the researcher went in person to conduct interviews. Data was collected in form of notes.

4.0 DATA ANALYSIS AND PRESENTATION

After conducting the interviews with Lecturers, the research used the qualitative data analysis. Boghdon and Biklen (2007) defined qualitative data analysis as working with data, organising it, break it into manageable units, synthesising it, searching for patterns, recording what is important and what is not and deciding on what to tell others. Creswell (2012) pointed hat quantitative analysis requires some creativity, for the challenge is to place the raw data into logical, meaningful categories to examine in a holistic fashion and to find a way to communicate this interpretation to others.

The findings of the interview are presented under the following themes.

- Barriers to inclusive education
- Resources needed when implementing inclusive education
- Skills need by teachers when teaching inclusive education

The above listed are major themes under which information is presented. However it should noted that there are various sub themes that emerged out of major themes and will also be highlighted.

4.1 BARRIERS TO INCLUSIVE EDUCATION

The study revealed that they are barriers for children with disability in inclusive classrooms. These barriers emanated from negative attitude from teachers, scarcity of resources, lack of knowledge, class sizes, infrastructure, bullying and other pupils related problems.

4.2 NEGATIVE ATTITUDE

The main barrier that was revealed was the negative attitude of teachers. There were two general attitudes which surfaced from the interview as being challenges of inclusive education. Firstly, teachers considered children with disabilities as the responsibility of the specialist teacher in special schools. Secondly they felt children with disabilities to be a disturbance to the class and causing destruction which delayed the pace of a lesson. Such a scenario makes teachers ignore their presence and concentrate on non disabled children. The following is a quotation of respondents on the issue highlighted.

"I cannot waste the time of the entire class giving special attention and guidance to him (disabled child). I have to look after the interests of all students. Besides he should get remedial education at special schools, the special teachers are there to look after his special needs."

"I have no personal problem with the disabled child but how long could one ignore his destructive behaviours. Sometimes he even starts to talk to himself. The other children in the class get destructed and a lot of time is wasted."

4.3 CLASS SIZES

Small classes were also cited by some respondents as a factor that helped the inclusion of students. The University has class sizes of thirty students. Participants mentioned that it was not difficult to conduct inclusive classes with class sizes that are small. The following citations from teachers are as follows.

"Normally I have thirty students in my batches or even less. This makes it possible attend to all students given the two and a half hour lesson."

".... If the load is too big, it inhibits me from effectively implement the idea of inclusive education."

This suggests that the issue of Lecturer/student ratio in an inclusive setting needs to be addressed if inclusive education has to be effective.

4.4 THE SCHOOL ENVIRONMENT AND INFRASTRUCTURE

A good number of teachers pointed out that buildings in schools were not constructed with people with disabilities in mind. The following quotations from respondents;

"... Wheel chair users find it difficult to access most schools buildings."

"There is need to have ramps for those who use wheel chairs, acoustic rooms for those with hearing impairment."

"The toilets that are constructed at this school do not cater for students with physical disabilities."

This suggests that most schools implementing do not cater for individual differences, therefore the issue of schools implementing inclusive education need to be addressed.

4.5 LACK OF KNOWLEDGE

Most respondents expressed that they have a lack of knowledge (basic and practical) about inclusive education although they have attended workshops. The following is a quotation of respondents on the issue of knowledge on inclusive education;

"I did not receive any training in Special Education. I was trained for normal classes. Now having disabled pupils in my class is giving me problems. I do not have the necessary skills to handle them."

"I appreciate that inclusive education is a good initiative but I do not know the Braille method or sign language. How could I teach students who cannot hear conversational speech."

"I have no experience with Braille method or sign language. It is not possible to conduct a class with them."

From respondents, this suggests that there is need for more workshops to train teachers on handling inclusive classes.

4.6 BULLYING AND LABELING

The respondents revealed that pupils with disabilities found it difficult to make friends and are prone to being labeled and bullied. The following is a quotation from one of the respondents;

"... depends with the nature of the disability. For example those who are physically disabled and have mobility problems find it difficult to interact in sporting activities and end up being called by insulting names that are usually related to the type of disability."

Such comments suggest that the issue of bullying and labelling is taking place in inclusive classes thereby this challenge has to be addressed for students with disabilities to benefit.

4.7 STUDENTS RELATED PROBLEMS

The general consensus was that the speed of teaching may frustrate either the fast learners or slow learners and those having special education needs. This was suggested as may result in breeding disciplinary problems in classes. The other issue revealed that inclusion impact negatively on self esteem and confidence of slow learners and those having special needs, especially in instances where fast learners and the gifted ridicule the academically challenged and those Students having special needs. The following is a quotation from one of the respondents on student's related problems.

"Inclusion results in the creation of heterogeneous classes in terms of ability, attitude to school work, motivational level, and readiness to learn and discipline problems in class. One size fits all approach does not work. Students do not move with the same pace, so whose pace am I to follow?"

This suggests that students should learn in an inclusive setting with Lecturers who are knowledgeable and prepared to differentiate instruction. This ensures that all students in the same class are engaged in learning.

4.8 RESOURCES NEEDED WHEN IMPLEMENTING INCLUSIVE EDUCATION

The study also revealed that resources are very scarce in schools. Based on the facts gathered during the interviews, respondents stated resources that are needed by students who are visually impaired, physically impaired and hearing impaired.

4.9 RESOURCES FOR STUDENTS WITH VISUAL IMPAIRMENTS

Respondents revealed that partially sighted students need a variety of adaptive aids to see more and read printed text. These aids include magnifiers, electronic systems for enlarging print, large print books. The blind need Braille text books and audio textbooks on audio tapes. Other respondents expressed the use of colour coding for learners with visual problems to identify different classrooms, the use of other tactile symbols on doors for easy orientation for children with visual impairments. The following is a quotation from one of the respondents;

“There is need for magnifiers, electronic systems that enlarge print, large print text books, Braille textbooks and talking books.”

“... contrasting colour should be used on buildings and entrances for easy access by students who are partially sighted.”

The above comments suggest that pupils with visual impairments in an inclusive class require resources like magnifiers, machines that enlarge print, textbooks that cater for the visually impaired pupils, braille textbooks and talking books.

4.10 RESOURCES FOR STUDENTS WITH HEARING IMPAIRMENTS

The resources needed include the ones with mild hearing loss and with hard of hearing. The resources needed are hearing aids. Respondents suggested that there is need for hearing aids to be available. The following is a quotation from one of the respondents;

“Hearing aids are needed to amplify the sound of the lecturer through speakers and acoustic rooms that reduce the background noise. These should be made available if proper learning is to take place.”

“I know nothing about sign language, therefore lecturers need to undergo training to be equipped with necessary knowledge on sign language so that students with hearing problems can benefit”.

The above comments suggest that the success of lecturing in a class with hearing impaired students, depend on the hearing aids and the knowledge of the lecturer on sign language.

4.11 RESOURCES FOR STUDENTS WITH PHYSICAL IMPAIRMENTS

Respondents advocated for resources that cater for students with physical disabilities such as special type of computers, pencils with special design, wheel chairs,

crutches, seats with special design to facilitate movement and posture. One of the respondents had the following to say;

“... resources needed for pupils with physical disabilities include special pencils, wheelchairs, crutches, seats with special design or adjustable for easy movements and posture.”

This suggests that, in an inclusive setting students with physical disabilities benefit if resources that cater for their disabilities are available and increase their participation in classroom activities.

4.12 SKILLS NEEDED BY TEACHERS WHEN TEACHING INCLUSIVE EDUCATION

The results suggested that adequate training in inclusive education was a critical pre-requisite for Lecturers to function effectively in order to implement inclusive education successfully. Skills that were revealed from the interviews include communication and knowledge of students.

4.13 COMMUNICATION

The importance of communication with Students was reported as effective due to small batch sizes however was difficult due to lack of knowledge on their vernacular language. One of the respondents has the following to say:

“Communicating effectively is important in an inclusive class, but how can i? I do not know their vernacular language and I cannot even hear it.”

This comment suggests that for Lecturers to communicate effectively with students in an inclusive education they need to know the students language.

4.14 KNOWLEDGE OF INDIVIDUAL STUDENTS

Knowledge of individual students was noted as an important aspect in an inclusive class. The following is a quotation from one of the respondents:

“It is important to know the students in person. It is difficult to know the hearing impaired student because I don’t understand his language.”

This comment suggests that the Lecturers do not know individual students they need knowledge on language especially sign language. This enables the Lecturer/student interaction.

5.0 FINDINGS

The discussion of findings from this study is presented under the following themes, Barriers to inclusive education, Resources needed when implementing inclusive education and skills needed by teachers when teaching inclusive education.

5.1 BARRIERS TO INCLUSIVE EDUCATION

Most of the respondents cited lack of teacher knowledge as a major challenge towards inclusive education. This is also supported by Law (1993) when he said lack of knowledge on the part of teacher is a challenge to inclusive education. If teachers are not knowledgeable to handle such students, then they may be more harm than

good as no actual learning will be taking place. The reason is that students with disability are in the hands of teachers without knowledge on inclusive education, this put inclusive education into a non working educational system.

Meng (2008) points, that the appropriate educational background of Lecturers does not have a positive impact on inclusive teaching. The objective of inclusive education can only be met when all teachers implementing inclusive education have been trained to gain knowledge on how to handle inclusive classes. Forbes (200) in Ali et al (2006) argues that the obligation will be met when all tertiary institutes have teachers adequately trained in handling inclusive classes. Participants in this study believe that knowledge should come first before the implementation of inclusive education. Barker and Zigmand (1993) say the first thing educators need knowledge on inclusive curriculum, teaching methods and ways of communicating in inclusive class.

The findings revealed that students in tertiary Institutions implementing inclusive education have negative attitude towards students with disabilities. Once Lecturers have negative attitude towards inclusion then the success of inclusive education is dreadful. Kristense et al (2003) argue that attitude influence failure or success; if it is now a negative attitude definitely it affects inclusion. Meng (2008) state that teachers who feel unprepared to work with learners with disabilities in inclusive classes display frustration and negative attitude, this also affects the acceptance of students with disabilities by their peers, Mamum (2000). Thus teacher's attitude can be passed to other students in class. As this was evidenced in the findings, bullying and labeling of disabled children by their peers.

Participants expressed that University environment should be user friendly to all Students in order to facilitate teaching and learning in an inclusive setting. Respondents indicated that infrastructure was not easily accessible to most children with disabilities. Ainscow (1999) point that for school buildings to be accessible to all there should be ramps, handrails on walls, accessible toilets, banisters on verandas, embossed signs and indicators or flags. Hegarty and Alur (2002) point that special schools offer vastly reduced class size in recognition of increased demands of disabled children. Therefore small classes at the University were meant to cater for the disabled children in the inclusive class. Large classes reduce the effectiveness of Lecturers in providing quality services to inclusive classes. Liston (2009) argues that there is a link between smaller class sizes and students achievement. The reason is that larger classes prohibit effective teaching.

5.2 RESOURCES NEEDED WHEN IMPLEMENTING INCLUSIVE EDUCATION

Respondents indicated that there is lack of resources in the University in implementing inclusive education, especially for learners with special needs. The resources that were frequently mentioned include Braille equipment, adjustable chairs and tables, wheelchairs and hearing aids. Lareman et al (2005) say without these suitable resources, it will be difficult to implement inclusive education properly. Given the fact that resources play a pivotal role, in current inclusive schools lack of resources is contributing to hindering inclusive education. Lewis (1998) found that inadequate resources to equip teachers in handling children in an

inclusive class contribute to the development of negative attitude, resistance from Lecturers and to many students dropping out of the University.

Lack of resources could be attributed to inadequate funding by the Government. The same issue happened in inclusive education in Mganda Kristensen (2003) reported that the amount of money spent on inclusive education is little. In turn students with disabilities could not access education due to lack of resources. Further the large classes may increase decrement in available resources. Hossain (2004) point that large classes has contributed to shortage of resources and forced parents of disabled students to remove their children from schools back to special schools and the success of inclusive education is doomed.

5.3 SKILLS NEEDED BY TEACHERS WHEN TEACHING INCLUSIVE EDUCATION

Participants highlighted lack of skills in supporting learners with disabilities in inclusive setting, pointing on poor communication between the teacher and learners with disabilities. For instance if a class has a learner with hearing impairment, the teacher uses planned ignorance to such a learner because the teacher does not have communication skills.

Learners with visual impairment pose a threat to effective classroom teacher to deliver because most of the teachers do not have skills in Braille. Guskey (2002) points out that teachers lacking the necessary skills and expertise to handle learners with disabilities causes frustration and demotivation, this disrupt effective teaching and successful learning.

The Government should not have allowed the implementation of inclusive education without skilled teachers in handling inclusive classes. The Government should have started with a clear policy on training and qualities of teachers to handle inclusive classes, the infrastructure and resources needed. Most teachers in inclusive classes are trained to handle mainstream classes. This may lead to widespread resistance of teachers to inclusion of students with disabilities. Meng (2008) proposed that resistance of teachers to the inclusion reflected a lack of skills to handle inclusive and the amount of support offered to them. The causes of resistance is that the policy makers neglected them to prepare them for the realities of teaching inclusive classes and teachers found themselves facing students with wide range of abilities , causing extremely challenging behaviors.

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