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INCLUSIVE EDUCATION IN THE CAMEROONIAN URBAN SECONDARY SCHOOLS THE CASE OF GOVERNMENT BILINGUAL HIGH SCHOOL MENDONG AND ENGLISH HIGH SCHOOL YAOUNDE

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by*:*
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Prof BIOS NELEM Christian   Date: _____

    (Supervisor)

DEDICATION

To My Husband, Mr Boubakari Adji

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LIST OF ABBREVIATION

UN:	United Nations
UNESCO:	United Nations Educational Scientific and Cultural Organization
WHO	World Health Organization
UNCRC:	United Nations Convention on the Rights of Children
IDEA:	Individuals with Disabilities Educational Act
EFA:	Education For All
CWD:	Children with Disabilities
CBCHB:	Cameroon Baptist Convention Health Board
SEEPD:	Socio economic Empowerment of Person's with Disabilities
PWD:	Person's with Disabilities
UDHR:	Universal Declaration of Human Rights
CRPD:	Convention on the Rights of Person's with Disabilities
GBHS:	Government Bilingual High School
EHS:	English High School
GBD:	Global Burden of Disease
LEA:	Local Educational Authority.

ABSTRACT

During my internship I discovered that most students with disabilities are at times been neglected within our society and especially within our Cameroonian schools inspite government policies put in place. At such, I decided to carry out a research of this magnitude. The purpose of the study was to find out how students with disabilities are being included in the educational settings in Cameroon and the challenges they face. The theory used in this study was the theory of Behaviourism, the Constructivist theory by Vygotsky and the theory of Cognitivism by Jean Piaget. These theories explain how people with disabilities are being included in mainstream schools. This study used a qualitative descriptive design to describe teachers', student's, social workers' perceptions and their role within inclusive education. Semi-structured interviews were conducted with teachers, students and social workers via Zoom (an online meeting platform). The results were analyzed using themes. The findings from this study indicated that teachers, social workers feel they have different roles and responsibilities in the education of children with disabilities. The study also revealed that challenges with finance, lack of manpower, and government complacency in budgeting and implementing policies were part of the impediments to inclusive education in Cameroon. From the research findings, there is a huge deficit in inclusive education in Cameroon; there is still systematic seclusion of physically challenged children from obtaining quality education due to environmental, financial, structural, and political deficiencies, concerted effort must be put in place to ensure education for all is achieved.

Keywords: Disabilities, inclusive education, Cameroonian, Urban, Secondary Schools, Teachers, and Social Workers.

RESUME

Le but de l'étude était de découvrir de quelle manière les élèves handicapés sont inclus dans les milieux éducatifs urbains au Cameroun et les défis auxquels ils sont confrontés. Les théories utilisées dans le cadre de ce travail sont les suivantes : la théorie du behaviorisme de Skinner ; la théorie constructiviste de Vygotsky et la théorie du constructivisme de Jean Piaget . Ces différentes théories nous aident à expliquer comment les personnes camerounaises handicapées sont incluses dans les écoles ordinaires. Cette étude a utilisé une conception descriptive qualitative pour décrire les perceptions des enseignants ; les élèves et celles des travailleurs sociaux ainsi que leur rôle dans l'éducation inclusive. Des entretiens semi directifs ont été menés avec des enseignants ; des élèves et des travailleurs sociaux via Zoom (une plateforme de réunion en ligne). Les résultats ont été analyses à l'aide de thèmes. Les dits résultats obtenus nous indiquent les enseignants et les travailleurs sociaux estiment qu'ils ont tous des rôles et des responsabilités différents dans l'éducation de ces enfants. L'étude a également révélé que les défis financiers ; le manque de main-d'œuvre et la complaisance du gouvernement dans la budgétisation et la mise en œuvre des politiques faisaient partie des obstacles à l'inclusion au sein de l'éducation au Cameroun. Toujours dans la même lancée ; ces mêmes résultats dévoilent un énorme déficit en matière d'éducation inclusive au Cameroun ; les enfants physiquement handicapés restent systématiquement exclus de l'accès à une éducation de qualité en raison des déficiences environnementales ; financières ; structurelles et politiques. Ainsi des efforts concertés doivent être mis en place pour garantir le fait que l'éducation pour tous soit une réalisation.

Mots clés: handicapés; éducation inclusive; Camerounaises; urban; écoles secondaires; enseignants et travailleurs sociaux.

CHAPTER ONE

GENERAL INTRODUCTION

Education is the landmark of every society. Education aims at producing healthy, happy, well-behaved, well respected hardworking people who can earn a living, contribute in community affairs as well as individuals who are dutiful and will raise families of their own. Education is life itself. Through the socialization process, children and adults learn. According to Farrant (1990), education takes many forms. It encompasses the whole process of human learning through which knowledge is transmitted and skills learnt. Education is an ongoing, gradual and continuous process. It leads to a quality of understanding that gives rise to new mental perspectives in the learner. It deals with knowledge that is recognizable, worthwhile and capable of achieving a voluntary and committed response from the learner. It uses methods that encourage the exercise of judgement by the learner and the use of his critical faculties.

Three forms of education are identified by Farrant namely Informal, Non-formal and Formal education. As regards informal education, Farrant states that "there are no attempts in structuring it. Most of the learning that goes on is almost unconscious as with those things the child learns from his family, friends, experience and environment". Non-Formal Education is any organized learning activity outside the structure of the formal education system that is consciously aimed at meeting specific learning needs of particular groups of children, youths or adults in the community. While formal Education is carried out in specially build situations, such as schools and colleges. What is taught in these institutions is carefully structured by means of syllabi and time tables and the teaching provided is carefully supervised by an external administrative body. The achievement of those who learn in formal education is often recognized by the award of certificates. Today with diversity and complexity of our school systems, the teacher has been introduced to new terminologies such as mainstreaming, inclusive education, etc. Mainstreaming/integration is an approach by which pupils with Special Educational Needs are integrated in different ways in normal schools (Corbett, 2001). This approach tends to rely on a relatively small number of ordinary schools being equipped with the resources to admit pupils with Special Educational Needs. Inclusion is an approach by which all ordinary schools cater for pupils with Special Educational Needs as well. All schools include pupils with physical, intellectual, social, emotional, linguistic, sensory or other needs.

The term inclusive education has attracted much attention in recent years. An examination of the theory and practice reveals that the term has come to mean different things to different people. According to (UNESCO, 2005), the term refers to the diversity of needs of all learners through increased curriculum content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. It is a process of reforming schools and attitudes, ensuring that every child receives quality and appropriate education within the regular school. In this way, inclusion is more complex than mere physical placement of children with special needs in the regular classroom. Inclusion implies that the regular classroom should change to accommodate all different learners and, in the process, desirable services be offered to all children within the regular classroom.

It has often been said that most literate nations are the most developed. In the same order of ideas, one can say that education enhances the full development of an individual. Most developed and less developed countries have put in place structures and commitments to foster the education of their citizens. Amongst these countries is Cameroon, which recognises the fact that inclusive education is also a strategy of development (Yuh, 2014). Over the last decade the traditional profile of disabled persons as being uneducated and unlikely to get employed has changed (Prentice, 2002). The increased awareness of the parents of the children with disabilities about the importance and the right of their children to receive proper education has raised the quest for inclusive education enormously.

Education plays a role in the promotion of respect for human rights and democratic values, creating the condition for equality, mutual understanding and cooperation among people. Moreover, education does not operate in isolation; rather it has to be integrated with research, practice and development to contribute towards all rounded development of society (MoE, Education and Training Policy, 1994, p.1). Students with special need especially persons with disabilities needs convenient for school situation and special supports than without disabilities. Special needs education is part of general education that assumes responsibility for individuals (Shea &Bauer, 1994,). Moreover, the progress towards accessibility of special needs education should be on the opportunity of all persons with special needs to avoid (minimize) disparity among

the students with special needs. For this concerning, the universal declaration of human rights adopted by UN in 1948 referred that "everyone has a right to education" (Article 26), (UNESCO, 1948, p.12).

Education is considered an integral human right because of the role it plays in promoting human development and enabling one to practice and enjoy other human rights effectively (UNESCO, 2017). It is also regarded as the most effective tool that can be used to emancipate the socially and economically marginalized people, including those living with disabilities, from the shackles of poverty and consequently incorporate them fully into all facets of life (UNESCO, 2016). In the contemporary world, inclusive education has been embraced as an antidote against social exclusion, which should be perceived as a continuous process and not a one-off achievement.

The inclusion of children with special needs is a significant challenge for schools and society as a whole; it is not enough to simply include the child in activities within or outside the classroom; but they must be engaged in all activities equally and without discrimination. According to the World Bank report (2012), many children with impairments do not have access to special education; this makes them absent from schools and they are not considered in government planning. Children from underprivileged backgrounds, such as those with physical disabilities and those living in extreme poverty are frequently given additional attention in inclusive special education.

Disability is a congenital or acquired condition that makes someone unable to use part(s) of their body effectively. The cause may be genetically acquired or may result from disease, injury, accident, emotional and behavioural problems, deformity of organs and sensory impairments, amongst others (Ndurumo, 1993). According to the International Classification of Functioning Disability and Health (ICF), which is the framework for health and disability for the World Health Organisation (WHO), describes disability as an umbrella term for impairments, activity limitations, and participation restrictions. These are part of a broader classification scheme covering three main domains, namely; functioning and structure, activities and participation, and environmental factors (ICF, 2016). The ICF is an important reference point and tool used when developing interventions that aim to alleviate exclusion. In the context of inclusive education, the tool is useful for policy development and curriculum design, among others.

Early effort to educate persons with disabilities in developing countries in general was made by missionaries. Since then, the various governments have become more sensitive and committed in solving issues linked with persons with disabilities. Special schools, classes, units and resource centers have been built. Teacher training facilities have been established locally in some cases, and more teachers have been trained locally and abroad. All these efforts notwithstanding, most developing countries have been caught in the web of international controversy of acceptable approach to effective education of persons with disabilities.

In Cameroon, the introduction of inclusion in schools, as a solution to meeting the needs of students with disabilities, took even longer to happen. The pace of implementation of inclusive education reform has been slow despite the Cameroonian government's signing of treaties and legislations (United Nations Educational Scientific and Cultural Organization (UNESCO, 1994) aimed at promoting inclusion in all primary and secondary educational institutions. The first government official commitment to promote inclusion in schools was symbolized by the signing of the UNESCO Salamanca Statement which acknowledged that many countries, including Cameroon, had "well established systems of special schools" for individuals with specific impairments which also could represent "a valuable resource for the development of inclusive schools" (UNESCO, 1994, p.12). Notwithstanding, the resources from special schools in Cameroon have not provided a strong springboard for the development of inclusive schools. This has not been unexpected because the policy of inclusion can only be effective if general education schools are equipped with facilities, such as self-contained classrooms, resource rooms, trained teachers and paraprofessionals needed to provide vital support to students grappling with learning. Some research came up with the conclusion that the success of inclusion depends on the knowledge, instructional skills, and in particular on the attitudes and beliefs of general education teachers toward the integration of students with disabilities in general education classrooms (Cook, 2001; Friend &Bursick, 2006; Tanyi, 2016; Thaver& Lim, 2014).

Some special needs children with talents in Cameroon and indeed the world over have lived and died without education. Many have also lived and died, unknown and perhaps unwanted, their talents loss of the detriment of the society (Abang, 1981). As it is the case in most developing countries, effective participation of all able bodied individuals is required for the building and total transformation of their respective societies. This expectation is a bit difficult for persons with special needs due to their handicapping conditions.

Educators and laymen alike having recognized the special needs of such children, youths and adults, have designed a number of programs (educational and non-educational) to give appropriate assistance in a variety of ways. Traditional beliefs, customs and attitudes held by different ethnic groups in Cameroon have for a long time influenced the education and socialization of persons with special educational needs, (Yuh&Shey, 2008).

In some parts of the country, children with disabilities were and are still denied their basic rights especially the right to go to school, communicate and interact with peers in spite of global movement towards universalization of access to schooling for all. The right to education is clearly stated in the Universal Declaration of human rights (UNESCO, 1946); "everyone has a right to education". The participants in the world's conference on education for all re-affirmed the right of all people to education, particularly, Basic education.

The number of students, worldwide, who have special learning needs keeps growing. Today almost every classroom around the world includes some students dealing with a disability, either physical, educational, psychological, or a combination of the three Smith (2007). Integration of students with disabilities comprises three components: physical integration, part or full day social inclusion (that is, relationship with peers) and curricular and instructional integration. Integration of students into the general education classroom curriculum is the main goal for most students with disabilities. However, the placement into general education classrooms has been justified to a large extent by stressing the social benefits and advantages for students with disabilities namely by providing them with opportunities to learn and develop appropriate social behaviors, and friendship with peers (Friend &Bursuck 2006).

Education is a fundamental human right. It is an essential tool facilitating the improvement of the quality of life and social and human development. All persons, and especially those that are the most disadvantaged and excluded in the community, should be guaranteed access to basic education. Equally important is the right of children with disabilities to be protected from discrimination and stigmatization as stated in Article 2 of the United Nation's Convention on the Rights of Children which establishes that a child shall not be discriminated against irrespective of race, colour, sex, language, religion, disability, birth or status (UNCRC, 1989).

The education of children with Special Needs is a world-wide phenomenon which many international bodies, governments and organisations have come to realise its importance thereby

striving for the need for inclusion. Although there are different viewpoints, inclusion is a philosophy that implies the complete acceptance of a student with a disability in a regular class. Many academics and professionals have argued that inclusion is necessary in a modern classroom setting. Foreman and Arthur- Kelly (2008) described inclusion as an effective way to promote an inclusive, welcoming, non-discriminatory, and open education for each student. The education of children with disabilities globally witnessed a shift from the segregated to integrated systems of education which is now moving to an inclusive model. Because of a growing consensus worldwide that all children have the right to be educated together in a regular school system regardless of any differences what so ever, the inclusive education model emphasizes the rights of children with disabilities to participate fully in school life, and the institutions duty to welcome and embrace them as part of the school. Over the past three decades, schools have experienced a movement towards inclusivity in education and a substantial increase in the number of children with disabilities being enrolled in general education classrooms (US Department of education, 2001).

Inclusive education is regarded as the most relevant approach to address the educational needs of all children (Balami, 2013). This approach says that children with disabilities must attend a general education school programme and be enrolled in age-appropriate classes for 100% of their school life (Idol 2006). Inclusive education is a process intended to respond to children's diversity by increasing their participation and reducing exclusion within and outside education. It is related to attendance, participation, and achievement of all children and especially those who for different reasons are excluded or at risk of being marginalized (UNESCO, 2005).

Inclusive education is not concerned with remediating perceived deficits within students, nor is it about the integration or assimilation of diverse students into regular schools, rather it focuses on overcoming barriers to participation and learning that may be experienced by students, particularly those who have been excluded or marginalized from school (Mittler, 2000, UNESCO,2005). Inclusive education is a system that focuses on the education of children with disabilities to their maximum potential in general education classrooms collectively with their regular peers (Winter and O`Raw, 2010). It involves bringing support services to the child rather than moving the child to the services and requires only that the child benefits from being in the class rather than having to keep up with the other students.

Cameroon has no universally accepted concept of inclusive education, according to Cameroonian law (Laws No. 2010/003 and 2005/006), children with special educational needs face severe academic challenges due to disability or other disadvantages. Children who live in remote areas far from schools and displaced, underprivileged, and poor populations are included in this category. We are no strangers to the stigma attached to disabled persons all over the globe, especially children in developing nations like Cameroon even though it has been reiterated in several forums that every child has the right to quality education including children with disabilities. The United Nations (2006) further stressed that inclusive education is a fundamental human right for every child with a disability. An inclusive education system accommodates all students irrespective of their disability, abilities, or requirements, and at all levels: pre-school, primary, secondary, tertiary, vocational, and life-long learning.

Background to the study

We will look at the historical, contextual, conceptual and theoretical background of the study.

Historical and contextual background

We look at the historical and contextual background

Global policy and regional context

From the Middle Ages through the 1700s, people believed that disability was caused by a curse or sins. In Ancient Greece, Aristotle believed disabled people with unworthy of life and Plato was the father of the Eugenics movement, believing disabled people were broken. In the 19th and 20th centuries, Ugly Laws throughout the United States made it illegal for anyone with visible disabilities to be in public view, as they were deemed 'unsightly.' Forced sterilization laws were also enacted across the United States. Carrie Buck was deemed "feeble minded" and "promiscuous" after being raped and having a child. The institution she was placed in wanted to sterilize her. In 1927, the Supreme Court ruled state forced sterilization of people with mental disabilities did not violate due process under the 14th Amendment. Buck v. Bell is looked back on as one of the worst Supreme Court decisions.

Institutions opened in the 1800s and waned in the 1970s. Institutions held people with developmental, physical, psychiatric, and cognitive disabilities. The conditions were terrible and many people suffered abuse. One of these institutions was Willowbrook in New York. In 1972, Dr. Mike Wilkins and Dr. William Bronston helped expose the conditions at Willowbrook to the media, which led to public outcry and contributed to deinstitutionalization over time. Willowbrook was forced to make drastic changes after being sued by parents in 1972, but did not close until 1987.

People with disabilities were leaving institutions, but lacked rights and access to the community. The Independent Living Movement started when Ed Roberts, a disabled activist, fought to attend UC Berkeley, using part of the campus hospital as a dorm for students with severe disabilities. In 1972, Ed and the 'rolling quads' started the first Independent Living Center in Berkeley, CA to assist people with disabilities like himself to live in the community with needed services instead of hospitals. As a result, Berkeley became one of the centers of the disability rights movement. The disability-led advocacy movement began in Europe in the 1960s when people with intellectual and developmental disabilities started their own social clubs and discussed their desire for self-determination. This movement spread to the U.S. in Oregon when People First was formed and held its first conference in 1974. This advocacy movement fights for the rights of people with disabilities to make their own decisions and be recognized and treated as adults.

In 1974, Reverend Wade Blank helped people with disabilities leave an abusive nursing home, typical of the time, and form their own community, the Atlantis Community, in Denver, Colorado. Before he came to Denver, he was involved in the Civil Rights and anti-war movements. After working at a nursing home, he helped people with disabilities fight for their rights. In 1978, 19 members of Atlantis blocked traffic in protest of the inaccessibility of RTD public buses inspired by the civil disobedience of the Civil Rights Movement. The bus protests continued and in 1983, Blank and Mike Auberger founded ADAPT, American Disabled for Accessible Public Transit. ADAPT's first protest was at the 1983 APTA convention. The work of the "Gang of 19" and ADAPT led to accessible buses in Denver and their movement spread across the country. ADAPT later became American Disabled for Attendant Programs Today and continues to fight for disability rights using nonviolent direct action across the U.S.

In Pennsylvania, parents sued when their children were not getting access to an education because they were disabled. In *PARC v. Commonwealth of Pennsylvania* (1972), the U.S. District Court for the Eastern District of Pennsylvania ruled that the state could not deny equal education because of disability, referencing *Brown v. Board of Education*. This led to the Education for All Handicapped Children Act of 1975, which was reauthorized in 1990 as the Individuals with Disabilities Education Act (IDEA). The law states that every child with a disability has the right to receive a free and appropriate education in the least restrictive environment appropriate to their needs. PARC is now known as The Arc of Pennsylvania.

The 504 Sit In was the longest sit-in of a government building in U.S history, lasting 25 days. Learn more about this event at DREDF's website. After HEW (now HHS) Director Joseph Califano Jr. refused to sign the 504 regulations of the Rehabilitation Act of 1973, which protected disabled people from discrimination by the government and anything funded by the government, disabled people protested at offices around the country. The only one that lasted was in San Fransisco. The activists received assistance from labor unions, the black panthers and religious communities. The protest received significant coverage and a group of protesters representing the diversity of the group, including Judy Heumann, Kitty Cone, Dennis Billups, and Brad Lomax, went to D.C to further the cause and eventually meet with Califano, who would sign the regulations into law after their hard-fought efforts.

The 504 sin-in brought together many people with different disabilities and of all races, but inequities and prejudices still existed. Despite being a spokesperson for the sit-in, Dennis Billups was left out of important meetings and, along with other leaders of color of the event, is just recently starting to be recognized. He acted as "chief morale officer" during the sit-in and led the candlelit vigil outside the HEW director's home that helped pressure him to act. Brad Lomax was a Black Panther active in both civil rights and disability rights. He helped start and run the East Oakland CIL sponsored by the Black Panthers. He also was an important leader in the sit-in and, along with fellow Black Panthers, was integral in the success of the sit-in. The Black Panthers participated in the protest, provided meals to protesters, and covered the event in their newspaper.

In 1988, ADAPT protesters took sledgehammers to the inaccessible "Walk of Fame" in Hollywood, chanting, "Walk of shame!" Activists had been asking for curb cuts and accessible paths for years, but nothing was done and a wheelchair user was hit and killed because he was

forced to ride in the street. The protest brought media attention. A congressman went to the protest and promised to make the sidewalks accessible in two weeks. Founded in 1864, Gallaudet University was the first university for Deaf and hard of hearing students. In 1987, the college encouraged Deaf applicants to apply when they were searching for a new president. Two of the three finalists were deaf, but Gallaudet announced they would be going with the hearing applicant. Students shut down the college in protest and gained support from around the world. In response to the activists' demands, Gallaudet appointed Dr. I. King Jordan as Gallaudet's first deaf president and agreed to create a Deaf majority on the Board of Trustees.

Paul Longmore was a disabled historian, author, activist and professor at San Francisco State University (SFSU). When he started earning royalties from one of his history books, he was informed he would lose his government benefits, including the in-home services he needed to live, as the royalties counted as unearned income. In protest of these rules that penalized disabled workers, Longmore burned his book in front of the LA Federal Building with a group of disabled protesters chanting "Let Us Work."

As a result, Social Security changed the rules on royalties in what became known as the Longmore Amendment. Many other penalties for working still exist, and activists are fighting to change them to this day. In the case of *ADAPT v. Burnley*, the 3rd Circuit Court of Appeals in Philadelphia ruled that the 3 percent spending cap on accessible transit in the Department of Transportation budget was too low, and that all newly built buses must have wheelchair lifts. On the eve of this ruling, May 14, 1989, ADAPT activists marched from Independence Hall to the Liberty Bell, surrounding it for hours while wearing revolutionary attire in support of the case. In the spring of 1990, the Americans with Disabilities Act was stalled in Congress, so ADAPT planned a "Wheels of Justice" Campaign in D.C. to push the ADA forward. It began with the Wheels of Justice March from the White House to the Capitol building. 700 people joined the march chanting, "What Do We Want?" "Our ADA!" "When Do We Want It?" "NOW" Once at the Capitol, they listened to speeches from ADA advocates including Justin Dart.

Then, 60 activists began crawling up the steps, in what is now known as the "Capitol Crawl." The point of the crawl was to show the indignities and obstacles people with disabilities faced daily because of physical and societal barriers. After reaching the top, activists spoke to House Speaker Tom Foley and House Minority Leader Bob Michels and demanded the ADA be passed without

any changes. The day after the Capitol Crawl, 200 activists gathered in the Capitol Rotunda and met with House sponsors of the ADA. When they would not guarantee swift passage without changes to the bill, the activists began chanting "ADA now" and refused to leave the rotunda. 104 protesters were arrested by the Capitol Police. President George H.W. Bush signed the Americans with Disabilities Act into law on July 26, 1990 and said, "Let the shameful wall of exclusion finally come tumbling down." Evan Kemp was on his right and Justin Dart on his left. Both were integral in getting the act signed into law, but not without years of activism from other people with disabilities across the United States.

Around two months after the passage of the ADA, ADAPT was in Atlanta starting their new initiative advocating for community based attendant care services. They attempted to get a meeting with the Health and Human Services Secretary, Dr. Louis Sullivan. When that proved unsuccessful, the next day, 200 activists marched down Martin Luther King Drive to the Richard B. Russell Federal Building, blocking the entrances to protest Dr. Sullivan's interview with NPR.

Lois Curtis and Elaine Wilson had intellectual and psychiatric disabilities. After receiving treatment, they wanted to leave a psychiatric hospital and live in their communities with the proper supports. In *Olmstead v. L.C.* (1990), the Supreme Court ruled that under the ADA, people with disabilities have a right to live and receive services in the community.

As a result, Curtis and Wilson were able to leave the institution and live in their communities along with many other Americans with disabilities. Lois Curtis passed away from cancer in November 2022. The move towards IE practice is grounded in the Universal Declaration of Human Rights (1948) in which access to education for all became a fundamental and inalienable human right. The UN has taken upon itself to promote such human rights and specifically regarding education, UNESCO (one of its sectors responsible for the promotion of education, science and culture) has been engaged for the past 3 to 4 decades in the fight against educational exclusion. Article 28 of the UN convention on the Rights of the Child (1989) raises the question of special needs education insisting that it has to "form part of an overall educational strategy and indeed new social and economic policies" and above all calls for major reforms in ordinary schools. Also, Article 23, 28 and 29 of the same convention focusing on CWD   stipulates that "a child with physical or mental disability should enjoy decent life and should have access to education. In order to achieve this, primary education should be made compulsory and free to all"

In the 1990s, UNESCO held a number of conferences around the world with insightful outcomes geared towards the provision of education for all children without exception. Such conferences include; the Education for All (EFA) (1990) and the Salamanca Conference (1994). The World Education Conference in Jomtien Thailand (1990) raised concerns related to education for all. Article 3 of its declaration apart from advocating a breakaway from rigid prescriptive educational systems towards flexible ones, recognised the existence of disparities, and acknowledged the vulnerability of particular groups with the inherent discrimination exerted on them in education. The declaration therefore agreed that active commitment must be made to remove this disparity and every person with disabilities "who should not suffer any discrimination in access to learning opportunities" (UNESCO 1990:5) should be provided with normal education as an integral part of the educational system. This emphasised the need for IE as against exclusive education

After raising concerns on EFA at the 1990 conference in Thailand, the subsequent conference in Salamanca 1994 outlined practical modalities for the implementation of IE in its conference Statements and Frameworks in what has become known as the Salamanca statement or framework for action. While reiterating previous sessions, the Salamanca statement confirmed that "all children and young people of the world with individual strengths and weaknesses, with their hopes and expectations have the right to education". For this objective to be attained, the Salamanca Statement and Framework introduced the principle of inclusion which was to find expression in inclusive schools. Such schools amongst other things should "accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions (and) schools have to find ways of successfully educating all children including those with serious disabilities" (UNESCO1994:6).

The glaring difference between these schools and special schools would thus be that learners will no longer try to cope with the school curriculum etc but that schools will have to find ways of successfully educating all learners that come their way. It is therefore the education system of the country that must be adjusted to meet the needs of all learners and not the learners struggling to fit into an established fixed system of education. Article 7 asserts that the fundamental principle of an inclusive school is that all children should learn together regardless of any difficulties and/or differences. Such schools must recognise and respond to all the diverse needs of their children and ensure quality education to all through appropriate curriculum, teaching strategies and partnerships with their communities. Considering that diversity is a human endowment, Article 4 insists on a

sound pedagogy from which all children would benefit. In which case, child centred pedagogy is privileged in IE as it respects the dignity in diversity of all human beings and is beneficial not only to the learners with disabilities but to all learners.

National policy context

The educational system in Cameroon is complex, this complexity is reflected in the national educational policy that specifies the methods for instruction and learning to be French and English language in contrast to most nations (Sokaleh, 2009). These two languages (French and English) are widely spoken because of Cameroon's dual colonial history, Cameroon was colonized by the Germans in 1884 and later on handed to Britain and France under the trusteeship agreement on the 13TH of December by which the united nations gave these colonial masters full powers of legislation, jurisdiction and administration over the territory which came to an end on the 1ST OF January 1960 . (Ministry of Education, 2013). Lorenco (2009) posits that most of Cameroon's population (83%) speaks French, while only 17% speaks English; eight of the country's ten regions are predominantly French-speaking. Cameroon possesses over 250 languages, of which 55 are Afro Asiatic, 2 are Nilo-Saharan, 4 are Ubungian, 169 are Niger-Congo, and 26 are Bantu derivatives, despite the official status of English and French (Sokaleh, 2009). As seen above, Cameroon's educational system is bi-lingual, with one-half following the Anglo-Saxon model and the other half following the French model. In Cameroon, the first stage of schooling for children between the age of 6 years is not mandated by law. Ministry of Education (2013) stated that due to bilingualism, the French term for pre-school is L'ecole maternelle, while the English term is "nursery school. "Children in Cameroon must attend primary school, unlike nursery schools. The government, religious organizations, and private citizens all contribute to primary education and all students must take the School Leaving Certificate exam upon completion of primary school before moving on to secondary schooling. The Technical, Vocational, and Professional Examinations also allow students to enter a wide range of professions (Ministry of Education, 2013).

In comparison to both religious and private institutions, the tuition costs at the secondary level in Cameroon are significantly lower for students attending government secondary schools. And when students are 11-18 years old and are in their final year of secondary school, they continue their education with the French language for another seven years. Koté (2000) highlights that there are

two cycles, and each cycle consists of two phases, the first of which lasts four years and the second of which lasts three years the students take the Brevete D'etude (BEPC) exam at the end of the first cycle and the Probatoire and Baccalauréat exams at the end of the second cycle, which together represents the highest level of education in France. On the other hand, Anglophone secondary education takes about five years from ages 11- 16, and at the end of the year, the students take an exam known as the General Certificate of Education, which is the exam most Students use in testing their knowledge before enrolling for the advanced level examination.

The Cameroonian educational system does not currently provide adequate support for the education of children with disabilities. Koté (2000) posits that Cameroon's slow adoption of special education can be traced back partly to the country's deeply ingrained ideas and attitudes concerning disability. According to Tukov (2009), in the early days of Cameroonian society, one of the main sources of income was teaching children with special needs how to speak the local language and use the local currency in their daily lives. The upbringing of children with disabilities in Cameroon has long been influenced by the cultural norms of the country's many ethnic groups. Disabled children faced near-total exclusion from educational and occupational opportunities in some spheres (Tukov, 2008). Disabled children were relegated necessitating the deprivation of exceptional care.

Disabilities in children were considered when Western missionaries brought religion and began to recruit other children alongside the disabled children in mission schools and classes Tukov (2008). According to the Ministry of Education (2013), one of the most pressing issues facing Cameroon's educational system is how to integrate students with special needs into regular classrooms. Inclusion, in its broadest sense, encompasses concerns such as racial and gender equality, economic fairness, and the protection of human rights. In 1975 before the Ministry of social affairs was established, most disabled children received formal education in privately operated special schools (Tukov, 2008). However, before this, the Cameroon government did not provide any significant educational support for children with special needs. A branch of the Ministry of Public Health was responsible for the children's safety and well-being (Tukov,2008). Most disabled children had the misconception that disability was an illness that could not always be cured (Parens& Asch, 2003). There is a shortage of qualified teachers and social workers, as well as a dearth of resources and specialized learning tools for the student Billingsley (2004). Despite

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increased research into the development of inclusive education and awareness of the various types of disability, inclusive education cannot be achieved without the assistance of social workers, particularly in Africa and, more specifically, Cameroon.

It should be recalled that Cameroon is a signatory to all the international conventions and policies discussed above. This means in essence that such policies need to be applied in the country. However, in addition to this there are still national policies geared towards ensuring access to education for all including learners with challenges. Law No 83/013 of 21st July 1983 and its decree of application Law No 90/156 of 26th November 1990 provides general dispositions and practical modalities for the protection of persons with disabilities. Though not mentioned in clear terms, these laws all reflect inclusive practices that are cherished the world over. For example, article 30, 5, 6 and 9 of this law states that "Families should provide their children with disabilities access to regular schools.

In addition, an age waver should be granted persons with disabilities to be admitted into various educational institutions on the request of CWD and their guardians and the state should bear part of the charge by admitting them to educational institutions. Article 9 of this law emphasises that building plans should comprise necessary facilities that could ease access to public buildings by persons with impairments.

With regards to practical modalities, Law No 90/156 of 26th November 1990 chapters I and II focus specifically on education. Articles 35 and 7 state that, pupils/students with disabilities should be allowed to repeat a class two times when failure is a result of their handicap. While fixing the quotas of educational assistance in kind and cash, Article 6 insists that such aid could cover complete or partial school fee requirements. While giving subventions to schools engaged in the educations of CWD, Article 4 states that qualified personnel could be posted to these schools by the state. In which case, adolescents admitted in mainstream schools would be able to benefit from pedagogic support and follow-up by teachers. This emphasises the need for training of many more teachers so as to imbibe them with inclusive teaching strategies that could be used in an inclusive set up.

Recently, law No 2010/002 of 13 April while reemphasising dispositions in the laws discussed previously, insists on the welfare of CWD and psychological support which according to section 17 "shall aim at strengthening the psychological capacity, developing self-esteem, strengthening relationships with the living environment in order to reconcile CWD and others". This in effect is

the essence of IE which in practical terms could be observed in the provision of leisure activities like sports and physical education programs in schools and university systems as stipulated by section 37 of this law. By exempting CWD from paying school fees, article 29 facilitates access to education for them. Any law without sanctions for defaulters renders reinforcement and application challenging. Section 45 of this law takes care of this insisting that punishment be levied for school officials guilty of discrimination in admitting students/pupils with impairments. Punishment for such cases could range from 3 to 6 months imprisonment and a fine of 100.000CFAFrs to 1000.000CFAFrs.

Though the term inclusion had been taking primordial positions in the educational world both in the west and in Africa, Cameroon was still to join the train. The word started loaming in the educational family in Cameroon through the Cameroon Baptist Convention Health Board (CBCHB) program SEEPD (Socio-Economic Empowerment of Persons with Disabilities).

The CBCHB had been running programs in special education following especially the medical model with a number of special schools here and there such as; The Integrated School for the Blind in Kumbo and the School for the Deaf in Mbingo. Teachers in these schools had acquired knowledge through special seminars in and out of Cameroon and could equally train other home based teachers. A glimpse of change started lingering when children from these schools were integrated into mainstream schools and allowed to cope with mainstream teachers who had little or no knowledge about handling learners with impairments. Though integration had its own loopholes, it was at least a progressive move from special education to integrated education. A number of educated people with impairments in Cameroon today are products of this integrated approach.

It was not until 2009 that the SEEPD program reviewed its education agenda that was hitherto centred on encouraging CWD to attend school and increasing their performance in examinations, to moving these children from their specialised centres to mainstream schools, and not just allowing them there to survive as was the case before, but building capacity for teachers to be able to handle not only these learners with impairments but all other learners in the classroom. These were mile steps toward the birth of inclusion in Cameroon. Given that this was relatively new to a number of stakeholders in the educational family, the SEEPD program started up with sensitization geared towards changing attitudes, conceptions and perceptions about persons living with impairments from the local communities to the school milieu. Given that attitudes are a very

sensitive issue in human development and changing them does not end in creating awareness, there was need for practical implementation of IE to serve as an example.

The 2010/2011 training workshops organised by the SEEPD program were aimed at building and reinforcing capacities for stakeholders in education. These workshops saw the participation of teachers from both the primary and secondary sectors of education and their respective ministries. In these workshops, reports on challenges in the field are discussed in plenary and suggestions on ameliorations and accommodations made. It should be recalled that one of the aims of these interactions is to develop a model of inclusive education that would be applicable within the realities of the Cameroonian context. The underlying objective here is to address and respond to the diversity of needs of all learners by increasing participation in learning and reducing exclusion as much as possible in education as stipulated by UNESCO (2004).

Conceptual background

Concepts related to this work will be discussed below.

Persons with Disabilities (PWDs)

According to the UN Convention on the Rights of Persons with Disabilities (2006), defines disabilities as ongoing physical, mental, intellectual, or sensory impairments that, when combined with other factors, may prevent them from fully and effectively participating in society on an equal basis with others. (Combrinck, 2008), highlighted that those with physical disabilities, such as vision or hearing impairments, chronic disease, mental health, communication disorders, intellectual disabilities, genetic illnesses, deformity, and aging or developmental delays, are considered disabled.

Disability

This refers to any loss or reduction of functional ability (resulting from impairment) to perform an activity in the manner or within the range generally considered normal for a human being within the cultural context. It is also a limitation of opportunities that can prevent people who have impairments from taking part in the normal life of the community on an equal level with others. This may be physical or social barriers to full participation (KISE & UNISE, 2002).

Inclusive Education

The concept of inclusive education is not an easy term to define. Different organizations define it differently, depending on what their interests and concerns are. Armstrong, Armstrong and Barton (2000) argue that inclusive education focuses on different perspectives. It "offers a way of dealing with the negative connotations of 'normalization', a principle which has been a major force for change in the social services, and which has had a particularly important role in the critique of segregated special schooling".

Inclusive education, therefore, provides an opportunity for students-regardless of their abilities--to be educated in the same environment and sharing the same facilities. On the otherhand, Barron and Amerena (2007:103) make reference to UNESCO's (2004) definition of inclusion where "Inclusiveness is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, culture and communities, and reducing exclusion with and from education" (ibid).

Inclusion

It occurs when all students are provided with equal access to high-quality education through schools that modify their physical layouts, pedagogical approaches, curricula, and other aspects of their institutional culture, policy, and practice. Inclusion does not mean just putting children with disabilities into regular classrooms without making any adjustments for them (United Nations 2006).

School Social Work

 Kemp (2013) states that school social work is a field within the social work profession that provides social service to students, parents, and institutions of higher education in areas where psychological and social obstacles exist in the classroom setting.

Urban Schools

"Schools located in or near urban centers, primarily serving poor and ethnically diverse students in densely populated areas. Urban schools are often characterized by lower academic achievement than suburban schools, and high rates of mobility by students" (IGI Global, 2020, para. 2).

Theoretical background

Theories linked to this work will be discussed below.

The Constructivist theory by Vygotsky (1978)

Theoretically, constructivism focuses on creating cognitive tools that reflect the wisdom of the culture in which they are used as well as the insights and experiences of learning. Constructivism involves a person understanding the importance of the social dimension during the learning process through observation, treatment, interpretation, and adaptation of information on building a cognitive structure. Vygotsky emphasized the social role of learning because of its impact on cognitive development through learning and interaction between children and their peers, parents, and teachers. Constructivism equates to learning that involves constructing, creating, and inventing, basically for individuals to develop their own knowledge and meaning. Constructivists believe that an understanding of the brain informs teaching. Akpan and Beard state, "constructivism is the best paradigm for teaching all learners, but particularly students with special educational needs" (2016, p. 393).

Teachers are essentially considered facilitators, providing essential information, and organizing activities for students to discover their own learning. Lenjani (2016) details the main guiding principles of constructivism as: 1) learning is searching for meaning; 2) meaning requires the understanding of the whole as well as the individual parts; 3) teachers should have an understanding of the mental models that learners use to perceive their world and assumptions that they make in order to support their models; and 4) the purpose of learning is that an individual constructs his or her own meaning and does not include simply memorizing information for the correct answers or repeating merely what someone else has stated. The key to constructivism is that learning should include learner-centred, task-based, hands-on and minds-on activities while also being meaningful and closely related to practical and real-life experiences. In addition, constructivist-based classroom activities should provide internal and external scaffolding strategies for all learners, which is essential for students with special educational needs.

Practically, constructivism-based inclusive education practices are the applications of constructivism in inclusive education settings, which would involve instructional methods and strategies to assist learners to explore complex topics actively.

The Theory of Cognitivism by Jean Piaget (1952)

Theoretically, cognitivism essentially focuses on the attributes of one's thinking, memory, self-reflection, and motivation to learn. Piaget argued that "during each developmental stage, the ability to learn and the process of learning is different". The cognitive approach focuses on the mental activities of the learner that influence responses and acknowledges the processes of mental planning, goal-setting, and organizational strategies. Cognitive theories place emphasis on making knowledge meaningful and helping learners be more organized and able to relate new information to existing knowledge stored. In addition, cognitivist approaches emphasize thought processes and their importance in learning, including memory, thinking, reflection, abstraction, and metacognition, which are all needed in the learning process. Therefore, cognitivist instruction "must be based on a student's existing mental structures or schema to be effective".

Practically, cognitivism-based inclusive education practices involve the applications of cognitivism in inclusive education settings, which clearly appears in the emphasis of mental information processing and interactions in guiding student learning. Students are encouraged to express and connect their prior knowledge, learning experiences, and abilities to learn new information being provided to them. For instance, instructional strategies such as framing, outlining, mnemonics, concept mapping, and advance organizers should be specifically used to support the cognitive needs of students with special educational needs.

Theory of Behaviourism by (Skinner, B. F. 1968)

Behaviourism is one of the classical theories of learning and also recognized as the oldest. Behaviorism is known as a predominant psychological model, as suggested by the metaphor for, 'learning as the acquisition of stimulus-response pairs'. Behaviourists 'believe the objective of the theory is to impart to the learner the knowledge of reality'. Behaviourism occurs when consequences are associated with the stimulus or response that is followed by reinforcement to be maintained. Even though behaviourism has been heavily criticized over the years, the behaviourist approach is "still vital and is considered a scientific enterprise". To summarize, the key principles of behaviourism that support education are: behaviour is learned, behaviour is governed by the setting in which it occurs, teaching does not occur without learning, learning equates to changing behaviour, behaviour is governed by what follows actions, and there needs to be a focus on the observable.

STATEMENT OF THE RESEARCH PROBLEM

Children are the source of the inspiration and hope of the society. Every society wishes to bring up its children in an atmosphere of love and care in peace and harmony. Disability is one of the social problems of the society. Most of the physical bodily problem people cannot easily go to places because of their disabilities. In this situation we can say that physically disabled children becoming day by day backward in educational system.

There is no question that inclusion has been a controversial topic. Inclusive education has provoked contradictory responses from professionals, researchers, and politicians. In the past, students with disabilities were pulled from the classroom to be taught in a separate classroom. These students were pulled from their regular classroom in an attempt to catch them up to their classmates. Teachers quickly found out that students taught in segregated classrooms only fell farther behind (National, 2020).

Inclusion is a great way to make all students feel included and teach social skills. On top of that, it teaches all students to be respectful, caring, and empathetic of others. Klinger and Vaughn (1999) discovered that all students understood that everyone learns differently, so they need teachers who are willing to be flexible and try different things. Most students appreciated when teachers would slow down instruction when it was necessary. Children with disabilities experience many learning barriers that are not easily addressed (Kelly & McKenzie, 2018). The lack of skills and knowledge and negative attitudes as well as the dispositions of teachers, who often have little or no training in inclusive education, can make an even greater challenge for these children (McKenzie et al., 2020).

The question of discrimination and exclusion from educationist is not exclusive to children with disabilities. In addition to children who never attend school, there are large numbers of children who drop out early and fail to complete education. A recent UNESCO (2018) publication lists the following groups of children at risk for exclusion and acknowledges that it may not be comprehensive: Children from ethnic minorities, language minorities, refugees or displaced children, child workers, domestic workers, children who have HIV/AIDS or are HIV/AIDS orphans, children who are abused, migrant children, children from religious minorities, poverty-stricken children, street children, children in conflict zones and child soldiers, nomadic children

and children with disabilities. The issue of disability can be well handled within schools if legal dispositions are taken in to considerations by the different stakeholders. Issues of disabilities have been well scrutinized at the global, regional and national level.

The principal international texts that have been established to protect the rights of PWD's include, the 1948 Universal Declaration of Human Rights and the 2006 Convention on the Rights of Persons with Disabilities. These Conventions are applicable in Cameroon by virtue of Article 45 of the Cameroonian Constitution. To begin with, the Universal Declaration of Human Rights (UDHR), a milestone document in the history of Human Rights, has hitherto inspired the adoption of several laws for the protection of the rights of PWD's.It sets the foundation for the protection of these rights throughout the globe and particularly in Cameroon. Pursuant to Article 1 of the treaty, "all human beings are free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood." This is supported by Article 7 which provides that; "All are equal before the law and are entitled without discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination."

The UDHR therefore provides for the principle of equality of all men. Moreover, the 2006 Convention on the Rights of Persons with Disability (CRPD) is another ground breaking international norm for the protection of the rights of PWD's. Ratified on the 1st of October 2008, the Convention is applicable in Cameroon by virtue of Article 45 of its Constitution. It provides for full and effective participation and inclusion in society, respect for difference and acceptance of PWD's. It further enjoins state parties to undertake measures to ensure the progressive and full realization of the rights mentioned hitherto. To promote equality, and eliminate discrimination based on disability, the Convention enjoins state parties to ensure that reasonable accommodation be provided and legal protection be guaranteed for PWD's. In times of armed conflicts, like the present Anglophone quagmire, the CRPD obliges state parties to take all necessary measures to ensure the protection and safety of PWD's. It adopts a broad categorization of PWD's and reaffirms that these individuals enjoy all human rights and fundamental freedoms. It clarifies and qualifies how all category of rights applies to PWD's and identify areas where adaptations have to be made for PWD's to effectively exercise their rights in areas where their rights have been violated, and where protection of rights must be reinforced.

At the Regional sphere, there exists the African (Banjul) Charter on Human and Peoples Rights.The Charter though not specifically aimed at protecting the rights of PWD'srecognizes the Human Rights principle of equality of all individuals in the eyes of the law.However, its Articles 18(4) guarantees the rights of PWD's. It provides that, "The aged and the disabled shall also have the right to special measures of protection in keeping with their physical or oral needs"

At the Domestic level, there exist a plethora of laws for the protection of the rights of PWD's. The Cameroonian Constitution, the highest law of the Land, provides in its preamble that "the state shall provide all its citizens with conditions necessary for their development; the state shall ensure the protection of minorities and shall preserve the rights of indigenous populations in accordance with the law". The Preamble of the Cameroonian Constitution, therefore, obliges the state to ensure the protection of minorities. Worth mentioning is the fact that PWD's generally fall under the category of minorities, and hence their protection.

Moreover, the 2010 Law Relating to the Protection and Welfare of Persons with Disabilities is the main law that protects the welfare of PWD's in Cameroon. In this respect, it aims at the prevention of disabilities; social, economic and psychological rehabilitation and integration of PWD's; and promotion of national solidarity in favour of PWD's. The law defines disability as a limitation of a person's ability, due to deficiency, to fully participate in an activity in a given environment. It highlights the various kinds of disabilities, to wit; physical, mental, and multiple disabilities. This is in tandem with the definition of PWD's by the courts in the case of *Ximenes-Lopes v. Brazil.* The inter-American court defined PWD's as "those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others".

The law provides various mechanisms for the prevention of disabilities and goes further to provide psychological support for PWD's. This psychological support shall aim at strengthening psychological capacity, developing self-esteem, and strengthen relations with the living environment to reconcile PWD's with themselves and with their environment. The law further guarantees the right to special education for PWD's, socio-economic integration, access to education and vocational training, access to information and participation in cultural activities, access to infrastructure, housing and transport, participation in sport and leisure activities and

access to employment. The law further provides for the issuance of a national disability card for PWD's which will permit them to enjoy these rights wherever they find themselves.

The state shall compensate for the financial costs of education, vocational training, medical costs, disability allowance, housing assistance, support for the creation of work of art, construction of equipment or infrastructure, for rehabilitation and functional therapy, support for the equipping of work stations and other activities falling under national solidarity for PWD's. The 2010 law further provides sanctions for individuals who violate the rules protecting the rights of PWD's in Cameroon. Pursuant to sections 45 of the law, officials of schools, vocational and university institutions, employers, corporate managers, guilty of discriminating in the admission, recruitment or pay of PWD's shall be punished with imprisonment for from 3 (three) to 6 (six) months and fine of from 100000 (one hundred thousand) to 1000000 (one million) CFA Francs. Sections 46 corroborates by providing that, 'whoever refuses to provide a service due to a person with a disability in accordance with this law and its enabling instruments shall be punished with the penalties outlined in sections 242 of the Cameroonian Penal Code.

More to this circular No. 02/22/C/MINESEC/CAB of 22 April 2022 on the procedures for handling cases of student pregnancy in government and private secondary schools can be added to laws put in place to protect the disabled in our cameroonian schools. However, in spite of the presence of these numerous texts and legislations signed, the researcher discovered that the notion of inclusive education is far from being a reality in our Cameroonian schools due to the difficulties faced by the students with disabilities in GBHS Mendong and EHS Yaounde. The researcher decided to investigate how Inclusive Education of students with disabilities have an impact on the growth of Cameroonian Urban Schools. To handle this, we will be guided by objectives.

Research objectives

This research is divided into the general objective and specific objective

Main Objective

To examine how Inclusive Education of students with disabilities have an impact on the growth of Cameroonian Urban Schools.

Specific Objectives

- To identify the types of disabilities found in G.B.H.S Mendong and the English High School Yaounde
- To specify the particularities of inclusive education in G.B.H.S Mendong and the English High School Yaounde
- Analyse the relationship between the disabled and other members of the educational community in G.B.H.S Mendong and the English High School Yaounde
- Examine the teaching-learning mechanisms of Students with disabilities in G.B.H.S Mendong and in English High School Yaounde
- Evaluate the measures taken by G.B.H.S Mendong and the English High School Yaounde in order to facilitate the teaching learning of students with disabilities

Research question

To meet the above stated objectives, the study will look at the main and the specific questions

Main Research Questions

To what extent does Inclusive Education have an impact on the growth of some urban secondary schools in the Mfoundi division?

Specific Research Questions

- Which types of disabilities are found in G.B.H.S Mendong and the English High School Yaounde?
- What are the particularities of inclusive education in G.B.H.S Mendong and the English High School Yaounde?
- What are the relationships between the disabled and other members of the educational community in G.B.H.S Mendong and the English High School Yaounde?
- What are the teaching-learning mechanisms of students with disabilities in G.B.H.S Mendong and in English High School Yaounde?
- What are the measures taken in GBHS Mendong and the English high School Yaounde in order to facilitate the teaching-learning process of students with disabilities?

RESEARCH HYPOTHESIS

This is a provisory response to a research question that is asked. It is an alternative explanation of the nature of relationship between two or more phenomenon that can be verified (Grawitz, 1990). The researcher therefore divided the hypotheses in to major and specific hypotheses.

Major hypothesis

Inclusive Education of students with disability have an impact on the growth of some urban secondary schools in Cameroon

Specific hypothesis

- Students with special needs at the G.B.H.S Mendong and the English High School Yaounde are generally characterized by the physically handicapped, intellectual and psycho- social disabilities
- The percularity of G.B.H.S Mendong and the English High School of Yaounde is based on the follow-up of learners with specific needs , the quality of education and the willingness for the learners to adapt
- The relationship between learners with specific needs and other members of the educational community is characterized by a desire for some to receive education and for the others to welcome them according to their means
- The teaching technics for those with specific needs are generally of no difference as from the others except that they have as a duty of ensuring the increase of students performances
- These measures remain in adequate both on the pedagogic and decimological domain

DELIMITATION OF THE STUDY

The research focus is based on Inclusive Education and its impact on the growth of some urban secondary schools in Cameroonian.

The Time Scope

The research is based on the period from when the researcher conceived the idea to write on the topic, and this is within the period of September 2022 to 2024.

Geographical Scope

The scope of the study was focused on the, students of G.B.H.S Mendong Yaounde located around Gendarmerie mendong and English High School Yaounde located around Monte chapel neighbourhood in Yaounde.

The Thematic Scope

The impact of Inclusive education and disability is very broad. For better understanding, the researcher focused more on different distinct variables such as: the different types of disabilities, particularities of inclusive education, the relationships between the disabled and other members of the educational community in G.B.H.S Mendong and the English High School Yaounde, the teaching-learning mechanisms of students with disabilitiesand the measures taken in G.B.H.S Mendong and the English high School Yaounde inorder to facilitate the teaching-learning process of students with disabilities.

STRUCTURE OF THE DISSERTATION

This study is organized in five chapters. The first chapter is an introduction, which deals with the background to the study, statement of the problem, objectives, research questions, hypothesis, significance, justification and definition of terms. Chapter two presents the review of related literature, and the third chapter is about the methodological approaches of the study including the research setting, participant selection and data collection tools, main procedures of the study and method of data analysis. The fourth chapter deals with result of the study the results, which presents the findings. The fifth chapter focuses on the discussion on the main findings using relevant literature and the researchers views under the themes, the summary, conclusion, and recommendation of the study.

DEFINITION OF KEY TERMS (OPERATIONAL DEFINITIONS)

Terms related to this work will be discussed below.

Inclusion

Alper, Schloss, Etsheidt and Mac Farlane (1995:6) and Radziewicz and Tiegerman-Faber (1998:12) maintain that inclusionis the practice of providing educational experiences for learners with and without disabilities in the regular classroom setting. Bursuck and Friend (1999:12) argue that inclusionrepresents "the belief that students with disabilities should be integrated into general education classrooms regardless of whether or not they can meet traditional curricular needs." This implies that learners should be included in the regular classroom setting irrespective of whether they benefit from it or not.

Learners

According to Hornby (1995:671) a learner is a person who is gaining knowledge or skills. This seems to include people of different age groups. Some overseas countries use the term students.

Education

Education is a necessary factor in the economic development as it is undoubtedly regarded as the bedrock of sustainable development in any nation. It equips the individual with the information necessary for human functioning. Education is expected to train the mind of its recipient for effective performance. Adequate and proper acquisition of relevant knowledge and skills in school subjects and disciplines of study are invariably functions of quality education (Okara, 2012).

Inclusive Education

Inclusive education in essence, refers to the guarantee that every child, irrespective of ability, age, gender, language, nationality, religion or other characteristics, is 'supported to meaningfully participate and learn alongside his or her peers, and develop to his/her full potential' (Save the Children, 2016).
Phasha and Condy (2016) referred to inclusive education as a concept that is based on enabling all children to be respected and accepted so that they can learn and acknowledging that they need support since all learners learn differently with diverse learning needs.

Mariga et al. (2014) referred to it as a process of identifying and removal of barriers to a child's learning environment

Disability

Disability is a major public health issue, denoting the negative aspects of the relationship between an individual's health condition and his/her environmental and personal factors. Disability has often been defined as a physical, mental, or psychological condition that limits a person's activities. It has different meanings to different people and different contexts. The Global Burden of disease (GBD) uses the term disability to refer to loss of health, where health is conceptualized in terms of functioning capacity in a set of health domains such as mobility, cognition, hearing, and vision (WHO, 2004).

Special Needs Education

This term means that a child needs special educational help because of more trouble learning than most children of their age, or because there is a disability that makes it hard to use the educational resources that are usually available to children of that age (Smith 1998).

CHAPTER SUMMARY/CONCLUSION

This chapter introduces the reader to the study. It focuses on setting the tone and direction for the reader and what the research entails. This includes the background to the study, the stamen problem, the research questions, and sub-questions, objectives, hypothesis, justification, significance and limitation of the study. This helps readers to have a general idea and impression of what the study is about and the motivation or inspiration for conducting such a study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This section addresses the global and local context from where the study emanates. This chapter reviews the existing body of knowledge around inclusive education and disabilities in some selected urban secondary schools in Cameroon. Thus, this study took a critical view of inclusive education in Cameroon and its relevance in students' education. The literature highlights the massive gap in students' education that hinders some of them from acquiring quality education in Cameroon.

CONCEPTUAL FRAMEWORK

We will discuss concepts related to our work below.

Inclusion

Inclusion is giving education to children with disabilities and special educational needs in regular schools. Inclusion is the most effective means of doing away with discrimination, creating welcoming communities, building an inclusive society and achieving education for all. By this all children including those with special educational needs are to be educated in the regular school where equal opportunities and access are to be assured. Children can only be educated in a special school when their needs cannot be provided in a regular school. Inclusion is defined by Barton (2003) in three perspectives that are applicable in this study, namely maximising participation, responding to student diverse educational needs as well as inclusion as shaped by the school-level system.

The main goals of inclusive education

The main goals are to:

- Create equal opportunities for all children to participate in the common education.
- Engage teachers and other stakeholders including parents, health practitioners, educationist and social services in a continual dialogue towards the identification of measures relevant to developing the capacities of all children.

The objectives of inclusion

- Ensuring that every child has access to quality education to develop their potentiality.
- Equipping teachers with requisite skills and competence to enable them to work creatively and optimise the potentialities of children.
- Ensuring that the school curriculum is flexible to facilitate adaptation and appropriate differentiation.
- Ensuring barriers such as physical, social and any other likely to prevent a child's education and development are identified and removed determine their unique needs.
- Encouraging parental involvement between professionals in health, education, and social services (DfES, 2001) as well as central government, local government and non-governmental organizations in meeting the needs of all children.

The principles of inclusion

- Every child has a right to quality education and development.
- Every child is valued and respected for whatever difference he or she brings into the learning environment.

Components of inclusive education

- **Heterogenous grouping.** All students including those with special needs are educated together in groups and the number of students with or without disabilities approximate natural or normal proportion, that is, in a class of 30 students there is 1 with severe disabilities, a couple with less significant disabilities, and many without disabilities.
- **A sense of belonging to a group.** All students including those with disabilities are considered active members of the class. Students who have disabilities feel welcome as those without disabilities.
- **Shared activities with individualized outcomes.** Students share educational experiences, for example, lessons, laboratories, field work and group learning at the same time. The learning objectives for the students are individualized to meet each students learning need.
- **A balanced educational experience.** Inclusive education seeks an individualized balanced between the academic or functional and social or personal aspect of schooling. For

example, the development of students' self-images and social skills are as important as the reading and mathematics skills.

Benefits for inclusive education

- Bringing for discussion educational policies essential to transforming schools' systems and developing human capacities.
- Allowing for the involvement of multidisciplinary and inter-disciplinary approaches (health, education, social services, families) to educating children.
- Helping children to recognize differences, early enough to learn to understand, respect and accept their peers, and to learn together.
- Encouraging continual research for approaches that facilitate the education and development of all children.
- Bringing to the fore issues related to health and safety of all children.
- Enhancing academic development.
- It is cost efficient and cost effective for a country especially a developing country such as Cameroon since separate educational sub systems for different groups of learners is inefficient and for poorer countries, non-viable.
- Ensuring that they are training programs to prepare and equip teachers with relevant skills and competencies to deal more effectively and efficiently with a wider range of behaviours.

FACTORS TO CONSIDER IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION

1. **Visionary leadership.**

For inclusive education to succeed in Africa, directors of special education divisions and regular schools head teachers should have a dynamic vision of the whole process

2. **Collaboration**

Inclusive education is based on the premise that no one teacher can poses all the expertise needed to meet the educational needs of all the students in the classroom.

3. **Refocused use of assessment.**

Traditionally, assessment was used to determine eligibility for special education services thus emphasis was usually on formal type of assessment with the use of standardized test. Emphasis has now shifted to the use of alternative assessments such as authentic assessment, portfolio assessment.

4. Support for staff and students

Support for teachers in the form of in-service training and professional development is essential to the success of inclusive education. Students with special needs might need support in the form of extra learning materials.

5. Funding

Funding is a crucial factor in the provision of special education services for children with disabilities. African countries must recognize the fact that for inclusive education to succeed they must be prepared to provide adequate funding.

6. Effective parental involvement.

Generally, parental involvement with the education of students with disabilities in African is negligible. Parents are usually confronted with a dilemma as to what to do with their children who have disabilities.

7. Curricula adaptation.

The success of inclusive education also depends on the regular classroom teacher's ability to adapt instructions when students have difficulty acquiring skills and information. The curricula and method of instruction must meet the need of the students

THEORETICAL FRAMEWORK

Theories related to our work will be discussed below.

The Constructivist theory by Vygotsky (1978)

Theoretically, constructivism focuses on creating cognitive tools that reflect the wisdom of the culture in which they are used as well as the insights and experiences of learning. Constructivism involves a person understanding the importance of the social dimension during the learning process through observation, treatment, interpretation, and adaptation of information on building a cognitive structure. Vygotsky emphasized the social role of learning because of its impact on cognitive development through learning and interaction between children and their peers, parents, and teachers. Constructivism equates to learning that involves constructing, creating, and inventing, basically for individuals to develop their own knowledge and meaning. Constructivists believe that an understanding of the brain informs teaching. Akpan and Beard state, "constructivism is the best paradigm for teaching all learners, but particularly students with special educational needs" (2016, p. 393).

Teachers are essentially considered facilitators, providing essential information, and organizing activities for students to discover their own learning. Lenjani (2016) details the main guiding principles of constructivism as: 1) learning is searching for meaning; 2) meaning requires the understanding of the whole as well as the individual parts; 3) teachers should have an understanding of the mental models that learners use to perceive their world and assumptions that they make in order to support their models; and 4) the purpose of learning is that an individual constructs his or her own meaning and does not include simply memorizing information for the correct answers or repeating merely what someone else has stated. The key to constructivism is that learning should include learner-centred, task-based, hands-on and minds-on activities while also being meaningful and closely related to practical and real-life experiences. In addition, constructivist-based classroom activities should provide internal and external scaffolding strategies for all learners, which is essential for students with special educational needs.

Practically, constructivism-based inclusive education practices are the applications of constructivism in inclusive education settings, which would involve instructional methods and strategies to assist learners to explore complex topics actively.

Educational Implication of Constructivism

Application of constructivism in the education revolves around two dimensions: The 'constructivist learning' and 'constructivist teaching'. In the constructivism learning the role of teachers becomes as facilitator, mediator, moderator, coach, promoter, and a guide to develop student skills management of the learning. The teacher does not transfer knowledge through instruction, but through asking 'good brain storming that stimulate, analysis, synthesis and evaluation (Petty, 2009), for instance, raising questions such as 'how', 'why', 'how could' or judgmental questions such as 'why do you…' because they trigger students to show their emotions, feelings and response for discussion and engagement (Joshi, 2007).

On the other hand teaching, in constructivist learning, the learners are the 'epicentre' of activity who are not on the receiving end like an empty vessel to be poured by an expert, rather they actively play by becoming key 'handler' of the learning where they develop creativity, cognitive development and critical thinking (UCD Teaching and Learning, 2014). However, constructivist teaching "promotes appropriate cognitive processing," (Rusbult, 2007).Petty (2009) called this 'brain friendly teaching' which means the activities that promote processing of the new material, linking it to what the student already know are encouraged. Where learners are expected to process given information to make personal sense and construct their own meaning. In this construction mechanism brain work as parallel process where the learners think and consider broader and smaller perspectives at the same time by integrating new concepts effectively. Consequently, the activities which need more process from learners end create deeper learning and confidence.

Constructivist teaching promotes inclusive learning. It is based upon realism as teaching tasks are authentic, set in a meaningful context and related to the real world. Constructivist teaching concentrates holistic approach where dialogue between learner and teacher is promoted, power and control in the classroom is shared between teacher and learner while the classroom management and organization is democratic.

Application of Constructivism in Learning

In terms of application of the theory in the learning environment, constructivism has a role from planning to delivery and assessment of the learners.

Choice of teaching materials/strategies

In choosing teaching resources the teachers/trainers should use such activities and adopt processes which are linked to learners' knowledge. Tasks should be authentic, set in a meaningful context, and related to the real world. For instance, in business-related subject teachers/lecturers can use case studies where theories and models of business concepts are applied in real business world. Prior knowledge of the learners act as scaffolding to further explore new concepts. As a result application of such techniques encourages students to develop their own thoughts.

The resources

Constructive resources such as worksheets, online group activities, etc. promote a learners' level of understanding. For instance, in 'Marketing. The inclusion of such activities promotes their interest as they consider concepts near to their prior experience of daily life where they go

Inclusive learning

Constructivism helps teachers/lecturers to understand individual and group needs of the learners from lesson planning, delivery and assessment. Vygotsky conveys the idea that we all learn through support and aid from others. In this context, working with others help learners understand and solidify their learning. So, group activities and pair work help to apply social constructivism. Additionally, the design of the lecture, making notes, type of assessment methods, it is important to think about learners with visual impairments and those with specific learning difficulties. For instance, I ensure that learners with disabilities sit on front seats receive notes in bolder font and in advance. The group and peer activities reflect weaker and more able learners. I also make sure that the questions are open-ended and they generate ideas and discussion among learners. Their answers are challenged to promote their higher-level-thinking. Student's ideas are respected and honored. Reading content is deliberately interactive.

The Theory of Cognitivism by Jean Piaget (1952)

Theoretically, cognitivism essentially focuses on the attributes of one's thinking, memory, self-reflection, and motivation to learn. Piaget argued that "during each developmental stage, the ability to learn and the process of learning is different". The cognitive approach focuses on the mental activities of the learner that influence responses and acknowledges the processes of mental

planning, goal-setting, and organizational strategies. Cognitive theories place emphasis on making knowledge meaningful and helping learners be more organized and able to relate new information to existing knowledge stored. In addition, cognitivist approaches emphasize thought processes and their importance in learning, including memory, thinking, reflection, abstraction, and metacognition, which are all needed in the learning process. Therefore, cognitivist instruction "must be based on a student's existing mental structures or schema to be effective". Practically, cognitivism-based inclusive education practices involve the applications of cognitivism in inclusive education settings, which clearly appears in the emphasis of mental information processing and interactions in guiding student learning. Students are encouraged to express and connect their prior knowledge, learning experiences, and abilities to learn new information being provided to them. For instance, instructional strategies such as framing, outlining, mnemonics, concept mapping, and advance organizers should be specifically used to support the cognitive needs of students with special educational needs. Practically, constructivism-based inclusive education practices are the applications of constructivism in inclusive education settings, which would involve instructional methods and strategies to assist learners to explore complex topics actively.

Educational Implications of Piaget's Theory

Piaget (1952) did not explicitly relate his theory to education, although later researchers have explained how features of Piaget's theory can be applied to teaching and learning. Piaget has been extremely influential in developing educational policy and teaching practice. Some concrete facts include the following

- ✓ Discovery learning – the idea that children learn best through doing and actively exploring - was seen as central to the transformation of the primary school curriculum. 'The report's recurring themes are individual learning, flexibility in the curriculum, the centrality of play in children's learning, the use of the environment, learning by discovery and the importance of the evaluation of children's progress - teachers should 'not assume that only what is measurable is valuable.'
- ✓ Because Piaget's theory is based upon biological maturation and stages, the notion of 'readiness' is important. Readiness concerns when certain information or concepts should be taught.

According to Piaget's theory children should not be taught certain concepts until they have reached the appropriate stage of cognitive development.

✓ According to Piaget (1958), assimilation and accommodation require an active learner, not a passive one, because problem-solving skills cannot be taught, they must be discovered. Within the classroom learning should be student-centered and accomplished through active discovery learning. The role of the teacher is to facilitate learning, rather than direct tuition. Therefore, teachers should encourage the following within the classroom:

➢ Focus on the process of learning, rather than the end product of it.

➢ Using active methods that require rediscovering or reconstructing "truths."

➢ Using collaborative, as well as individual activities (so children can learn from each other).

➢ Devising situations that present useful problems, and create disequilibrium in the child.

➢ Evaluate the level of the child's development so suitable tasks can be set.

Theory of Behaviourism by (Skinner, B. F. 1968)

Behaviourism is one of the classical theories of learning and also recognized as the oldest. Behaviorism is known as a predominant psychological model, as suggested by the metaphor for, 'learning as the acquisition of stimulus-response pairs'. Behaviourists 'believe the objective of the theory is to impart to the learner the knowledge of reality'. Behaviourism occurs when consequences are associated with the stimulus or response that is followed by reinforcement to be maintained. Even though behaviourism has been heavily criticized over the years, the behaviourist approach is "still vital and is considered a scientific enterprise". To summarize, the key principles of behaviourism that support education are: behaviour is learned, behaviour is governed by the setting in which it occurs, teaching does not occur without learning, learning equates to changing behaviour, behaviour is governed by what follows actions, and there needs to be a focus on the observable.

Practically, behaviourism-based inclusive education practices include the application of behaviourism in inclusive education settings, which clearly appears in the emphasis on student behaviour and performance in manipulating stimulus materials (Ertmer& Newby, 2013). Examples of behaviourism-based inclusive education practices are included in well-known instructional approaches such as explicit or direct instruction. The method has shown positive research results with students with special needs in general education classrooms.

Practices based on explicit or direct instruction are systematic, involving a step-by-step process provided by a teacher and followed by students during instruction (Zhang et al., 2016). In addition, explicit or direct instruction-based practices that break down tasks into their smallest elements are widely used for teaching students with special educational needs in inclusive education classrooms (Steele, 2005). During the instructional process, Behaviourists assess learners to determine at what point to begin instruction and which reinforcers are most effective. The teacher's role during the process is to: (1) determine which cues can elicit the students' desired responses; (2) arrange practices where prompts are paired with the target stimuli which are expected to elicit the responses in the 'natural' setting; and (3) arrange environmental conditions so that students can make the correct responses in the presence of those target stimuli and receive reinforcement for those responses (Ertmer& Newby, 2013).

Basic assumptions and characteristics of behaviourism are embedded in many current instructional practices. For instance, some of the best interventions for students with special needs in inclusive education settings include: direct instruction, functional behavioural analysis, and assessment, evaluation, and feedback (Hattie, 2008). Direct instruction is commonly delivered in a teacher-led environment during which the teacher facilitates student learning through targeted lessons. For example, the teacher introduces a lesson, teaches a structured lesson, monitors student understanding, and receives student feedback to ensure understanding. Functional behavioural analysis categorizes and targets specific behaviours and their antecedents to change disruptive behaviours in the classroom, and encourage positive behaviour changes. A functional behavioural analysis of a student would involve using a chart with specific targeted behaviours monitored for frequency, time of day, antecedents, and consequences. Formative assessment, evaluation, and feedback assess the progression of learning and examine the gaps where remediation or even enrichment is necessary. An example of this in a behaviouristic classroom is the use of "Exit slips" which involves questions posed by teachers and students answer before leaving the classroom for the day including: "things I learned," "things I found interesting," and "questions I still have."

It is therefore considered that the Behaviouristic theory is related to several of the best practices in inclusive education.

Direct instruction is the primary delivery of instruction in behaviourism within a teacher-centred environment in which the teacher designs and delivers lessons based on the objectives of the students. The behaviouristic classroom environment focuses upon conditioned responses, which is

the basis of functional behavioural analysis. Since the behaviouristic classroom focuses upon condition-responses, assessment, evaluation, and feedback, all are considered ideal methods for testing the transfer and generalization of knowledge gained.

EMPIRICAL LITERATURE REVIEW

Objective one: To identify the types of disabilities found in GBHS Mendong and EHS

Salend and Garrick Duhaney (1999) reviewed nine articles on the effect of inclusive education on the academic achievement of students with disabilities. Most studies they describe report that placement in inclusion programs results in improved educational outcomes for students with disabilities. One study, for example, found that 71 students with learning disabilities in inclusive settings showed greater gains in reading than 73 students with resource room services. No difference was found for mathematics (Waldron & Mc Leskey, 1998; cited in Salend& Garrick Duhaney, 1999).

In another study, Marston (1996) investigated 240 students with learning disorders in three different settings. He found that 36 students with special educational needs in a combined setting of special and inclusive education had significantly greater gains in reading performance than 33 students in completely inclusive and 171 students in completely special education. Jepma (2003) investigated the development of children with learning and behavioural difficulties or mild mental retardation using a similar method. He states that the Dutch policy WeerSamenNaar School ('Back to School Together Again') created an overlap between children in special and regular primary education. Some children are referred to special education, while others are educated in regular education. To investigate the development of both groups of pupils, he matched students in regular and special education on cognitive and non-cognitive factors. Jepma (2003) also used Dutch cohort data for his research. He found a matched pair for 55% of the children in special education. The other children may have had problems that were too severe for them to be educated in regular schools. Five hundred pairs were compared on different measures: language, mathematics and socio-emotional functioning. Language and mathematics were measured by achievement tests, socio-emotional functioning was measured by a questionnaire completed by the teacher. Jepma (2003) found that students with special educational needs in regular education made more progress in language and mathematics. This difference was found both for children with learning and

behavioral difficulties and for children with mild mental retardation. Jepma (2003) found no difference in behavioral development and the development of nonverbal IQ scores between children in special and regular education.

Lindsay (2007) reviewed the effect of inclusive education on children with special needs and decided that it is difficult to draw conclusions about inclusive education, because there are many different forms of inclusion and many ways of researching it. According to Lindsay (2007), the literature before 2000 does not give clear results. At that time, there was little evidence for the effectiveness of inclusive education. Evidence from earlier meta-analyses generally showed positive, but small, effect sizes for inclusive education, especially for academic achievement. To investigate more recent literature, Lindsay (2007) examined all publications in the period of 2000–2005 from eight relevant journals. From the 1373 considered papers, 14 reported comparative outcome studies of children with special educational needs in regular education. Special educational needs included mild disabilities, such as learning difficulties and behavioral problems, and more severe disabilities, such as autism spectrum disorder, deafness and Down's syndrome. Concerning academic achievement, most studies found no differences or found a positive effect of inclusive education. From the eight findings concerning academic achievement, two were positive, three found positive results with some caveats and three studies found neutral results. Some of the articles Lindsay (2007) describes are also described in this review. When only the non-overlapping results are taken into account, one study found positive results, three found positive results with some caveats and one found neutral results.

Cole et al. (2004) investigated the effect of inclusive education on children with learning disabilities and children with mild mental disabilities. They compared inclusive and non-inclusive primary school classes in Indiana (US). In inclusive classes, children with disabilities had reading and mathematics lessons in the general education classrooms. In non-inclusive classes, children with disabilities had these lessons in separate classes. Achievement was measured with a test of reading and mathematics. Data on 429 students with mild disabilities were investigated. Of these, 235 students were being taught in special classes and 194 students in inclusive classes. The analysis showed no differences between the children in inclusive and non-inclusive classes.

Maras and Brown (2000) investigated the generalization effect of contacts with children with physical disabilities, hearing impairments and learning disabilities. They studied the attitude to

disabled students of 256 non-disabled primary school students. Besides the generalization effect, Maras and Brown (2000) investigated differences between schools. Some of the schools were non-inclusive, some of the inclusive schools were informative about the disabilities of disabled students, and other inclusive schools tried to emphasize the disability as little as possible. In all kinds of schools, students with disabilities were assessed less positively on socio metric measures and questionnaires about capabilities than children without disabilities. However, at schools which were informative about the disability, non-disabled children were more willing to play with disabled children they did not know. There appeared to be no differences between non-inclusive schools and inclusive schools which were uninformative about disabilities. These results indicate that a school climate of openness about disabilities is an important factor for generalization by non-disabled students.

Objective two: particularities of inclusive education

Karsten et al. (2001) used a large Dutch cohort-study to investigate whether children with learning and behavioral difficulties or mild mental retardation are better off in special education compared to regular schools. They compared the academic and psychosocial functioning of over 400 matched pairs of students in special and regular education. After 2 years, there were few differences between children in regular schools and the paired children in special schools. In both regular and special schools, the number of students whose academic and psychosocial functioning improved was about the same as the number of students whose functioning deteriorated. There were some indications that at-risk children in regular education made more progress in mathematics than children in special education.

Markussen (2004) investigated the development of a group of 777 students with relatively mild special educational needs at upper secondary school in Norway. He administered questionnaires and was given access to the school files of participating students. Students with psychosocial or emotional problems and students with general or complex learning difficulties were less likely to succeed in upper secondary education than other students with special educational needs. Besides that, the better the grade from lower secondary school, the higher the chance of succeeding at upper secondary school. Students receiving special education in regular classes proved to have a better chance of succeeding in upper secondary education than students receiving special education in special classes. However, these groups might have been different at the start of upper secondary

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education. The use of segregated arrangements in inclusive education, such as personal tuition or group education for students with special educational needs in ordinary classes, did not seem to have a positive effect on success in upper secondary education. An increase in the amount of special education provided in regular classes even seemed to have a negative effect on the chance of success in secondary education.

Myklebust (2007) also investigated the effect of inclusive education in Norwegian upper secondary education. He investigated the development of 494 students with special educational needs such as general learning difficulties, specific difficulties with reading, writing and arithmetic and mild psychosocial problems. After correcting for relevant background variables, he found a positive effect of inclusive education on competence attainment: students receiving additional support in inclusive classes were 76% more likely to obtain formal qualifications than students receiving education in special classes. Students who achieved better at the start of upper secondary education were also more likely to obtain a formal qualification. Myklebust (2007) also found a difference between boys and girls: for girls, inclusive education seemed to have more positive effects than for boys. When boys were analyzed separately, there appeared to be no differences between inclusive and special education settings. Girls achieved much better in inclusive settings. However, as was the case in other studies on inclusive education, there were more boys with special educational needs in this study. Another unknown is whether the boys and girls had similar types of special educational needs.

In a Canadian study, Wiener and Tardif (2004) investigated the differences between children with mild learning disabilities in different forms of special education. They measured social acceptance, number of friends, quality of relationship with the best friend, self-concept, loneliness, depression, social skills and problem behavior. Children were educated at different schools in different settings. One group of children received in-class support (N=28), another received lessons in separate classes for a limited period of time during the day (N=45).Children in more inclusive settings seemed to score better on the different measures than children in special education settings. Children who received lessons in separate classes for a small part of the day were less accepted by peers, had lower self-perceptions of mathematics competence and had higher teacher-rated problem behavior than children in the more inclusive settings. However, when corrections for multiple testing were applied, many of these differences became insignificant. Furthermore, the

schools had chosen to adopt inclusive education, which might have led teachers to a more positive assessment of pupils' functioning in inclusive education.

Rouse and Florian (2006) used data from the English National Pupil Database. They investigated the achievement of 2448 children in secondary schools in one district. To investigate the academic progress (e.g. progress in literacy, numeracy, science) of these children, they compared grades at Key Stage 2 – just before secondary education – with national tests at the end of secondary school. To investigate the effect of inclusive education, the progress of students at three schools with more than 25% students with special educational needs was compared to similar schools with less than 12% students with special educational needs. Special educational needs included problems with communication and interaction, cognition and learning, behavior, emotional and social development, and sensory and/or physical problems. Compared to the non-inclusive schools, the mean progress proved to be higher in inclusive schools. However, this difference was not found when inclusive schools were compared to all schools in the district. When the inclusive schools were analyzed separately, results were even more complex. One inclusive school had a higher mean progress, one had a lower mean progress and the third did not differ from the comparison schools. In the qualitative analysis, schools proved to be very different as well. This study seems to show a small positive effect of inclusive education. However, there turned out to be large differences between schools. This seems to indicate that other differences between schools are more important than the inclusiveness of the school.

Demeris, Childs, and Jordan (2007) performed a large-scale study on the effect of inclusion on the achievement of students without special needs. They used student grades on a standardized provincial test in Ontario, Canada. This test measures achievement in reading, writing and mathematics in grade 3. Students with special needs were identified as those who had been formally identified as exceptional and those who received additional accommodation during the assessment. To investigate the effect of inclusion on the achievement of children without special needs, class averages of children without special needs were computed. Two thousand one hundred and fifty-two classes with more than 16 students were included. When corrected for class size and SES, the correlation between the number of students with special needs and the achievement scores of children without special needs was small but significant, ranging from 0.052 to 0.074. This means that students without special needs performed slightly better when the number of students

with special needs in their classes increased. However, the amount of explained variance was very small: 0.3% for reading and writing and 0.5% for mathematics. Furthermore, it is unclear what arrangements were made for children with special needs.

Dyson et al. (2004) performed a large study into the effects of inclusion on the achievement of students without special educational needs. They analyzed the scores in the English National Pupil Database. To investigate the effect of inclusion on the achievement of the other students, the authors performed multi-level regression analyses, in which they controlled for the effect of background variables like the number of free school meals, age, sex and mother tongue. They defined inclusion as the number of students with a special educational needs statement and students who were placed in School Action Plus. To avoid distortion by the presumed lower scores of students with special educational needs, the authors controlled for the effects of having special educational needs. At a regional level there proved to be no relationship between the inclusiveness of the Local Educational Authority (LEA) and student achievement. At school level, a small significant relationship between school inclusivity and student achievement was found. In schools with a higher level of inclusion, student achievements were on average lower, even when the background variables were taken into account. According to the authors, however, there are a few problems with this conclusion. They state that the effect found is small, both in terms of the decline in achievement and in the percentage of special needs students needed to have an effect on the achievement of the other students. Furthermore, the results were highly variable between schools. This indicates that other differences between schools are more important than the inclusivity of the school.

The study done by (Tani & Nformi, 2016) on inclusive education in Cameroon, focused on the learning environment of students with physical disabilities in the southwest region of Cameroon. Their study findings were obtained through an interactive process of data collection and analysis involving both qualitative and quantitative methods. After the interviews and questionnaires were conducted the researchers discovered that friends of the disabled students did not always bring study materials to the students promptly. They also frequently made inaccurate notes, forcing them to compare notes from several sources, which was a taxing process. This was disclosed by the student's focus group talks. The results of the study also revealed, that in all the chosen schools, accessibility to lecture halls was hampered by high steps for students using wheelchairs or crutches

to navigate through. Partially sidewalk construction also prevented an easy ride for a student using a wheelchair when moving from one class to another. The results of the study showed how important it was to provide sufficient and frequent transportation for students with special needs, moving between home and school zones.

Enow and Wemba (2019) also did a study on Inclusive education in Cameroon secondary schools the challenges and prospects. The research was based on a mixed method and from the findings, it was revealed that 15 (75%) of the teachers didn't have training in inclusive education, and 12 (60%) of the teachers out of the 15 who have not received inclusive training, admitted that they struggle with resolving conflicts in the classroom.

Galvin (2005) conducted a study on 92 participants from four nations, using the grounded theory method, to determine how the public interacts with those who are impaired. His research showed that people with impairments were less likely to get physical love and were more likely to be judged as ugly and unworthy of romantic commitment. These beliefs originated in the widespread stigma, that persons with disabilities face in everyday life. The research also showed that disabled people were rarely included in community events. Edwardraj, et al., (2010) also conducted a qualitative study on how people in Vellore, South India, view those who have intellectual disabilities. The study's data came from interviews with educators, community health workers, and moms of children with intellectual special needs. The cultural and religious outlooks on people with impairments were major foci of the research. The findings indicated that institutionalized discrimination and religious dogma were to blame for spreading harmful misconceptions about people with disabilities. The research also found that many disability paradigms exist influenced by religious and social considerations. The persistence of these beliefs in Cameroon is evidenced by (Swango's, 2003) report, which indicates that certain members of the Cameroonian population continue to attribute disability to witchcraft and hold the view that individuals with disabilities are unable to make meaningful contributions to societal progress. In addition, (Swango, 2003), noted that it is a common belief that children born with disabilities are possessed by spirits. As a result, spiritual exorcisms are performed on these children, which can lead to their death from pneumonia as they are often left in the cold at a vulnerable age.

Some researchers have investigated how teachers may best accomplish the aims of inclusive education by encouraging students with special needs to share their perspectives and concerns.

Nevertheless, most educators lack the proper preparation to successfully collaborate with students who have special needs this is because their primary focus is to provide school lessons. On the other hand, professional social workers are indispensable because of the crucial role they play in ensuring the emotional well-being of society's most marginalized members, especially disabled children. The study done by (Burton & Goodman, 2011), the result showed that teachers and other professionals who work with students who have special education needs may share common goals or perspectives on inclusive education. Going further they highlighted that, in the event of a student with special education needs who is unsuccessful in school, for example, a school social worker may investigate the root cause of the failure, while the teacher concentrates on the poor performance.

Objective three: Relationship between disabled and other members of the educational community

Peetsma et al. (2001) developed this comparison of children in regular and special education somewhat further. Children in special and regular education were matched in 2nd grade and were followed for 4 years. After 2 years, the results were mixed: some children developed better in regular education, while others developed better in special education. On average, children in regular education achieved somewhat better on mathematics than children in special schools for learning and behavioral difficulties. This difference was not found for children at special schools for mild mental retardation. After 4years, the differences were greater. Students in regular education scored better at language and mathematics than children in special education.

Bakker and Bosman (2003) investigated the differences in well-being and peer acceptance of low-achieving primary school children in regular and special education in the Netherlands. They administered questionnaires and socio metric scales to 419 children in regular education and 149 children in special education. Children were divided into four groups based on achievement level: one group of low-achieving students in regular education without additional help; one group of low-achieving students in regular education with additional help; one group of low-achieving students in special education; and one control group with average to high-achieving students in regular education. Both groups of low-achieving students in regular education proved to have lower self-confidence, poorer relationships with the teacher and classmates, and more negative self-perceptions about their physical appearance than average to high-achieving students in regular

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education. Their ideas about achievement in sports did not differ significantly. Students in special education proved to have more self-confidence than low-achieving children with additional help in regular education, while children with additional help in regular education were more confident about their achievements in sports. On most scales however, there were no differences between low-achieving students in regular and special education.

Mand (2007) investigated the social position of children with behavioral problems in regular and special education in Germany. He states that children with behavioral problems are often rejected in inclusive schools, but he wonders whether this rejection only occurs in inclusive settings. Mand (2007) conducted a survey to investigate the social position of children with behavioral problems. Children in regular and special classes were given a socio metric questionnaire. Teachers filled in a questionnaire about background characteristics of pupils and another questionnaire about problem behavior for the children with behavioral problems. Two hundred and thirty-nine pupils were included in this study. Of these, 144 were in integrated school classes and 95 were in special school classes. In integrated classes, there were 16 students with behavioral problems and in special school classes; there were 35 students with behavioral problems. The results showed that children with behavioral problems were less popular with other students in both regular and special schools: they were on average less popular, had 'average' status less often and were more often rejected. Apart from that, they were also ignored less often, possibly due to their behavior. The percentage of rejected pupils differed significantly, the other differences were modest. Furthermore, there proved to be no difference between children with externalizing and children with internalizing problem behavior, both were equally disliked.

Lindsay (2007) also investigated social effects of inclusive education on children with special educational needs. Most of these studies found few differences between children in regular education and children in special schools. Of the 16 different findings on the social effect of inclusive education, 2 were positive, 2 were positive with some caveats, 8 showed no differences and 4 studies found negative results. Some of these articles have already been described in this review. When these articles are omitted, there remains one study that found positive results, two that showed positive results with some caveats, six that showed no differences and four studies that found negative results.

Cole et al. (2004) investigated the effect of inclusive education on children without disabilities. They compared inclusive and non-inclusive primary school classes in Indiana (US). Inclusive classes were defined by the presence of students with learning disabilities and mild mental disabilities at reading and mathematics lessons. In non-inclusive classes, disabled students had these lessons in separate classes. Achievement was measured with a reading and a mathematics test. Data on 606 students without disabilities in inclusive and non-inclusive classes were analyzed. Students in inclusive classes proved to achieve better than children in non-inclusive classes, even when the results were corrected for pre-test scores and expenditure per student. The authors explain these results by stating that the non-disabled students profit from the additional support available in inclusive classrooms.

Nakken and Pijl (2002) also reviewed the social effects of inclusion on non-disabled students. They describe five studies on this topic, all of which report positive effects of inclusive education on students without disabilities. Children in inclusive schools had more positive attitudes towards children with special educational needs and had more contact with them. However, it is unclear whether this attitude only applied to their classmates, or whether it was generalized to other people with disabilities as well.

Maras and Brown (2000) investigated the generalization effect of contacts with children with physical disabilities, hearing impairments and learning disabilities. They studied the attitude to disabled students of 256 non-disabled primary school students. Besides the generalization effect, Maras and Brown (2000) investigated differences between schools. Some of the schools were non-inclusive, some of the inclusive schools were informative about the disabilities of disabled students, and other inclusive schools tried to emphasize the disability as little as possible. In all kinds of schools, students with disabilities were assessed less positively on socio metric measures and questionnaires about capabilities than children without disabilities. However, at schools which were informative about the disability, non-disabled children were more willing to play with disabled children they did not know. There appeared to be no differences between non-inclusive schools and inclusive schools which were uninformative about disabilities. These results indicate that a school climate of openness about disabilities is an important factor for generalization by non-disabled students.

Nowicky (2003) performed a meta-analysis on the social position of children with learning disabilities in inclusive classes. She searched for studies published in peer-reviewed journals from 1990 onwards. Only studies comparing social skills, acceptance and/or self-perceptions of children with learning disabilities and children without disabilities were included. Nowicky (2003) found 32 studies fitting her inclusion criteria. She distinguished different control groups in regular education. Children with learning disabilities were compared with low-achieving and with average to high-achieving children without special needs. Nowicky (2003) equally classified studies that do not make a distinction between low and average to high-achieving students as having an average to high-achieving control group. In the meta-analysis, there proved to be significant effect sizes in the comparison of children with learning disabilities with average to high-achieving students. There were large effect sizes on teacher ratings of social skills and peer ratings for social preferences. Children with learning disabilities received lower scores on these measures than their average to high-achieving classmates. For positive peer nominations, global self-worth and scholastic self-perception, medium sized effects were found. For negative peer nominations and social self-perception there was a small effect size, which indicates that children with learning disabilities were more likely to be negatively nominated than average to high-achieving students, and that children with learning disabilities have less favorable social self-perceptions.

Different results were obtained when children with learning disabilities were compared with low-achieving students. Due to a lack of data, peer ratings could not be compared. There was no statistically significant effect of scholastic self-perception and social self-perception. Differences were found regarding teacher ratings, social preference and global self-worth. The results indicate lower scores for children with learning disabilities. However, in both comparisons, there was no homogeneity of variance. This reveals large differences in effect sizes between studies: some studies found positive effect sizes, while others found negative effect sizes. Thus, outcomes and outcome effect sizes differed across studies. Further, Nowicky (2003) classified non-described control groups as average to high-achieving control groups, while there may have been low-achieving students in these groups as well. If this is the case, there might even be a larger difference between low and average to high-achieving children.

Scruggs and Mastropieri (1996) reviewed 28 surveys conducted from 1958-1995 in the U.S., Australia, and Canada, mainly among general-education teachers. They found that approximately

two-thirds of the teachers had positive attitudes towards the basic idea of inclusion. A somewhat smaller majority expressed readiness to accept children with disabilities into their classrooms. Similar percentages have emerged in subsequent studies. However, the overall acceptance of inclusion seemingly has not grown.

Objective four: Teaching/ learning mechanisms of students with disabilities

Rogers and Thierry (2003) investigated whether American students with learning disabilities performed better in an inclusive setting or in a setting in which they had reading lessons in separate classes. The authors investigated five students with learning disabilities in a class of 17 students. Before the study, students were having their reading lessons in special classes. During the first 6 weeks of the study, students still had reading education in their special classes. After 6 weeks, they stayed in their regular classes for reading. Reading performances were measured before the study, after 6 weeks and after12 weeks. The results seemed to show a negative effect of inclusion: four out of five students showed a decrease in performance after their reading lessons were switched to the inclusive setting. One student performed better in inclusive education. The opinion of the students with learning disabilities concurred with these results: 80% of the students with learning disabilities stated that they preferred to attend the special classes. However, this study was very small-scale, and the students were already being taught in an inclusive setting for most of the time before the reading inclusion project.

Manisah, Ram, and zalizan (2006) conducted a study in Malaysia on teachers Perception towards inclusive Education. They found out that collaboration between special education teachers and regular teachers is vital in the implementation of inclusive program. However, the findings indicated that the presence of a special education teacher in regular classrooms could raise difficulties in determining who really is responsible for the special students, though majority of the teachers concurred that the role of special education teacher is to assist the students with disability. Manisah, Ram, Lee and Zalizan felt that the success of the inclusive program depends, among other factors, on the attitudes of classroom teachers towards the children with special needs teachers. They pointed out that the aspect of collaboration between mainstream and special education teacher needs to be improved

Sinbair (1999) conducted a study in schools within Botswana. The study revealed that teachers preferred using group contingences in supporting positive behavior among learners with disability.

Boamah (2010) conducted a study in Ashanti in Ghana and reported teachers encouraged learners to engage in sports and games together as a major strategy in managing inappropriate behavior among learners with disabilities. Ndeto (2013) equally conducted a study on effectiveness of school rules and regulations in enhancing discipline for students with mild cognitive disability in public secondary schools in Kang'undo division, Machokos County, Kenya. A descriptive survey was used to examine the effectiveness of school rules in enhancing discipline. The findings of the study revealed that students' mild cognitive disability were not adequately involved in the formulation of school rules and regulations though they were highly involved in the implementation of the same and this points to challenges in coping mechanisms.

Objective five: Measures taken to facilitate teaching/ learning process of disabled students

Huber et al. (2001) investigated the differences in achievement between inclusive and non-inclusive classes with the same curriculum in Eastern Pennsylvania (US). According to the authors, the curriculum was designed to support inclusive education. Four hundred and ten children were investigated. Of the 49 disabled children, most had learning difficulties but there were children with behavioral difficulties in the sample as well. The inclusive curriculum seemed to benefit the low-achieving students: during the 2 years of measurements they showed more progress on both mathematics and reading than the high-achieving students. There were no differences for reading scores between students in inclusive and non-inclusive classes. For mathematics, there were differences between inclusive and non-inclusive classes. However, the pattern was unclear: some inclusive classes showed less improvement in performance than non-inclusive classes, while other classes showed more improvement than non-inclusive classes. This permits the conclusion, therefore, that inclusion does not have a large impact on the achievement of children without special educational needs. However, inclusive curricula seem to benefit the low-achieving students: they seem to show more progress than high-achieving students. Nevertheless, this difference might also be caused by a ceiling effect for high-achieving students.

Mc Manus and Briel (2004) found that students with disabilities who met more frequently with disability specialists had higher GPAs than those who did not follow through with their

appointments. O'Neill, et al. (2012) compared a model that included student personal factors to a second model that included these same factors and the receipt of disability services and found that the later model was significantly better at explaining graduation outcomes.

In contrast, a ten year longitudinal study by Herbert et al. (2014) compared students who initially sought disability services but either was found ineligible, did not provide documentation to establish the existence of disability, or did not follow required procedures to those students who followed through and ultimately were determined eligible services. A comparison to both groups found that graduation rates were within 1% of one another with both being approximately 66%. Gregg and Nelson (2012) conducted a meta-analysis on the effectiveness of providing extra time to students with learning disabilities and concluded that inconsistent findings could be explained by varying samples as a function of age, educational background, and severity of functional reading levels. These findings have, in fact, led to difficulties in making decisions about appropriate academic accommodations even when students have the same identified disability and, as a result, generate evidence-based practices that the disability services personnel may implement.

CHAPTER THREE

METHODOLOGICAL APPROACHES OF THE STUDY

According to (Osei-Bryson &Ngwenyama 2011), a methodology is a systematic approach to solving a research hypothesis; furthermore, it was also defined as a science that studies how research should be conducted. Research methodology is essentially the procedures by which researchers go about their business of describing, understanding, and predicting occurrences (Goundar 2012). In addition, it is the study of techniques for acquiring knowledge with the specific goal to provide a research work plan (Goundar 2012). There are three types of methodology according to (Rubin and Babbie 2010): Qualitative, Quantitative, and Mixed methods. (Yilmaz 2013) defined Qualitative research methodology as a study that attempts to use prescription and induction to give meaning to people´s worldview perspective through the study of a trend, occurrences, or conditions in their natural environment. Quantitative research according to (Creswell 1994) is a research method that utilizes data gotten from numbers to describe specific phenomena.

The use of a mathematical model is applied to give meaning to these numerical data. Furthermore, (Gay & Eurasian 2000) gave a broader definition of quantitative research: they defined it as an experimentation model to explain the intricacies of a social or biological phenomenon. However, some research critics like (Terrell 2012; Östlund et al 2011; Creswell et al 2006) have exposed the loopholes of both qualitative and quantitative methodologies and have tried to formulate a third force paradigm; the Mixed method that combines both quantitative and qualitative methodologies concurrently in carrying out research. In this thesis, the authors will apply a qualitative data-gathering method in carrying out this study.

In the following section, further insight into the methods applied will be described to make the pattern of data collection and evaluation more transparent, this will also detail the sources used and the procedures employed in conducting the interviews, the analytic methodology, and procedures used by the authors to decipher the interviews.

RESEARCH APPROACHES

This work made use of the qualitative and quantitative approaches

RESEARCH DESIGN

A research design is the entire plan showing how the researcher intends to go about the research work. It is the foundation for the research work as it outlines the various approaches to be employed in solving the research problem, information regarding the research problem, the duration for the study and budget (Sekaran & Bougie, 2013). Nyora (2003) equally shares the view that, a research design is a blue print that describes how data shall be collected and analyzed in the field.

A qualitative case study design was used for the research in accordance with the nature of the study.

The choice of choosing a qualitative research approach is to provide a deep insight into the phenomenon and also to provide a possible explanation and understanding as perceived by the informants that is teachers, social workers and students. As regard the design of the study, the researcher came up with the development of the interview guide, selecting the informants, and a pilot study was done to test the instruments. There was some adjustment made to the interview guide and finally the main interview was carried out. Analyses were made to the answers gotten from the teachers and parents. The study actually focuses on the in-depth understanding of the phenomenon and its context as to the way 'you see it', empirical investigations and the use of other sources of data.The cases involved two selected schools from the Mfoundi division in Yaounde. A case is a particular instance of a phenomenon and it is mostly selected once the phenomenon of interest has been clarified, thus a case is selected for an intensive study.

The phenomenon of the study is investigate and explore the role of Inclusive Education and disabilities in Cameroonian Urban Secondary Schools.

Following the study, a main method of data collection was used alongside supportive methods. The main method includes qualitative interviews. Consultation of documents, field notes, and informal talk where used as supportive methods. The findings were based on informant's point of view.

AREA OF STUDY

Our area of study focuses on students with disabilities in Cameroonian urban secondary schools. The schools in question has to do with the English High School Yaounde located around monte chapel and Government Bilingual High School Mendong located around gendarmerie mendong, all found within the Mfoundi division precisely in Yaounde 6.

POPULATION OF THE STUDY

Salaria (2012) defines population as a group of people that the researcher is interested in because of similar characteristics. The author adds that population can be all the individuals in a particular group or in a restricted aspect of the group. Sekaran and Bougie (2013) further defines population as the entire group of persons, events or things that the researcher intends to study or investigate. Participants in this study comprised of teachers and students of GBHS Mendong and English High School Yaounde.

SAMPLING AND SAMPLING PROCEDURES

Sample size

It is described as a portion of the population under study. According to Kalpana (2012, p.183), "sampling design is an important tool as well as a flexible method of data collection in a research". Kalpana (2012) notes that sampling plays a crucial role in large research involving huge numbers of participants.

The author suggests that sampling design is more crucial when the researcher is having difficulties studying the entire universe or entire population that he or she proposes to study.

A sample can be referred to as a unit, element or subgroup of a larger population which is chosen to participate in a specific study with the aim of providing useful information about the phenomenon being studied (Salaria, 2012). It can also be defined as a portion of the entire population which is selected for a specific study. Sekaran and Bougie (2013) define a sample as a segment of the population which is chosen to participate in a particular study. A sample size of 20 participants (12 parents, 2 Social workers and 6 teachers) were interviewed in a semi-structured format. (Patton, 2015) stated that it is possible to conduct qualitative research by conducting in-

depth, open-ended interviews or by observing a phenomenon first hand.

Sampling technique

The approach of purposive sampling and snowball method was utilized to choose participants from various schools because the target group is slim and one of the authors had contact at the school who helped the authors with other participants. With the help of purposive sampling, the authors could collect information from people who have specific and useful insight about the education of children with special needs. (Rubin & Babbie, 2010) posit that purposive sampling refers to the process of choosing a sample of study participants based on predetermined criteria. The study has collected significant insights from individuals with experience and knowledge to provide information on the research study. The authors contacted all the individuals by phone calls and email. The sample consisted of teachers who teach in regular secondary schools and who have students with disabilities in their classes, also social workers who represent this different schools and parents of those with disabilities were all interviewed.

SOURCES OF DATA

Data collection is a vital part in this research work where the primary and the secondary sources are used. The primary data was gotten through questionnaires and from observation while the secondary source was obtained from text books, internship documents and articles from the internet as well as other documents.

Primary sources of data

Data collection here involves observation

Observation

Observation entails; listening, watching carefully people's behavior in order to come out with something for analytical interpretation. This observation was participative that is, the researcher had to be involved in the lives of those under study by doing what they do by listening, inquiring and taking down information. The researcher's attention was more focused on students that were stigmatized within the school environment.

Secondary sources of data

The secondary sources of data include textbooks, internship documents and information collected from the internet.

Textbooks

Textbooks used in this research were helpful as it gave vital information concerning how inclusive education and equity have on the growth of Cameroonian schools. Some of the information was gotten from books such as Amin, (2005) Social Science Research Conception, Methodology and Analysis. Kampala, Uganda, Makerere University.

Internet

A global network of computer furnished this piece of work with information gotten from the search engine www.google.com was very instrumental in the development of this research work.

DATA COLLECTION

The authors conducted interviews with three different types of professionals; 12 parents, 2 Social workers and 6 teachers, through semi-structured interviews in which the questions were structured and framed as open-ended questions related to the research topic. This allowed the interviewees to provide responses that go beyond the scope of the researcher's question yet were significant to the study. Unlike fully structured interviews, semi-structured interviews according to (Rubin & Babbie, 2010), allows the participants to comment on their experiences and perspectives while still answering a set of preset questions, their replies will lead to more inquiry, in the form of follow up questions, allowing them to provide more context and detail on the study. Another purpose for choosing semi-structured interviews was to provide the participants with the opportunity to communicate freely about the challenges that children with special need face in an inclusive educational setting. Robson (2002) stated that if a researcher allows the participants to speak freely and openly about the subject of the study, the authors will be able to gain an in-depth understanding of the topic.

In order to find teachers willing to be interviewed, the authors made use of the snowball method. According to (May, 2011), he stated that it is possible that if a researcher makes initial contact

with a member of the community, that person will then introduce the researcher to other members of that population. We got in touch with the principals through the official email of the institution where the teachers will be interviewed and presented our request, and then the principal informed the teachers about our desire to conduct a study and they consented to our request and for the principal to provide us with their contact details. We contacted the teachers, scheduled a convenient date and time, and presented the questions that will be asked to enable them to get prepared. The teachers' interviews were conducted in a setting familiar to them, and the duration of the interview lasted from 20 to 25 minutes.

To guarantee that all relevant details are documented, the interview was recorded utilizing Zoom's audio features. This was done after receiving informed consent from all participants. After the interviews were over, the authors transcribe them and analyzed the data using qualitative methods. By sticking to this protocol, the researcher was guaranteed that the interviews would be successful without a hitch and the data acquired were of high quality and relevant to the research. The data were collected from the 15th to 25th of April 2024 and the researcher conducted the interviews in English

VALIDITY OF THE INSTRUMENT

Validity refers to the actual design and content of the approach used to gather the data necessary to answer the research question (D'Cruze& Johnson, 2004). To ensure internal validity, the authors checked to make sure that interviewees understand the questions and that the authors understand their responses.

The authors ensured validity in the context of the study on inclusive education and the difficulties experienced by children with special needs by being forthright with respondents regarding the study's goal, aims, and planned use of the data collected. Participants were allowed to give informed consent if they knew exactly what they were agreeing to.

The authors made sure the sources they use were credible and of good quality for the study. This includes employing records that have only recently been released in the 21st century, which indicates that the authors took a great effort in picking the most relevant and current sources. Correct citation of these sources is crucial for two reasons: it provides evidence of the sources

utilized and it allows readers to judge the quality of the evidence presented, both of which contribute to the study's credibility.

RELIABILITY

(Denscombe 2009), states that for a study to be considered reliable, it must contain elements that are both consistent and trustworthy. To make the study trustworthy two methods were utilized which are Zoom. The authors asked the same questions severely using semantics to test the reliability of the statements made by the interviewees. The answers provided by the responders were evaluated for consistency. The authors' choices of research questions were driven by the methods used. According to (Rubin & Barbie, 2010) the goal of social work research is to equip social workers with the theoretical and methodological tools they need to address real-world issues. Research in the field of social work is driven by a desire to equip practitioners with the knowledge they need to improve people's lives and strengthen communities when formulating the research question.

ETHICAL CONSIDERATIONS

Ethical considerations were taken into account from the outset of the research process. In any scientific research, it is important to always have ethical considerations when conducting research, it is important to make sure that the participants and authorities are consulted, informed, and given the proper permission. (Marshall & Rossman, 2006) assert that ethical considerations encompass safeguarding the anonymity of participants, obtaining their informed consent, and reflecting on factors that are specific to the situation. Obtaining informed consent from study participants is a crucial aspect of ethical research, as it ensures that participants are aware of the voluntary nature of their involvement in the study (Frankfort-Nachmias&Nachmias, 2008).

Furthermore, the document of informed consent stipulated that the involvement in the research was voluntary and that the subjects retained the prerogative to discontinue their participation in the study at any juncture (Kvale& Brinkmann, 2009). The study also implemented measures to ensure confidentiality. Gustafsson &Petersson (2006) asserts that it is imperative to implement all necessary measures to safeguard the privacy and confidentiality of participants' personal data and

to mitigate any potential adverse effects on their physical or mental health during the course of the study.

The aforementioned outcome was attained through the implementation of measures to ensure the anonymity of the participants' personal information during the course of the discussion. The handling of interview data was conducted with due care and confidentiality, and the responses of individual participants were presented in a manner that ensured their anonymity (Frankfort-Nachmias &Nachmias, 2008). All participants were assured that their confidentiality would be protected and that all recordings and transcripts would be destroyed once the study was complete. They were also informed that their interviews would be recorded.

DATA COLLECTION PROCEDURES

Obtaining permission

The study was carried out in Mfoundi Division precisely in Yaounde. A letter of application to carry out field work was written to the principal of the respective institutions. Thus, permission was granted.

Visits to schools

Visits were made to schools situated in the Yaounde district. The aim was to meet the principals and to explain to them the reasons and purpose of the visit and to seek their permission and collaborations in identifying children with disabilities enrolled in their institutions and also in identifying the teachers who teach these students. Also to meet with some teachers who will be able to take part in the research as informants.

Contacts with teachers

Contacts were made with teachers who were willing to take part in the interviews. The researcher had to wait for them in school so that we could have some time off after class. Some teachers gave the researcher appointments which were never fulfilled. Some contacts were made through home visits and telephone calls.

Contacts with parents

Contacts were made to parents through their children, home addresses and telephone calls. Some parents who were teachers themselves were contacted in school and appointments were made to meet at home.

A PILOT STUDY

A pilot study was carried out with four teachers from one Private Secondary School and as government school in Yaounde who had children with disabilities in their classes. Two of the students classmates were also interviewed. This was to test the instruments for the purpose of validity and to find out if the questions were rightly framed so that necessary changes could be made before conducting the main study.

Gall, Gall and Borg (1996) argue that during the pilot interviews, note should be taken of communication problem, evidence of inadequate motivation on the part of the respondents. They warn researchers who devise their own tools and apply them straight forward without doing a pilot study that they may run the risk of not only wasting the time of their informants but also theirs because the tools might not bring out the expected results.

After administering the pilot study, there were some adjustments to be made to the interview guide for the teachers and also that for the students. This is because the researcher realised that some questions were not well-framed relative to the responses gotten from the respondents. The researcher had to re-structure some questions by cutting them short and giving room for more discussions. This ensured reframing the question for the main interview as well as enhanced my accuracy and speed.

PROBLEMS ENCOUNTERED DURING THE PILOT STUDY:

The first problem was to have a suitable time for the interview to be conducted with the respondents (4 teachers and 2 students). Apart from this, one of the students was not cooperative to talk to the researcher because she said she does not have accurate information about her peer in class since they spent just fewer hours in school.

On the other hand there were problems at this preliminary stage to probe and prompt when necessary. This was compounded by other difficulties in the interview guide, where by it was realised that the respondent were not responding to the questions as expected.

POSSIBLE ADJUSTMENT

There were some possible adjustments made to the interview guide after the pilot study the reasons for these adjustments were to ensure that the intended outcome or results could be realised. A stronger rapport was made with the respondents or interviewees. Further, Probes and prompts were used when necessary in the main study in order to motivate the teachers and parents so that more information could be gotten from them which is necessary for the study.

THE MAIN STUDY

In the main study varied methods of data collection were used. Yin (1994) made mention of the fact that a major strength of case study data collection is the opportunity to use varied sources of information.

Interviews

The interviews were based on sub-questions related to six themes namely:

- Educational background.
- Knowledge of the concept of Inclusive Education
- The implementation and experiences of teachers/ parents about inclusion
- The types of disabilities and role played by teachers
- The support and challenges faced.
- Relationship between the disabled and other members of the educational community
- Teaching-learning mechanisms of students with disabilities/Views to improve the educational system.
- Measures taken to facilitate Teaching in this Schools

These themes were chosen from the literature review and from the research questions. Verbal permission was sought from teachers and students to use a tape recorder during and in conducting the interviews. They were promised confidentiality and anonymity.

Four teachers were interviewed all together and three of the interviews were done in school and one out of the school premises. For the two students the interviews were conducted at the school library. Questions were asked to the teachers and students and they gave their own opinions and views to the questions. In situations where the answers were not satisfactory, probes and prompts were used to motivate them so that they could provide more information. In situations were they felt they could not answer some question because they taught they were personal to them no force was used to persuade them.

At the end of each interview, I expressed my sincere thanks to the interviewer or respondent for having taken some time off from their busy schedule to take part in the study. I also told them that I will not fail to come back if there is anything I find not clear to seek for more clarification. All of them accepted and promised their availability any time need be. Revisits were made on different occasions to be clarified on what was not understood. The main study could not be successful without some setbacks. There were some difficulties which include:

- The delay in obtaining permission from the principals of the schools who were not available to identify the various classes that have children with disabilities so that the researcher could identify and meet with the teachers who are teaching those particular classes.
- There were also some difficulties using the tape recorder. At some point it stopped working and I was forced to postpone the interview and come back on a later date when the teacher was free. So this took the researcher much time.

Despite the above difficulties and with the collaboration of the four teachers and two students the interviews were conducted.

DATA ANALYSIS

After the collection of data, organisation and analysis of the information collected were taken into consideration. Morse (1994) highlights the fact that a qualitative analysis is difficult, complex, lengthy and time consuming. Each interview was transcribed. Transcription was made by listening to the tapes and writing down carefully every word that was used by the teachers and parents. The writing and listening process was done several times to avoid leaving out some vital and important information. The transcribed interviews were typed in a tabular form, printed out and read as many

times as possible to crosscheck if there was any useful information left out. Comments and field notes which resulted from informal talks with the teachers and some students were organised and looked at together with the interviews. Also, the different questions that were asked to our population of study was analyse using graphs.

The data collected was categorised into eight themes that came up from the research questions and the statement of purpose.

CONCLUSION

The methodological framework guided the research plan and process. Also, the qualitative content analysis facilitated the process of exploring and establishing answers to the research question. The scientific rigor in this study was the key to producing good quality research. Finally, the ethical standards were adhered to for purposes of ensuring that there was no harm to any of the participants.

CHAPTER FOUR

RESULT OF THE STUDY AND METHOD OF DATA ANALYSIS

The results from the findings were presented under different themes as per the objectives of the study. Each theme is further broken down into sub-themes to adequately represent the participants' points of view. The implementation of themes provided a framework for organizing the gathered data, thereby facilitating its analysis. The collected data were subjected to comparative analysis with prior research to enhance comprehension of how Inclusive education of students with disabilities has an impact on the growth of Cameroonian Urban Schools.

Below is a result showing how the interviewees were coded:

- Interviewee [1] is a teacher at G.B.H.S Mendong
- Interviewee [2] is a school social worker.
- Interviewee [3] is a student at G.B.H.S Mendong.
- Interviewee [4] is the principal of G.B.H.S Mendong
- Interviewee [5] is a student at English High school
- Interviewee [6] is a teacher at English High school

THE DIFFERENT TYPES OF DISABILITIES FOUND IN THE SCHOOLS

The different questions under these themes were;

The View School Teachers Have About Inclusive Education Practices

The researchers employed a series of inquiries to investigate the informants' comprehension of inclusive education methodologies. The following questions were utilized, and the responses were documented as presented underneath.

Under this theme, we asked our respondents to provide any insight they have on inclusive education practices.

Interviewee [1] stated:

> *"It is one where children with or without disabilities are placed in the same classroom and everyone's needs are met, so everyone feels loved and included."*

Additionally, [4] recognizes that the students with disabilities present in his classroom receive support from both educators and their peers and expresses uncertainty regarding whether this is a common practice in other educational institutions.

Interviewee [4] stated that:

> *"Inclusive education practices are a type of education that aims to meet the policy of "Universal Education," which says that all children, no matter what kind of disability they have, should be able to get a good education in a less restrictive setting, like a school."*

Based on the findings of the conducted interviews, it can be inferred that teachers hold diverse perspectives regarding the concept of inclusion and the provision of equitable learning opportunities for all students, despite the absence of adequate resources and instructional materials to effectively execute the policy as prescribed by governing bodies

Question on the types of disabilities found in the schools

Under this theme the interviewees were asked about the types of disabilities found in the schools. Their responses that they gave are Mobility impairments, Intellectual disabilities, hearing impairments, chronic health conditions, Visual impairments and Anxiety disorders.

Interviewee [1] stated that:

> *"Mobility impairments are conditions like cerebral palsy, spina bifida, or limb differences that affect a student's ability to move or ambulate independently". He told the researcher that they are students in G.B.H.S Mendong who suffers from mobility impairment that cause them not to walk well and make these students not to participate freely in school.*

Interviewee [1] stated that:

> *"Many students suffer from Cognitive Disabilities, which has to deal with Intellectual disabilities and learning disabilities include conditions like Down syndrome or fetal alcohol spectrum disorder that affect a student's intellectual functioning and adaptive skills and student's ability to process and understand information."*

Interviewee [4]   thinks that this can affect a student's ability to focus, concentrate, and regulate their behavior, and may require accommodations like extended time on tests or preferential seating. It can affect a student's mood, motivation, and academic performance, and may require mental health support and accommodations

PARTICULARITIES OF INCLUSIVE EDUCATION

Under the particularities of inclusive education, questions were asked to the different interviewees and the particularities of inclusive education in their schools. They gave the following responses

What are the different particularities of inclusive education in English High school?

Interviewee [5] stated that;

"Inclusive classrooms often involve a collaborative teaching model, where general education teachers work closely with special education teachers or paraprofessionals. This allows for specialized instruction and support to be seamlessly integrated into the general education setting". The different particularities here are; hearing impairments, cognitive disability and Emotional/Behavioral Disabilities.

Interviewee [6] further stated that the school is witnessing an increase in these different disabilities and that little or nothing has been done to help these students with these disabilities

What are some examples of successful inclusive education programs in your schools?

The interviewees were asked to give some examples of successful inclusive education programs in their schools. The different interviewees responded as follows;

Interviewee [3] stated that:

"The school has implemented a full inclusion model, where all students with disabilities are educated in the general education classroom. They have a strong collaborative teaching model, with general education and special education teachers co-teaching in each classroom. The school has invested in assistive technology, sensory-friendly spaces, and tailored accommodations to support students' diverse needs."

Interviewee [5] stated that:

> *"The school offers a range of specialized courses and electives that are co-taught by general education and special education teachers, ensuring that all students have access to the full curriculum. The school has strong partnerships with local disability organizations, which provide mentoring, job shadowing and work-based learning opportunities for students with disabilities. EHS's extracurricular activities and sports teams actively encourage and support the participation of students with diverse abilities".*

THE RELATIONSHIP BETWEEN LEARNERS WITH SPECIFIC NEEDS AND OTHER MEMBERS OF THE EDUCATIONAL COMMUNITY

The researcher asked two questions on the relationship between the learners with specific needs and other member of the educational community

What is the relationship between disabled students and non-disabled students in the school?

Interviewee [5] stated that:

> *"In some cases, disabled students may face social isolation, teasing, or even bullying from their non-disabled peers, who may not fully understand or accept their differences. This can lead to feelings of exclusion, low self-esteem, and reluctance to participate fully in the school community".*

Interviewee [2] stated that:

> *"They are looked upon as the less privileged and many un-disabled students don't like to interact with the disabled students. This makes the students feel abandoned and rejected in school."*

What is the relationship between disabled students and the staff in the school?

Teachers play a crucial role in fostering an inclusive and supportive environment for disabled students in the classroom. The way teachers treat and interact with disabled students can have a significant impact on their academic, social, and emotional well-being.

Interviewee [2] stated that:

"Effective inclusive teachers hold high expectations for all students, including those with disabilities, and believe in their potential to succeed. They avoid making assumptions about a student's abilities based on their disability and instead focus on identifying and cultivating their strengths and talents".

Inclusive teachers recognize that each disabled student has unique needs and require individualized supports and accommodations. They work closely with students, families, and support staff to develop and implement tailored educational plans that address the student's specific learning, physical, or behavioral needs.

THE TEACHING-LEARNING MECHANISMS OF STUDENTS WITH DISABILITIES IN GBHS MENDONG AND IN ENGLISH HIGH SCHOOL YAOUNDE

The researcher asked questions based on the teaching learning mechanisms of students with disabilities.

What are the teaching strategies applied on students with disabilities?

Interviewee [4] stated that:

"Fostering a welcoming, accepting, and inclusive classroom culture where diversity is celebrated, and students feel safe to take risks and participate and Regularly assessing student progress, providing timely and constructive feedback, and using this information to adjust instruction and support as needed."

Integrating various technological tools and assistive devices (e.g., text-to-speech, speech-to-text, digital graphic organizers) to enhance accessibility and enable students to participate more actively in the learning process is one of the strategies that can be applied during teaching disabled students. Delivering clear, step-by-step instruction with frequent opportunities for practice and feedback is beneficial for students with specific learning needs.

What are the challenges that social workers and teachers faced handling disabled students?

When asked if they faced challenges when working within inclusive education, the participants all mentioned that they face various challenges. Interviewee [5] mentioned that,

"..Social workers may encounter a dearth of resources, such as financial backing, temporal constraints, and teachers, which may impede their capacity to furnish sufficient assistance to students with disabilities."

Interviewee [3] aired that,

"... A significant number of social workers may possess inadequate training and knowledge to provide optimal assistance to students with disabilities in inclusive educational settings."

In addition, the participant reported encountering obstacles in the realm of attitudes and beliefs, specifically about the inclusion of students with disabilities in mainstream schools. According to the participants, the challenges were largely attributed to negative attitudes and beliefs held by educators, parents, and other stakeholders. In addition, the par, participants mentioned that the aforementioned attitudes may pose hindrances to the facilitation of productive collaboration and the provision of assistance to students with disabilities.

However, [2] stated that,

".. Societies and most families still believe that most children with special needs are possessed with witchcraft and nothing good will come from them so they believe sending them to school is a waste of time and resources."

What challenges do teachers face when teaching in an inclusive education class?

Teachers often face several challenges when teaching children with disabilities in inclusive classrooms.

Interviewee [5] aired that,

"Inclusive classrooms typically have students with a wide range of disabilities, learning styles, and support needs. Addressing the unique needs of each student can be overwhelming and require significant differentiation. Many general education teachers may not have received comprehensive training in special education or the specific strategies needed to support students with disabilities. This can lead to feelings of inadequacy or uncertainty."

Interviewee [2] aired that,

"Teachers may have limited access to specialized resources, assistive technologies, or individualized support from paraprofessionals or special education professionals. This can make it challenging to provide the necessary accommodations and modifications."

Inclusive classrooms often require additional time for planning, collaboration with support staff, and individualized instruction. Teachers may struggle to balance their workload and find the time needed to effectively meet the needs of all students. Students with certain disabilities, such as emotional or behavioral disorders, may exhibit challenging behaviors that disrupt the learning environment. Teachers may need to develop specialized behavior management strategies to ensure a safe and inclusive classroom.

Effectively communicating and collaborating with parents of students with disabilities can be complex, as teachers may need to navigate sensitive topics, negotiate accommodations, and address concerns.

3.4.4 Difficulties faced by disabled students

Disabled students can face a variety of challenges and difficulties in inclusive educational settings.

Interviewee [6] stated that,

"Students with physical disabilities may have difficulties accessing school buildings, classrooms, restrooms, and other facilities due to lack of ramps, elevators, or other accommodations. Students with speech, hearing, or language impairments may struggle to effectively communicate with teachers and peers, which can hinder their participation and learning."

Interviewee [1] stated that,

"Students with disabilities, especially those with social, emotional, or behavioral challenges, may face difficulties with peer acceptance, social integration, and managing their own emotions and behaviors. Students who rely on assistive technologies, such as computers, mobility aids, or communication devices, may encounter issues with accessibility, compatibility, or availability of these tools."

Students with disabilities may face difficulties with transportation to and from school, as well as navigating the logistics of school routines and schedules. Students with disabilities may encounter negative attitudes, stereotypes, and discrimination from their peers, teachers, or the broader school community, which can impact their self-esteem and sense of belonging.

3.5 What are the measures taken inorder to facilitate the teaching-learning process of students with disabilities?

The researcher ask questions regarding the different measures put in place to facilitate the teaching learning process of students with disabilities

Interviewee [3] stated that,

> *"The government should provide adjustable support structures to help students progress through challenging tasks, gradually releasing responsibility as they gain proficiency."*

Interviewee [2] stated that,

> *"The government should provide various technological tools and assistive devices (e.g., text-to-speech, speech-to-text, digital graphic organizers) to enhance accessibility and enable students to participate more actively in the learning process. The school should provide comprehensive training in special education or the specific strategies needed to support students with disabilities"*

Teachers may need to develop specialized behavior management strategies to ensure a safe and inclusive classroom. So that students with certain disabilities, such as emotional or behavioral disorders, may not exhibit challenging behaviors that disrupt the learning environment.

CHAPTER FIVE

THE DISCUSSION ON THE MAIN FINDINGS USING RELEVANT LITERATURE AND RESEARCHERS VIEW UNDER THE THEMES, THE SUMMARY AND RECOMMENDATION OF THE STUDY

Introduction

The study aimed to find how Inclusive Education of students with disabilities has an impact on the growth of Cameroonian Urban Schools. The results indicate that children with disabilities still find it difficult in accessing mainstream schools because of the bad infrastructure of the schools. The responses gathered from our interviewees, the primary educational hurdles encountered by children with disabilities about the inadequacy of educational resources, including proficient sign language instructors, Braille materials, and other essential educational tools.

Another key challenge was that most teachers in schools that offer universal education exhibit a deficiency in utilizing Braille. The perspectives of teachers and social workers regarding inclusive educational practices within the school setting were deemed crucial to this research work, as they were regarded as the initial steps toward the effective execution of inclusive education. The research demonstrated that teachers and social service professionals responsible for managing mainstream classrooms possess a range of perspectives regarding the execution of this policy.

DISCUSSION

Themes on the types of disabilities found in G.B.H.S Mendong and the English High School Yaounde

The results show that there are different types of disabilities in the schools. The different types of disabilities found in the schools are Mobility impairments, Intellectual disabilities, hearing impairments, chronic health conditions, Visual impairments and Anxiety disorders. The study revealed that teachers held both favorable and unfavorable perspectives regarding the integration of students with disabilities into regular classrooms. The study revealed that the primary factor contributing to unfavorable perspectives is predominantly rooted in an individual's beliefs. The study also revealed that there is a potential division within society regarding attitudes toward inclusion. The research findings indicate that inclusive education may not always be feasible and may be perceived as an inefficient allocation of resources, as special schools and units are deemed

more appropriate for children with disabilities. Moreover, this research has demonstrated that despite the presence of unfavorable attitudes towards the integration of mainstreaming classes, teachers have identified beneficial aspects of the policy. Inclusive education has been found to have several benefits, including the eradication of societal stereotyping and discrimination. This is achieved through the promotion of acceptance among children toward their peers with disabilities. The study also revealed that the teachers possessed a degree of familiarity with inclusive pedagogical approaches this aligns withTukov's(2008) findings whichreported that some teachers were knowledgeable about the concept of inclusive education, and others were not.

Themes on the particularities of inclusive education

The results show that there are different particularities of inclusive education in the schools. Students with disabilities require individualized supports and accommodations to access the curriculum and fully participate in the classroom. This can include things like assistive technology, modified instructional materials, extended time on assessments, or specialized seating arrangements. Inclusive classrooms often involve a collaborative teaching model, where general education teachers work closely with special education teachers or paraprofessionals. This allows for specialized instruction and support to be seamlessly integrated into the general education setting. Further, the study shows within educational institutions, social workers are tasked with various duties and obligations, such as providing learners with personalized therapy and group sessions, offering emotional assistance to learners, empowering teachers, and creating proactive initiatives. According to (Kemp, 2013), one of the responsibilities of the school social worker is to provide counseling services and facilitate support groups. The study also shows that the social workers were also engaged in collaborative efforts with other professionals, to optimize their assistance towards the child. Upon examining the perspectives of social workers, regarding their roles in the context of inclusive education, it was revealed that they perceive themselves as having specific obligations

Themes on the relationship between the disabled and other members of the educational community

The results show that the relationship between disabled students and other members of the educational community is very poor. In some cases, disabled students may face social isolation,

teasing, or even bullying from their non-disabled peers, who may not fully understand or accept their differences. This can lead to feelings of exclusion, low self-esteem, and reluctance to participate fully in the school community. Disabled students may require more support or accommodations to fully participate in certain classroom activities or extracurricular events, which could create a perception of unfairness or unequal treatment among non-disabled students. This could lead to resentment or a lack of understanding about the unique needs and supports required for disabled students. The presence of disabled students with significant behavioral or cognitive challenges may, at times, require more of the teacher's attention and disrupt the flow of instruction or classroom activities. Non-disabled students may feel that their learning is being compromised or that the teacher is not able to devote enough time and attention to their needs.

Effective inclusive teachers hold high expectations for all students, including those with disabilities, and believe in their potential to succeed. They avoid making assumptions about a student's abilities based on their disability and instead focus on identifying and cultivating their strengths and talents. Inclusive teachers recognize that each disabled student has unique needs and require individualized supports and accommodations. They work closely with students, families, and support staff to develop and implement tailored educational plans that address the student's specific learning, physical, or behavioral needs.

Themes on the teaching-learning mechanisms of students with disabilities

The results show that the teaching learning mechanisms of students with disabilities are not the best. Teachers are not trained on how to teach inclusive classrooms and as such, the face difficulties applying the different teaching –learning mechanisms. Delivering clear, step-by-step instruction with frequent opportunities for practice and feedback will benefit students with specific learning needs. Fostering a welcoming, accepting, and inclusive classroom culture where diversity is celebrated, and students feel safe to take risks and participate. Working closely with special education teachers, paraprofessionals, and other specialists to coordinate and implement effective instructional strategies for students with diverse needs. Regularly assessing student progress, providing timely and constructive feedback, and using this information to adjust instruction and support as needed.

However, (Friedrich &Mandl 2012) highlighted that considering that children have a certain area of interest, it is also challenging to impart fresh knowledge to them. According to (Vygotsky's, 1978) developmental theory, optimal teaching occurs within the Zone of Proximal Development, which refers to the range of skills and abilities that a child is capable of learning with guidance and support. The study also demonstrates how crucial a teacher's participation is in Cameroon's execution of its inclusive education strategy. Abosi (2000) conducted a study pertaining to the integration of children with special needs into mainstream classrooms, which is pertinent to the present investigation the findings revealed that implementing adaptive teaching techniques such as cooperative Lea and social skills training could improve the academic performance of the children.

The findings of the study also revealed that teaching special needs children is challenging for teachers because they are expected to know the unique requirements of each child. These findings also agree with that of (Enow&Wemba, 2019), the result revealed that 75% of the teachers who didn't have training in inclusive education admitted that they struggle with resolving the needs of the children. It became clear that the teachers did not have enough strategies to cope effectively with the special needs children, so they resorted to utilizing humor as a coping mechanism to address the difficulties that come with instructing diverse classrooms, particularly in instances where they lacked adequate instructional techniques. Also, (Swango, 2003) noted that a significant proportion of educators who implemented inclusive education strategies employed humor as a pedagogical tool, particularly when confronted with the difficulties inherent in inclusive education.

Themes on measures taken to facilitate the teaching learning of students with disabilities

The results show the different measures that can be applied to facilitate the teaching- learning of students with disabilities.

The government should provide adjustable support structures to help students progress through challenging tasks, gradually releasing responsibility as they gain proficiency. The government should provide various technological tools and assistive devices (e.g., text-to-speech, speech-to-text, digital graphic organizers) to enhance accessibility and enable students to participate more actively in the learning process. The school should provide comprehensive training in special education or the specific strategies needed to support students with disabilities. Teachers may need to develop specialized behavior management strategies to ensure a safe and inclusive classroom.

So that students with certain disabilities, such as emotional or behavioral disorders, may not exhibit challenging behaviors that disrupt the learning environment

LIMITATIONS OF THE STUDY

We experienced several challenges as we worked on the thesis, some of which included a lack of responses from our contact at the school, and limitations on conducting the interviews in English because most of the participants we saw said they are mostly fluent in French. However, we got those who can speak fluent English and this made the study easier for the authors. Additionally, most of the participants have limited time or a preference for the way that they communicate, both of which made it difficult to record. The authors had to make sure the issue was resolved by providing multiple means of communication to choose from. The intended research also focuses on attitudes, which means it will investigate the opinions, viewpoints, and perceptions of participants all of which may or may not be accurate representations of reality. There was a possibility that respondents will not provide honest responses and there will almost certainly be a few issues with the internet connection, all of which are going to be beyond the authors' control.

RECOMMENDATIONS

1. Remedial training on inclusive education techniques should be made available to teachers in mainstream schools by the Ministry of Education. If teachers in mainstreaming schools have the tools, they need to effectively implement inclusive education policies, then students will benefit from higher-quality content delivery.

2. The government should create more materials for use in classrooms that are accessible to all students. Books on sign language, graphic strips, video tapes of sign language classes, charts, books for both students and instructors and much more are all needed to make inclusive classrooms more effective.

3. The government should provide financial assistance to mainstream schools so that classroom rehabilitation and modifications can be made to meet the special requirements of children with special education needs. This will result in reducing environmental barriers in the schools that

hinder the quality of learning for pupils with special needs. As a result, students with special needs will have fewer obstacles to learning because of the school's physical setting

FURTHER RESEARCH

Social work is an evolving profession hence the need for continuous research can never be overemphasized. The authors of this thesis suggest that research on the curriculum of teachers' training programs should be investigated to see if they meet updated requirements. Also, the policy makers such as the Ministry of Education in Cameroon should be understudy, to clarify if they understand the lacunae that exist in the educational sector and their plans to get it resolved. Another suggestion for future research can be based on how teachers can be trained to acquire more knowledge on special needs children in mainstream schools. That would be useful as it will give insightful factors towards the improvement of these children.

CONCLUSION

In conclusion, in our diverse and interconnected global society, inclusive education stands out as a crucial pillar of modern education, and at such, inclusive education isn't merely a buzzword, for it's a comprehensive approach to teaching that acknowledges and values the rich tapestry of individual differences within our learning communities. Inclusive education is equally a powerful tool that fosters empathy, equality and a richer understanding of the world around us. By embracing these differences, inclusive education enriches the learning experience for all students and promotes a more inclusive society. The nature of inclusive education inherently acknowledges and values the diversity of the human population. The integration of children with special needs into general education curricula can yield social and academic advantages while avoiding the negative connotations associated with segregated or pull-out classrooms. Despite the efforts towards inclusion, there exist several challenges that impede its success. These challenges include insufficient availability of special educators to cater to the needs of students with disabilities, inadequate provision of materials and facilities, and insufficient funding from the government, among others. Effective resolution of the issues at hand necessitates a collaborative effort from various stakeholders; including the government, educational administration, educators, the local

community, and caregivers this concerted approach is imperative for the attainment of the desired outcome.

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APPRENDIXES

Appendix 1: Research authorization

REPUBLIQUE DU CAMEROUN
*****
Paix – Travail – Patrie
*****
UNIVERSITE DE YAOUNDE I
*****
FACULTE DES SCIENCES DE
L'EDUCATION
*****
DÉPARTEMENT DES
ENSEIGNEMENTS FONDAMENTAUX
EN ÉDUCATION

REPUBLIC OF CAMEROON
*****
Peace – Work – Fatherland
*****
THE UNIVERSITY OF YAOUNDE I
*****
THE FACULTY OF EDUCATION
*****
DEPARTMENT OF FUNDAMENTAL
STUDIES IN EDUCATION

Le Doyen
The Dean
N°..Λ.7.4./24/FSE-UYI/ CD-EFE

AUTORISATION DE RECHERCHE

Je soussigné, **Professeur BELA Cyrille Bienvenu**, Doyen de la Faculté des Sciences de l'Éducation de l'Université de Yaoundé I, certifie que **WALI BACHIROU Rabiyatou**, Matricule **21V3457**, est inscrite en Master II à la Faculté des Sciences de l'Éducation, *DEPARTEMENT DES ENSEIGENMENTS FONDAMENTAUX EN EDUCATION*, Option : SOCIOLOGIE ET ANTHROPOLOGIE DE L'EDUCATION.

L'intéressée doit effectuer des travaux de recherche en vue de la préparation de son diplôme de Master II. Elle travaille sous la direction du **Pr. BIOS NELEM Christian** Son sujet s'intitule: « *inclusive education and disabilities in Cameroonian urban secondary schools : The case of GBHS Mendong and the English High School Yaoundé*».

Je vous saurai gré de bien vouloir la recevoir et de mettre à sa disposition toutes les informations susceptibles de l'aider dans son travail.

En foi de quoi, la présente autorisation de recherche lui est délivrée pour servir et valoir ce que de droit.

Fait à Yaoundé, le... **2 3 MAI 2024**

Jacques Evouna
Professeur

Pour le Doyen et par ordre

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