The Attitude of Regular Students Towards The Education of Children With Disabilities in Secondary Schools in The Buea Sub-Division

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ABSTRACT

The purpose of this study is to find out "The Attitude of Regular Students towards the Education of Children with Disabilities in Secondary Schools in the Buea Sub-Division". Four main objectives were formulated to guide this study. To examine the effects of regular students seclusion on the education of children with disabilities. To determine the effects of regular student's rejection on the education of children with disabilities. To find out the effect of regular students ridicule on the education of students with disabilities. To investigate the effect of regular students evaluation on the education of students with disabilities. A Series of recommendations were address to teachers (since they are the ones who spend most of the time with these children, they can do better in strengthening their attitude towards each other). Parents (they should make out time to teach their children certain morals in life and inform them on how, to treat others despite their physical appearances) and government officials (these officials should make sure that persons with disabilities are well taken care of) A survey research design was used for the study. The instrument used for data collection was the questionnaire. A total of 30 questionnaires were administered to students. Data was analyzed, using frequency and percentage. Statistics were presented using frequency tables. The result indicates that, most of the regular students have a positive attitude towards persons with disability while a minority of the students has negative attitudes.

Keywords: Attitude, Regular Students, Education, Children with Disabilities, Secondary Schools, Buea Sub-Division

Introduction

Before the education of all handicapped children act was enacted in 1975, U.S public schools accommodated only 1 out of 5 children with disabilities. Until that time, many states had laws that explicitly excluded children with certain types of disabilities from attending public school, including children who were blind, deaf and children labeled "emotionally disturbed" or mentally retarded". The image of people with disabilities (PHD) in both eastern and western cultures provides the bias for negative attitudes. Non-disabled people's misconceptions about PWDs personality, behavior and potential achievement have historically led to the formation of negative attitudes (Grill, 1996: Howland and Rintala, 2001: Seifert and Bergamann, 1983). Current assumption combined with historical social portrays of PWDs as "sick and suffering" makes it difficult for these individuals to meet the standards of social norms and to be viewed independent of these images. This is particularly true in Cameroon, where the images of PWDs are frequently limited to negative ones. Therefore negative attitude affect people with disabilities. It is critical to conceptualize how disability is perceived in a society.

Background to study

Conceptually, in Cameroon the combination of limited positive images and lack of public information about disabilities has led to the negative societal attitudes about PWDs. These negative
beliefs have led to the conception that a PWD is limited physically and intellectually, cannot live independently in the society and education wise cannot form a family (Tirussew, 2005). The office or special education programs (OSEP) has developed a project conceptual framework to articulate the underlying components that we envision for all other projects. The components include knowledge development, technical assistance and dissemination, leadership and collaboration and evaluation activities. The different components are connected and should influence one another through an interactive process. This framework has been developed as a general guide with the understanding that the degree to which these components are emphasized in .individual projects will offer, as will the ways in which individual projects implement activities across the components negative portraits of PWDs have increase rejection and marginalization of this population (Ruffner, 1990). The result of the special Olympics study indicated that there were high percentages of negative public perceptions and beliefs towards individuals with intellectual disabilities regarding their overall abilities and where they should live, work and attend school (Multinational study of attitude" 2003). Today, intellectually, physically or emotionally, disabled individual comprise a significant portion of the world population (Sen and Yurtsever, 2007). Of the world's population of nearly 5-6 billion in 2004, 18.6 billion (2.9%) were severely disabled and another 79.7million (12.4%) had moderate long term disability. Disability prevalence rise strongly with age. (WHO 2004) the attitudes people have about their own disabilities and the attitudes others have towards persons with disabilities are multifaceted. The students attitudes can range from forever unhappy, accepting and adjusting and can have a dramatic impact on how well that person communicates with faculty and any request as an unfair advantages, or enhance the student’s attempts to have appropriate accommodation implemented (Graham and English, 2001). The greater the communication between students with disabilities and faculty administration and the clearer the understanding of the nature of disability by all concerned the more likely it will be that student with disabilities can maximize their educational potential, and do so with ease. The concept of social stigmatization and discrimination can cause a person with disability to withdraw their participation in social life and ultimately lead to poor life satisfaction. In other words, the way in which society perceives such individuals affects their well-being and state of mind. This approach to stigma is called the socio-cognitive model. The model states that when compared attitudes towards individuals with physical disabilities are more favorable (Corrigan et al: 2006) deems it necessary to look into regular students attitudes towards the education of children with disabilities.

Contextually, despite the fact that disability advocates are working to change attitudes towards person with disabilities and their education in the world's public perception of such individuals is still largely negative (Pruette, lee, Chan, Wang, and Lang 2008). Research indicates that negative attitudes interfere with the employment, self-esteem and health care of persons with disabilities (Pruette et al 2008). Attitudes are comprised of four component; cognitive and behavioral (Olson and Zanna, 1993) evaluative and affective. The affective component refers to ideas, beliefs and opinion (Antonak and Livneh, 1998). The behavioral component describes a person willingness to interact with the subject at hand and the manner in which they do so (Cook, 1992) it is important to understand the component of attitude since understanding person with disabilities. Furthermore, the relationship between attitudes and behavior is complex and attitudes only account for a small part of behavior.

In almost all nations and cultures, PWDs, frequently experience some form of social rejection. There has been a consistent global display of negative attitudes towards PWDs. In general, but especially for those with visible disabilities such as missing limbs, or facial deformity (Wright, 1983). For example studies in Cameroon have disabilities have been less than favorable (Tiressew 2005). For attitudes in Cameroon to be better understand the culture of disabilities must first be conceptualized and there must be an understanding of the cause and definitions of disability in Cameroon culture. Children are taught by their attitude are behavior to have toward disabilities.

Therefore, a cultural norm is not means to form opinion and attitudes about disabilities yang et al (2007) demonstrated that socio-cultural beliefs and norms can influence the content of stigmatizing
attitudes. Attitudes are comprised of four components: affective, cognitive, evaluative and behavioral (Olson and Zanna, 1993). The affective component represents the emotional portion of an attitude whereas the cognitive component refers to ideas, beliefs and opinions (Antonak and Livneh, 1988). The behavioral component describes a person's willingness to interact with the subject at hand and the manner in which they do so (Cook, 1992). The evaluation attitude. It is important to understand the component of attitudes since understanding attitudes should help predict behavior toward person with disabilities.

Theoretically, the following theories were relevant to the study, social learning theory by Badura where learning takes place through observation, modeling and imitation. The principles of attention, retention, motor reproduction and motivation are key to this theory. The theory of operand conditioning by Skinner where positive reinforcement becomes a motivational encouragement to persons with disabilities.

Statement of problem

The attitude of regular students towards students with disabilities is different from the attitudes they have towards normal students. The researcher noticed that student with disabilities are not included in competitive cliques that form among active students. They are treated as outcast whom people may like but exclude from their inner circle for sports and leisure activities. They live with their disabilities in the community but they are never fully accepted by their peers.

People with disabilities have not been treated well by society, people individuals and students. Over centuries they have been the subject of varying degrees of pity, ridicule, rejection and seclusion as the result of being "different". As a result of these, the researcher had to investigate the attitude of regular students towards the education of students with disabilities. The issue of stereotype, stigmatization, and prejudice is problematique to students with disability in regular schools.

Objective of the study

General objective
To investigate the effects of attitude of regular students on the education of Children with disabilities

Specific objective
This study will be guided by the following objectives

➢ To examine the effect of seclusion on the education of children with disabilities.
➢ To determine the effect of rejection on the education of children with disabilities.
➢ To investigate the effect of ridicule on the education of students with disabilities.
➢ To evaluate the positive and negative effect on the education of students with disabilities.

Research Questions

➢ What are the effects of regular students' seclusion on the education of children with disabilities?
➢ What are the effects of regular students' rejection on the education of children with disabilities?
➢ What are the effects of regular students ridicule on the education of children with disabilities?
➢ What are the effects of regular students' evaluation on the education of children with disabilities?

Scope and delimitation of the study

The scope of this study will constitute geographical, conceptual, theoretical, methodological and context scope as seen below;

As concerns content scope, this study is delimited to regular student’s attitudes towards the education of children with disabilities. The study is further delimited to Bilingual Grammar School Molyko, Summerset Bilingual College, and the BuluBlind Center.
Geographically, this study is delimited to Buea Sub-Division of Fako division in the South West Region of the republic of Cameroon.

Regarding the conceptual scope, the study is delimited to the attitude of regular students toward the education of children with physical disabilities.

As for the methodological scope, questionnaires will be administered to carry out data.

Finally, theoretical scope comprises of Albert Bandura's social learning theory re- enforcement theory by BE skinner.

LITERATURE REVIEW

Theoretical Review

Social learning theory Bandura (1977)

Bandura's Social learning theory: In an effort to explain attitude of regular student son the education of students with disabilities, this study was based in part, on Bandura's research (1977). Banduras social learning theory is best known for his explanation of how people will learn, in this case how they acquire particular attitude. Bandura believed that people learn through multiple means, both directly and indirectly people are taught through modeling, imitation and from one another. People are taught indirectly through observation or behavior. Bandura said that "virtually all learning phenomena resulting from direct experience can occur on vicarious bases through observation of another person's behavior and its consequences". Since learning can take place through behavioral observation and attitudes are "descriptive concepts which are inferred from observations of behavior". It is reasonable to conclude that positive or negative attitude can be acquired through the social learning process (Antonak and Livneh, 1988). To further illustrate this point (Middle Brook, 1974) concluded that, attitudes are influenced by every part of society, family, community, school and religious interactions. All of these interactions are consistently filled with exchange to the development of attitude about people, especially those with disabilities.

Given that an attitude is "an evaluative disposition towards an object" (Zimbardoand Lappie, 1991), a disposition towards an object can also be taught. Theories have risen over the years that explain the formation which have a significant impact on the study of attitude. One of these theories of negative origins of attitude is through social/cultural learning (Antonak and Livneh, 1988). Bandura’s social learning of socially acceptable or unacceptable attitude towards people (Zimbardo and Lappie, 1991). For example, a study in Ethiopia by FitawBoersma 2006, found that 36.2% of parents who had children with disabilities reported they hide their disabled children due to the social stigma of disabilities. The behavior or hiding the students and limiting their interactions with the society sends a message to the students with and without disabilities that this is an acceptable behavior in so doing; it communicates that having a disability maybe shameful and should be hidden. The children learn to hide disabilities because the parents modeled this behavior. Thus, it can be argued that this study illustrate the negative attitude children form about disabilities are socially learned from observation of their parents behavior towards those with disabilities. Also, negative attitudes towards persons (students) with disabilities are often early in development through cultural conditioning. Even young children know how to categorizes people with and without disabilities due to what they have learned about PWDs (Harper 1999).

Following regular students attitude towards physical disability, it is evident that positive attitude from a role model can change regular student’s attitude towards their peers with disability by imitating the positive attitude exhibits by their role models. The relevance of the theory is that learners learn via observation, modeling, imitation and peers and teachers should act as models to motivate learners with disabilities.

Operant Conditioning theory by Skinner (1957) B.F Skinner

Behaviorist B.F Skinner derived the reinforcement theory of one or the oldest theories of multination as a way to explain behavior and why we do. The theory may also be known as
behaviorism or operant conditioning which is still taught in psychology today. The theory states that "an individual's behavior is a function of its consequences".

Management study guide 2013, the science of psychology that is often associated with current era considered inadmissible to those that follows Skinner's belief. As psychology has frequently been associated with the human mind and the evolution of cognitive awareness, Skinner looked to move in a different direction. By applying these thoughts on adjusting motivation through various stimuli, industries such as business, government, education and prisons and mental institutions can gain broader understanding of human behavior. In understanding why an organism behaves the way it does, Skinner saw no place in dwelling on a person's intentions or goals (Banaji, 2011). For him, it was outward behavior and its environment that mattered. His most important contribution to psychological science was the concept of reinforcement, formalized in his principles of operant conditioning (in contrast to Evan Pavlov's principles of classical conditioning, which along with J.B Watson's extreme environmentalism strongly influenced his own thinking). Reinforcement theory has been used in many areas or study including animal training, raising children and motivation employees in the work place. Reinforcement theory focuses on the environment factors that contribute to shaping behavior. Reinforcement theory claims that stimuli are used to shape behaviors. Reinforcement theory which is a form of operant conditioning includes several components by analyzing its steps, the law of effects and the possible approaches to achieve desired results. This can be understood through its application with the work place. There are four primary approaches to reinforcement theory, positive reinforcement, negative reinforcement, extinction reinforcement and punishment reinforcement.

The positive reinforcement implies given a positive response when an individual shows positive and required behavior. It must be noted that most spontaneous is the given of reward, the greater reinforcement value it has.

The negative reinforcement implies rewarding a student by removing negative (undesirable consequences). Both positive and negative reinforcement can be used for increasing desirable (required behaviors).

Punishment reinforcement implies removing positive consequences so as to lower the probability of repeating the undesirable behavior in future. In order words, punishments mean applying undesirable consequences for showing undesirable behavior.

Extinction reinforcement implies the absent of reinforcement. In order words, extinction implies lowering the probability of an undesired behavior by removing reward for that kind of behavior.

Also, there is reinforcement theory of motivation which was proposed by R.F. Skinner and his associates. It states that, individual's behavior is a function of its consequences. It is based on the "law of effect". This law of effect is the idea that behaviors are selected by their consequences that is individuals behavior with negative consequences turns not to be repeated.

Reinforcement theory of motivation overlooks the internal state of individual that is the inner feelings and drives of individuals are ignored by Skinner. According to Skinner, the external environment of the organization or school must be designed effectively and positively so as to motivate the students with disabilities. The reinforcement theory suggests that teacher; parents should try to structure the contingencies of rewards and punishment on the students' attitude in such a way that the consequences of effective attitude or behavior are positive while the consequences of ineffective attitudes or behavior are negative. The basic notion underline reinforcement theory is the concept of reinforcement itself. An action is said to be reinforcing if the action following some behavior or attitudes makes the attitude more likely to occur again in the future. Following regular students attitudes, and this theory, it's evident that students attitude towards their peers with disabilities can be changed through reinforcement by diminishing an undesired behavior not to demotivate the individual concern but to motivate him or her towards the acceptable behavior. Positive reinforcement is a motivation to boost the morale of learners with disabilities in regular
schools.

Conceptual Review

The following concepts will be examined in this review. They are disability, attitude, towards education of children.

Disability

There are many definitions of disability and many types of disabling conditions. In 1980s, the World Health Organization (W.H.O) defines disability as a limitation in a person's ability. For example mobility, personal care, communication, behavior, impairment as an alteration in body systems (for example neurological, respiratory) and handicaps as the disadvantage experienced by people by Lollar and Crews 2003. In 2001, W.H.O revised its definition to change the focus from a classification system based on consequences of disease to all that is focused on components of health. The common view of disability is a tragedy, disgrace, the result of sin and Gods punishment. Students with disability are seen as a burden to others, to their families, to themselves and the society. Does, this view carry to the ways people in this profession relate to people with disability? That is the interesting question. (Pfeiffer et al, 2004). There are various types of disabilities they include;

Physical disability: a physical disability is one that affects a person's mobility or dexterity. A person with physical disability may need to use some sort of equipment’s for assistance with mobility. It also includes people who have lost limbs or who, because of the shape of their body require slight adaptation to be made to enable them to participate fully in the society. Types of physical disability include, paraplegia, quadriplegia, and multiple sclerosis (MS), and hemiplegia, cerebral palsy, absent limbs, reduced limb function, dystrophy, and polio.

Psychiatric disabilities; a psychiatric disability or mental illness can be developed at any age and is often not apparent to other people. Psychiatric disabilities are often the most misunderstood disabilities in the community and people's attitude may be based on prejudice and myth.

Mental illness can include stress related conditions, major depression, bipolar disorder (formally called manic-depressive illness) anxiety, and schizophrenia. Depression is the most common psychotic mental illness (psychosis being a disorder which features the loss of contact with reality).

Visual impairment: only 5% of blind people cannot see anything. Visual impairment can be caused by a multitude of factors, including disease, accidents and congenital illness. There is a difference between the needs of visually impaired individuals and blind people.

Hearing impairment: deafness and hearing and hearing loss can be caused by a wide range of factors, including physical damage, disease during pregnancy or exposure to very loud noises. There is a distinction between people who are deaf and those who have hearing impairment. Those hearing up to 3 years of age (when language begins to develop).

Neurological disability: it is associated with damage to the nervous system that results in the loss of some physical or mental functions. A neurological disability may affect a person's capacity to move or manipulate things or the way the act or express their feelings. The way they think and process information may also be significantly influenced. The brain and the spine are the areas of the body most closely associated with neurology. The heart attacks, serious infections and lack of oxygen to the brain may also result in a neurological disability.

Health was defined in the W.H.O construction as “a state of complete physical mental and social) wellbeing and not merely the absent of disease or infirmity”. More recently, the concept has been extended to include health related quality of life. Today the international classification of impairment disabilities and handicaps (ICIDH) provide indicators that allow a more structured approach to health disorders (Barbotte et al, 2001)
Attitudes
Attitude are views which can be likes or dislikes affinities for or aversions to object, persons, groups, situation or any other identifiable aspect of the environment including abstract ideas and social qualities (Antonak et al, 1990).

Attitudes comprises of four components affective, behavioral, cognitive and evaluative (Mishra, 2006). Affective is shown by positive or negative emotional expressions towards people, events or objects, behavioral is the tendency to behave in a particular way towards people events and actions and evaluative which deeds with the positive or negative response to stimuli, finally cognitive component which refers to our believes forms about the person or object (Mishra, 2006).

Mishra (2006) elaborated the attitude of the non-disabled treating the disable as different. Mishra reported that they were not included in the competitive cliques that fall among active students adolescence. They are treated as outcast whom people may like but excluded from their inner circle for sports and leisure activities. They live with their disability in the community but they are never accepted by their peers (Mishra, 2006).

Mishra cited an example "with regard to mentally ill, newspapers headlines in England in 21st century have included 'nuts to be caged for life by the doctors (the sun, December 2000) and psychos to be locked up for life' (9thsun, June 2002). The animalistic terms 'caged and locked up' suggest those concern are less human than others.

As regard the affective component of attitude which refers to the emotions such as anxiety, sorrow or excitement that a person has regarding the object. An attitude that is termed from or originally created by an emotion is called an affectively based attitude. Attitude about hot bottom issues such as disability, policies and religion turns to be affective based as they usually come from a person value. For example think of some, we will name her Alice who has ophidiophobia (a snake phobia) a snake is an attitude object. Whenever Alice is exposed to a snake whether she sees one or think about one, he feels extreme anxiety and fear.

Also, the behavioral component which refers to the way one behaves when exposed to an attitude object. Think about Alice again, we already identified the affective component of her attitude snake which are fear and anxiety. Alice again, we already identified the affective component of her attitude towards snake which are fear and anxiety. How do you think she behaves when it comes to snake? Most likely, she avoids them whenever possible. If she does see one, she probably screams or shouts. This behavior is the second component or that particular attitude. The feeling exhibits by a person concerning a particular thing is a behavioral based attitude. For the cognitive component, it refers to the thoughts and believes one has about an attitude object. The thought Alice has concerning the snake is a negative one and she believes that snakes are not good. This thought she has is the cognitive based component of attitude.

Furthermore, on evaluation, it aims at the development, psychometric evaluation and validation of questionnaire to attitude of teachers, parents and teachers. The questionnaire is based on the three components theory reflecting a cognitive and affective and a behavioral component. Based on data of a pilot study and a main study, we evaluated the psychometric properties and reparability of the three components per questionnaire.

Finally, people with disabilities have not been treated well by the society over centuries they have been a subject of varying degree of pity, ridicule, rejection and seclusion as the result of being "different" (Linton 1998). Some society’s perceived disability as punishment by the gods while in others children and adults with disabilities were ostracized and left to die or killed through fear and ignorance (Linton).
The concept of seclusion

Seclusion is the act of secluding. That is shutting out or keeping apart from society or the state of been secluded or the place that facilitates it (a secluded place). The special hospital service authority for England and Wales undertook an expensive international literature review on seclusion as a basis for a proposed extended research project on seclusion in the special hospital system. The review highlighted the theoretical foundations of seclusion to be based on therapy containment or punishment; however, there appeared little work carried out in examining the underline attitude to these central themes. It was suggested that a further level or analysis by measuring these attitude along the benevolent-malevolent scale, may proof helpful in advancing our conceptual understanding of the role seclusion plays as a psychiatric intervention.

The concept of Evaluation

Evaluation is concerned with whether a person thinks. Positively or negatively about the attitude topic. Using this information we can see if a person feeling (Evaluation) towards an object is consistent with their behavior. For example a person might like the taste chocolate (evaluative) but not eat it often. The evaluation dimension has been most used by social psychologist as a measure of a person's attitude, because this dimension reflects the affective aspect or an attitude.

The concept of Rejection

Rejection can be defined as the act of pushing someone or something away. One may experience rejection from one's family of origin, a friend or a romantic partner and the resulting emotions can often be painful. Rejection might be experienced on a large scale or in small ways in everyday life.

The concept of Ridicule

Ridicule is defined as a form of disparagement of humor that expresses "themes of criticisms or personal abuse in a jocular format" (Wilson 1979, p.190) the joke form implies levity, whereas the joke component is abusive. Fraud (1905/1960) theorized that our enjoyment on this type of humor is due to the fact that facade of the humor atones for the hostility of the content.

Education of children with Disability

Many scholars have pointed out the importance of examining students' attitude towards disabilities for establishing attitude in the larger society. Hunt and Hunt (2004) said that because students are placed in a unique position of becoming future leaders in the business world, and thus having. Potential to affect employment outcomes for people with disabilities. It was essential to examine the attitude (forward education of children with disability) of college students who were business majors. Although many studies’ use college students for attitudinal studies, few have actually examined attitude towards visible disabilities. The study of attitude began in Germany in 1850 and since then, the study of attitude towards PWDs has become increasingly common. Studying attitude towards education of PWDs was made necessary because to change negative attitude, they must first be studied in order to make changes that result in integration of PWDs' (Jones and Gaskin, 1984). The process of studying attitude affecting the disabled community has been described as working on three different social labels (Antonak and Livneh 1988).

Altman (1981) described the first and innermost levels as peers. Family and friends of PWDs as well as the attitude of inner circle that directly affects the cell conceptualization of PWDs and their socialization into the community. The second level is the relationship between rehabilitation professional and PWDs.

Professionals are of the at most important for two reasons: their attitudes are the first contact a PWD has with a service provider and second professional attitude influences society at large. This group, influences medical and rehabilitation services as well as the exchange of information between professionals and PWDs and their families. The second level is composed of rehabilitation counselors, social workers, teachers and health care professionals (Antonak and Livneh 1988). The third level also known as the outermost circle is described as societal attitude.
These attitudes can create real barriers for PWDs in gaining access and integrating into the larger societal negative attitude are obstacles for OWDs in meeting their life goals.

Examination of public attitude become essential because of the large role or societal attitude in the acceptance of PWDs Yuker (1965) stated that, to understand the nature of the interaction between PWDs and individuals who are non-disabled examination of attitude becomes necessary. Examination of attitude towards people with disabilities can be measured in a variety of ways. Measuring attitude towards disability is both "complex and multifaceted" because it becomes difficult to measure and then change attitude towards disabilities (Yuker 1988). However, PWDs are part of society. Knowledge of people's attitude must be increased in order to change attitude and accomplish integration of PWDs into the community (Yuker 1988). With the understanding that stereotypical beliefs and negative attitudes have long impacted the lives of PWDs, Altmans (1981) reveal of attitude have long impacted the lives of PWDs. Altman (1981) review of attitude towards disabilities concluded that, attitude of friends, family and the general public are vital, but also added that society attitudes as a group shape the experiences of PWDs: thus, "proposed change on the organization community or even the national level" is necessary (as cited in Gething 1994).

Furthermore, PWDs acknowledge that negative attitudes play a critical role in hindering them from integration into society (Donaldson and Martinson 1977).

**METHODOLOGY**

**Research design**
The survey design was chosen because it enables the researchers to collect data from many more subjects than would-be the case with an interview schedule.

**Area of study:**
The area of study for this research is Buea Sub-Division of Fako Division South West Region of Cameroon. Buea Sub-Division is a cosmopolitan town situated along the highway from Douala to Kumba and mostly referred to as an educational Centre. The population is mostly youth who occupy close to 65% with female occupying over 60% of the entire population. The original natives of Buea Sub-Division are the Bakwerians. It equally has the headquarters of the South West Region and the major economic activity is farming. It is also worth mentioning that Buea Sub-Division is directly on the foot or mount Cameroon. Buea is the capital of the South West Region of Cameroon. The town is located 011 the eastern slopes of mount Cameroon and has a population of 90,088 (at the 2005 census). Buea Sub-Division is one of the fastest growing towns in Cameroon today with a mix cosmopolitan setting and a constellation of about 67 villages. These villages are inhabited by the Bakwerians who according to social scientists, have lived around mount Cameroon for at least 4,000 years. Its urban rims now include; Molyko, Buea Sub-Division Station, Muea, Gra, Mile 16, Clerks and Quarter, Great Soppo, Likoko-Membea, Bokwango and Bunduman. Buea Sub-Division remain the only one having the senior divisional office, most its divisional sectorial offices and a few regional offices located in another town (Limbe) Buea Sub-Division has a district biophysical environment surrounded by an evergreen tropical ecosystem with high variety of biodiversity including birds and animals species. Some parts of the mountain slopes has very rare species of plants and animal found nowhere else in the world such as the unique medicinal "Prunus Africana" and animal species living under particular conditions which can be met here. The vegetation is generally green almost throughout the year with fewer trees in areas of high concentration of houses. It is rare to move 200m without spotting green grass shrubs and fruit trees. The Buea Sub-Division has a plethora of religious groups. A majority of them are Christians of different denominations like Catholics, Presbyterian, Baptist, Full Gospel Mission, the Apostolic, 7 days Adventist and Jehovah's Witnesses. The Muslim population is also growing especially in the urban spaces.

English and French are two official languages used for general interaction while pidgin is the linguafranca. The average life expectancy of this area is 50 years (1999 statistics) literacy rate is on
the rise with some 60-75% of the youths having access to education.

According to a 2004 survey carried out by the ministry of public health in Cameroon, about 40% of the population do not have access to quality health care while close to 60% have financial difficulties to afford basic health care services.

Due to the rise of youths having access to education and also the presence of so many schools, therefore parents are motivated to send their children to schools. Both the disabled and the non-disabled children.

**Population of the study**

According to Amin (2005) population is the aggregate or totality of objects or individuals, having one or more characteristic in women that are of interest to the researcher and where inferences are to be made. Thus, the target population of this study is all the students at secondary schools, in Buea Sub-Division sub division of fake division of the South West Region and from which the sample will be drawn.

**Sample and sampling technique**

For the purpose of this study, the simple random sampling technique used while dealing with the sample. The researcher writes down the names of all the categories of schools (public, private and lay private) and put them in a basket and asked the children to pick them from the basket. This procedure made sure that all the schools and participants had equal chances of selected, thereby eliminating the element of bias.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Name of school</th>
<th>Type</th>
<th>No Of Respondent</th>
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<tbody>
<tr>
<td>1</td>
<td>Bilingual grammar school (BGS) Molyko</td>
<td>Government</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Summerset bilingual college (SUBICOL)</td>
<td>Private</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Baptist comprehensive college (BCC)</td>
<td>Mission</td>
<td>10</td>
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<td></td>
<td>TOTAL</td>
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<td>30</td>
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Data will be collected, using a questionnaire whose items will be closed-ended. The questionnaire was divided into four sections. The questionnaire opened with an introductory section; ethical concerns will also be taken care of, whereby respondent are not required to identify themselves by their names. Section A was aimed at capturing the demographic characteristics of the subjects in the areas of gender, class/level. The school section has forty closed-ended items that are drawn from each research question.

The questionnaire items are derived from the objectives. The questionnaire has strongly agree (sa) agree (a) disagree (d) and strongly disagree (sd) where respondents tick that which suits them.

**Validity and reliability of instruments**

Measures were taken to ensure that the instruments used for data collection are both valid and reliable. The validity and reliability of data collection instrument are very important in social science and educational research. Put differently, validity means that it is true that the instrument measures what it is supposed to measure and that the data collected honestly and accurately represents the respondent's opinions. On the other hand, Amin (2005) defines reliability as the level of internal consistency or stability of the measuring device over time.

The researcher took some measures to ensure that the questionnaire will valid. The questionnaire items were derived from the review or literature related to the research question. After constructing the items of the questionnaire, the researcher took them to her supervisor, who scrutinized them, item by item to ensure that they cover what they were intended for.

**Method of data collection**

The questionnaire constructed by the researcher and approved by her supervisor was administered to students with visual impairment of the selected school in the sample. The researcher moved to
the school, sought and obtained permission from the respective principals to administer the questionnaire. The reasons for the research were explained to the principal and an authorization was given to carry out the research.

Return rate of questionnaire
A total of 30 questionnaires were handed out to respondents and a total of 30 were received back.

Methods of data analysis
This study uses descriptive statistics to analyze the data collected in the questionnaire. Percentages are used to represent the proportions of respondents in each of the sections. This will be done using the formula.

Number of respondents for each item X100
Total number of respondents 1

FINDINGS
The findings of the study are presented following each of the research questions of the study

Presentations of Findings According to Research Questions
Research question one: What are the effects of regular students' seclusion on the education of children with disabilities?

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<tr>
<th>Issues</th>
<th>A</th>
<th>%</th>
<th>SA</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>SD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you distance yourself away from people with disabilities</td>
<td>4</td>
<td>13.3</td>
<td>5</td>
<td>16.7</td>
<td>9</td>
<td>30</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Do you get persons with disability involved in their activities</td>
<td>5</td>
<td>16.7</td>
<td>6</td>
<td>20</td>
<td>11</td>
<td>36.7</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>Do you communicate with persons with disabilities</td>
<td>7</td>
<td>23.3</td>
<td>8</td>
<td>26.7</td>
<td>10</td>
<td>33.3</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>People with disabilities are isolated from social events</td>
<td>5</td>
<td>16.7</td>
<td>3</td>
<td>10</td>
<td>9</td>
<td>30</td>
<td>13</td>
<td>43.3</td>
</tr>
<tr>
<td>Do you see those with disabilities as those with disease</td>
<td>10</td>
<td>33.3</td>
<td>4</td>
<td>13.3</td>
<td>5</td>
<td>16.7</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Do you engage with activities alongside the disabled</td>
<td>8</td>
<td>26.7</td>
<td>7</td>
<td>23.3</td>
<td>4</td>
<td>13.3</td>
<td>11</td>
<td>36.7</td>
</tr>
<tr>
<td>Do you think those with disabilities have right to education</td>
<td>2</td>
<td>6.7</td>
<td>10</td>
<td>33.3</td>
<td>6</td>
<td>20</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>Do you empathize with those with disabilities</td>
<td>5</td>
<td>16.7</td>
<td>7</td>
<td>23.3</td>
<td>8</td>
<td>26.7</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Do you help the disabilities when need arise</td>
<td>8</td>
<td>26.7</td>
<td>10</td>
<td>33.3</td>
<td>10</td>
<td>33.3</td>
<td>2</td>
<td>16.7</td>
</tr>
</tbody>
</table>

Total 59 196.8 67 223.2 80 266.7 94 323.4

From the table above, 30% shows they distance themselves away from people with disabilities while 70% do not stay away from people with disabilities. 36.7% indicate they do not socialize with people who have disabilities, while 66.7% socialize with people who are disabled. Also, 50.0% of the respondents do not get persons with disabilities involved in their activities while 50.0% do get people with disabilities involved in their activities. 26.7% shows they do not communicate with persons with disabilities, while 73.3% stand against the fact. 40.0% indicate people with disabilities are isolated from social event while, 60.0% indicates otherwise.

Again, 46.6% agrees that they see people with disabilities as those with disease while, 53.4% stand against the fact. 50.0% do not engage with activities alongside the disabled, on the other, 50.0% do not engage. 40.0% do think those with disabilities have right to education while 60.0% do not agree to that fact. 40.0% do empathize with those with disabilities while 60.0% do not empathize. Lastly, 60.0% do help the disabled, when need arise while 40.0% do not help them.

From the results, we see that a big proportion of the findings stand on the fact that regular students do not seclude people with disabilities or have seclusion on their education. It was realized that the proportion of the students who responded to the items under the variable seclusion was small. This is shown by the majority of respondents who understood that there is no reason for them to seclude.
students with disabilities; because even with their weakness, they consider them as equal. A small proportion of the respondent indicated that, they distance themselves from students with disabilities; they do not socialize with them, they do not get involved in their activities or communicate with them, and lastly they isolate them from social events. Yuker (1965) stated that to understand the nature of the interaction between PWDs and individuals who are non-disabled, examination of attitude becomes necessary. Examination of attitude towards people with disabilities can be measured in a variety of ways. Measuring attitude towards disability id both "complex and multifaceted" because it becomes difficult to measure and then change attitude towards disability (Yuker 1988). However, PWDs are part of society. Knowledge of people's attitude must be increased in order to change attitude and accomplish integration PWDs into the community (Yuker 1988).

Considering the findings, it shows that majority of students in school do not seclude those with disabilities. The special hospital service authority for England and Wales undertook an expensive international literature review on seclusion as a basis for a proposed extended research project on seclusion in the special hospital system. The review highlighted the theoretical foundations of seclusion to be based on therapy containment or punishment; however, there appeared little work carried out in examining the underline attitude to these central themes. It was suggested that a further level of analysis by measuring these attitude along the benevolent- malevolent scale, may proof helpful in advancing our conceptual understanding of the role seclusion plays as a psychiatric intervention.

Research questions two; what are the effects of regular students' rejection on the education of children with disabilities?

Table 4: the effects of regular students' rejection on the education of children with disabilities

<table>
<thead>
<tr>
<th>Issues</th>
<th>A</th>
<th>%</th>
<th>SA</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>SD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you refuse taking something from people with disabilities</td>
<td>6</td>
<td>20</td>
<td>10</td>
<td>33.3</td>
<td>4</td>
<td>13.3</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Do you disagree with ideas from people with disabilities</td>
<td>4</td>
<td>13.3</td>
<td>2</td>
<td>6.7</td>
<td>4</td>
<td>13.3</td>
<td>18</td>
<td>60</td>
</tr>
<tr>
<td>Do you behave unfriendly with people with disabilities</td>
<td>5</td>
<td>13.7</td>
<td>2</td>
<td>6.7</td>
<td>7</td>
<td>23.3</td>
<td>16</td>
<td>53.3</td>
</tr>
<tr>
<td>Do you hate people with disabilities</td>
<td>4</td>
<td>13.3</td>
<td>3</td>
<td>10</td>
<td>4</td>
<td>13.3</td>
<td>19</td>
<td>63.3</td>
</tr>
<tr>
<td>Do you love people with disabilities</td>
<td>1</td>
<td>3.3</td>
<td>1</td>
<td>3.3</td>
<td>8</td>
<td>26.7</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Do you openly reject your family member, classmate, and community peers because they are disabled</td>
<td>5</td>
<td>13.7</td>
<td>8</td>
<td>26.7</td>
<td>5</td>
<td>16.7</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>Do you openly reject your family member, classmate, and community peers in disguised because they are disabled</td>
<td>9</td>
<td>30</td>
<td>3</td>
<td>10</td>
<td>11</td>
<td>36.7</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Do you empathise with those with disabilities</td>
<td>9</td>
<td>30</td>
<td>11</td>
<td>36.7</td>
<td>4</td>
<td>13.3</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Do you love to socialize with people who are disabled</td>
<td>8</td>
<td>26.7</td>
<td>5</td>
<td>16.7</td>
<td>10</td>
<td>33.3</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>I see those with disabilities as an outcast</td>
<td>5</td>
<td>13.3</td>
<td>3</td>
<td>10</td>
<td>15</td>
<td>50</td>
<td>7</td>
<td>23.3</td>
</tr>
<tr>
<td>Total</td>
<td>56</td>
<td>183.3</td>
<td>48</td>
<td>160.1</td>
<td>72</td>
<td>239.3</td>
<td>122</td>
<td>406.5</td>
</tr>
</tbody>
</table>

The previous table two shows that, 53.3% of the students do not take something from person with disabilities while 46.7% take things' from persons with disabilities. 20% of the respondents disagree with the ideas from people with disabilities while the other 80% agree with their ideas. 23.4% also said they behave unkindly to people with disabilities while 76.6% give kin attention to disabled mates. 23.3% of students hate people with disabilities while 76.7% indicate otherwise. 6.7% of the responses show they do not love people with disabilities while 93.3% disagree. 43.4% rejects their family member, classmates and peers in the community openly because they are disabled while 56.7% do not reject them openly. 40% do a disguise rejection of their family member. Classmates and peers in the community while 60% do not reject them in disguised. also, 66.7% said they empathize with those with disabilities while, 33.3% do not empathize with them.43.4% love to
socialize with people who are disabled. While 56.6% do not socialize with the disabled. Lastly, 23.3% said they see those with disabilities as outcast while 73.3% do not see them that way.

Analysis here shows that, with a big proportion of the percentages, positively indicated that a majority of the responses are on the fact that regular students do not reject those with disabilities. The result expresses the fact that rejection by regular student was expressed as such; they do not take things from people with disabilities, they reject any idea from them, they behave unfriendly to them, they hate them and do not love them as they do for their regular peers. They reject their family members, classmates and peers openly and in disguised. PWDs acknowledge that negative attitude play a critical role in hindering them from integration into society (Donaldson and Martinson, 1977). Despite the fact that disability advocates are working to change attitude towards persons with disabilities and their education in the world, public perception of such individuals is still largely negative (for example, Pruette, Lee, Chang, Wang and Lang 2008). Research indicates that negative attitude interfere with the employment, self-esteem, and health care of persons with disabilities (Pruette et al., 2008). Attitudes are comprised of four components: affective, cognitive, evaluation and behavioral (Olson and Zanna 1993). The affective component represents the emotional portion of an attitude, whereas the cognitive components refers to ideas, believes and ideas (Antonak and Livneh, 1988). The behavioral component describes the person’s willingness to interact with the subject at hand and the manner in which they do so (Cook, 1992). The children learn to hide disabilities because the parents modelled this behavior. Thus, it can be argued that this study illustrate the negative attitude children form about disabilities are socially learned from observation of their parents behavior towards those with disabilities. Also, negative attitudes towards persons (students) with disabilities are often early in development through cultural conditioning. Even young children know how to categorize people with and without disabilities due to what they have learned about PWDs (Harper 1999, Maras 1993, Richard Sone and Dornbusch 1961). Further studies have confirmed that children's believe about are inherited from socio-cultural conditioning (Lee and Roddi 1994). Banduras social learning theory proceeds that people learn from one another through observations, imitations, and modeling. This theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory and motivation. This theoretical emphasis forms the basis of how attitude are acquired in this study.

Research question three: what are the effects of regular students ridicule on the education of children with disabilities?

Table 5: the effects of regular students ridicule on the education of children with disabilities.

<table>
<thead>
<tr>
<th>Issues</th>
<th>A</th>
<th>%</th>
<th>SA</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>SD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>People with disabilities are unreasonable</td>
<td>4</td>
<td>13.3</td>
<td>2</td>
<td>6.7</td>
<td>5</td>
<td>16.7</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>People with disabilities are boring</td>
<td>8</td>
<td>26.7</td>
<td>5</td>
<td>16.7</td>
<td>9</td>
<td>30</td>
<td>8</td>
<td>16.7</td>
</tr>
<tr>
<td>They seem silly in their conversations</td>
<td>7</td>
<td>23.3</td>
<td>6</td>
<td>20.0</td>
<td>10</td>
<td>33.3</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>They are unattractive</td>
<td>9</td>
<td>30</td>
<td>4</td>
<td>13.3</td>
<td>11</td>
<td>36.7</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Their appearance are funny</td>
<td>8</td>
<td>26.7</td>
<td>8</td>
<td>26.7</td>
<td>5</td>
<td>16.7</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>I see people with disabilities as people with low IQ</td>
<td>8</td>
<td>26.7</td>
<td>10</td>
<td>33.3</td>
<td>6</td>
<td>20</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>They are generally dull people</td>
<td>12</td>
<td>40</td>
<td>3</td>
<td>10</td>
<td>10</td>
<td>33.3</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>They are sample of ill luck</td>
<td>10</td>
<td>33.3</td>
<td>8</td>
<td>26.7</td>
<td>6</td>
<td>20</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>I don’t want to be mocked keeping friends who are disabled</td>
<td>7</td>
<td>23.3</td>
<td>5</td>
<td>16.7</td>
<td>8</td>
<td>26.7</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>They are seen as outcast</td>
<td>5</td>
<td>16.7</td>
<td>3</td>
<td>10</td>
<td>10</td>
<td>33.3</td>
<td>12</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>260</td>
<td>54</td>
<td>196.8</td>
<td>80</td>
<td>266.7</td>
<td>78</td>
<td>270</td>
</tr>
</tbody>
</table>

The table above shows 20% of the respondents indicate people with disabilities are unreasonable while 80% indicate otherwise, also 43.3% said people with disabilities are boring while 56.7% say there are not boring. 43.3% shows disabled persons seem silly in their conversation while 56.7% indicate otherwise. 43.3% indicates persons with disabilities are unattractive while 56.7% stand
against the fact. 53% of respondent indicates that their appearances are funny while 46.7% totally negate the idea that they are funny in appearance. 60% see people with disabilities as people with low IQ while 40% do not see them as such. 50% agree that they are generally dull people while 50% do not agree to that. 60% believe that they are sample of ill luck while 40% do not believe such. 40% said they do not want to be mocked keeping friends who are disabled while 60% do not believe that they will be mocked if they keep friends who are disabled. And lastly, 26.7% of students believe that people with disabilities are seen as outcast while 73.3% do not agree.

According to the findings on research question three, a larger proportion of the finding disagree on the fact that ridicule influences their behavior on people with disability. From the findings, a small proportion of the respondent, stand in favour of the items under ridicule showing that hey ridicule people with disability, while a greater proportion of the respondents indicate they do not ridicule people with disabilities. These negative beliefs have let to the perception that a PWD is limited physical and intellectually, cannot live independently in the society education wise and cannot form family (Tirussew 2005). Negative portraits of PWDs have increased rejection and marginalization of this population (Ruffner 1990). The results of the Special Olympic Study indicated that there were high percentages of negative public perceptions and believe towards individuals with intellectual disabilities regarding their overall abilities and where they should live, work and attend school (Multinational study of attitude, 2003). Also Mishra (2006) elaborated the attitude of non-disabled treating the disabled as different. Mishra reported that they were not included in the compplete cliques that fall among active adolescence. They are treated as outcast whom people May like but exclude from their inner circle for supports and leisure activities. They live with their disabilities in the community, but they are never fully accepted by the teenagers (Mishra, 2006).

Management study guide 2013, the science of psychology that is often associated with current era considered inadmissible to those that follows

Skinner's believe. As psychology has frequently been associated with the human mind and the evolution of cognitive awareness, Skinner looked to move in a different direction. By applying these thoughts on adjusting motivation through various stimuli, industries such as business, government, education and prisons and mental institutions can gam broader understanding of human behavior. In understanding why an organism behaves the way it does, Skinner saw no place in dwelling on a person's intentions or goals (Banaji, 2011). For him, it was outward behavior and its environment that mattered. His most important contribution to psychological science was the concept of reinforcement, formalized in his principles of operant conditioning (in contrast to Evan Pavlov's principles of classical conditioning, which along with lBWatson's extreme environmentalism strongly influence his own thinking). Fraud (190511960) theorized that our enjoyment on this type of humor is due to the fact that facade of the humor atones for the hostility of the content.

Research question four: What are the effects of regular students' evaluation on the education of children with disabilities?

Table 6: The effect of regular student's evaluation on the education of children with disabilities

<table>
<thead>
<tr>
<th>Issues</th>
<th>A</th>
<th>%</th>
<th>SA</th>
<th>%</th>
<th>D</th>
<th>%</th>
<th>SD</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>My friends always come closer to me even though I always reject him or her</td>
<td>10</td>
<td>33.3</td>
<td>5</td>
<td>16.7</td>
<td>6</td>
<td>20</td>
<td>9</td>
<td>30</td>
</tr>
<tr>
<td>My disabled peer always like to socialize with us even though we do not want him or her</td>
<td>10</td>
<td>33.3</td>
<td>8</td>
<td>26.7</td>
<td>4</td>
<td>13.3</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>Despite the labelling and stigmatization, he or she still behaves to us as though nothing ever happened</td>
<td>11</td>
<td>36.7</td>
<td>5</td>
<td>16.7</td>
<td>8</td>
<td>26.7</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>My family member or friend or community peers do not want to come to gathering because</td>
<td>7</td>
<td>23.3</td>
<td>9</td>
<td>30</td>
<td>9</td>
<td>30</td>
<td>5</td>
<td>16.7</td>
</tr>
</tbody>
</table>
My peers who are disabled, do not engage in our activities because the environment makes them to have low self esteem

Most of the disabled do not want to communicate with us because they will end up being insulted

Because they are been seen as outcast, they do not mostly contribute to social activities

Due to no love and empathy, they do not have the sense of belonging

Because of both open and disguised rejection, they are mostly introverts

In class, they are always seated alone and quiet because no one will want to sit alongside with them or communicate with them

<table>
<thead>
<tr>
<th></th>
<th>Frequency 1</th>
<th>Frequency 2</th>
<th>Frequency 3</th>
<th>Frequency 4</th>
<th>Frequency 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>My peers who are disabled, do not engage in our</td>
<td>6</td>
<td>20</td>
<td>8</td>
<td>26.7</td>
<td>6</td>
</tr>
<tr>
<td>activities because the environment makes them to</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have low self esteem</td>
<td>20</td>
<td>8</td>
<td>6</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Most of the disabled do not want to</td>
<td>8</td>
<td>26.7</td>
<td>12</td>
<td>40</td>
<td>7</td>
</tr>
<tr>
<td>communicate with us because they will end up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>been insulted</td>
<td>12</td>
<td>6</td>
<td>20</td>
<td>4</td>
<td>13.3</td>
</tr>
<tr>
<td>Because they are been seen as outcast, they do</td>
<td>12</td>
<td>40</td>
<td>6</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>not mostly contribute to social activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Due to no love and empathy, they do not have the</td>
<td>12</td>
<td>40</td>
<td>8</td>
<td>26.7</td>
<td>4</td>
</tr>
<tr>
<td>sense of belonging</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Because of both open and disguised rejection,</td>
<td>7</td>
<td>23.3</td>
<td>10</td>
<td>33.3</td>
<td>6</td>
</tr>
<tr>
<td>they are mostly introverts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In class, they are always seated alone and quiet</td>
<td>8</td>
<td>26.7</td>
<td>11</td>
<td>36.7</td>
<td>6</td>
</tr>
<tr>
<td>because no one will want to sit alongside with</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>them or communicate with them</td>
<td>11</td>
<td>36.7</td>
<td>6</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>303.3</td>
<td>82</td>
<td>273.5</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>199.9</td>
<td>67</td>
<td>246.7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table above, it shows that 50% of the disabled children always come closer to regular students even though they reject them, while 50% do not come. 60% of the people with disabilities like to socialize with regular students even though they do not want them, meanwhile 40% do not come to socialize with regular students. 53.4% do not mind the stigmatization given to them by their peers, classmates or family while 46.7% do give attention to it. 53.3% of people with disabilities do not want to come to gatherings because of the way we treat them while 46.7 do come for gatherings. 46.7% of people with disabilities do engage in activities, while 53.3% do not participate in such activities. 66.7% like to communicate with the regular people while 33.3% do not communicate. 60% do not contribute to social activities while 40% do give their contributions. 66.7% do not have the sense of belonging, while 33.3% do have. 56.6% of people with disabilities believe they are introverts while 43.3% do not agree on that. And lastly, 63.4% sits alone and quiet in class while 36.7% make sure they sit with other people in class.

According to the results gotten from the data analyzed in research question four, we see that a big proportion of the findings stand on the fact that regular students do evaluate people with disabilities. Given that an attitude is "an evaluative disposition towards an object" (Zimbardoand Lappie, 1991), a disposition towards an object can also be taught. Theories have risen over the years that explain the formation which have a significant impact on the study of attitude. One of these theories of negative origins of attitude is through social cultural learning (Antonak and Livneh, 1988). Banduras social learning of socially acceptable or unacceptable attitude towards people (Zimbardoand Lappie, 1991). For example, a study in Ethiopia by Fitaw Boersma 2006, found that 36.2% of parents who had children with disabilities reported they hide their disabled children due to the social stigma of disabilities.

Contributions to Educational Research

From the practical findings done by the researcher, the researcher has the following to contribute. Students learn when there is a primary force behind pushing them, the force is known as motivation,
which can be intrinsic or extrinsic. When such forces are attracted to teaching learning process, interaction is bound to occur, whereas when regular students are been included in the same classroom with students with disabilities from childhood to adulthood, it will minimize some of the negative attitude they will have against the disabled, because sitting in the same classroom, they will come to know them better and discover that, despite their disabilities, they are just like them and this will make them treat people with disabilities in different ways and have different image concerning them.

According to Bandura, he talks of the social cognitive theory (observational learning). In this light, the society has a lot to play a change in the conception of regular students' attitude towards disabilities; because children will observe the way they treat people with disability and automatically come from them.

Examination of attitude towards people with disabilities can be measured in variety of ways. Measuring attitude towards disabilities is both complex and multifaceted because it becomes difficult to measure and then change attitude towards disability (Yuker, 1998).

However, PWDs are part of the society. Knowledge of people's attitude must be increased in order to change attitude and accomplish integration of PWDs into the community (Yuker, 1988). With the understanding that, stereotypical believes and negative attitude have long impacted the lives of PWDs. Altman (1981) review of attitude towards disability concluded that attitude friends, family and the general public are vital but also added that societal attitude as a group shape the experiences of PWDs: thus, a proposed change on the organization, community or even the national level is necessary (as citied in Gething, 1994, p.322).

Furthermore, PWDs acknowledge that negative attitude play a critical role III hindering them from integration into society (Donaldson and Martinson 1977).

Conclusions
This study is very important because it brings out the kind of attitude regular students have towards disabled persons and the role of their attitude on their education. Regular students' attitude is very important in so far as disability and inclusion is concerned. The study shows that most of the students have a positive attitude towards disability, while a small number of the students have negative attitude .In spite of that, it was discovered that people with disabilities have not been treated well by the society. Over centuries they have been the subject of varying degrees of pity, ridicule, rejection, evaluation and seclusion, as the result of being different (Linton 1998). Some societies perceived disability as punishment by the gods, while in others; children and adults with disabilities were ostracized, left to die or, indeed, killed through fear and ignorance, (Linton 1998).

The findings identified some of the type of attitude regular students have on their counterparts. The common view of disability is tragedy, disgrace, the result of sin and Gods punishment.

People with disabilities are seen as a burden to others, to their family, to themselves, and to the society. In English, they are described as been invalid (not valid persons), has been handicapped (implying beggars with caps) or as been disabled. Do these views carry over to the way people in the helping professions relate to people with disabilities? This is the interesting question that is heart searching.

Recommendations
The following recommendations are based on the analysis and findings discussed above.

To teachers
The kind of attitude regular students have towards those with disability can best be shaped in schools. Since teachers are the one who one who spend most of their time with these children, they can do better in strengthening their attitude towards each other. So teachers are encouraged to play their roles as mentors to make shape the attitude of regular students on persons with disabilities and not only concentrate on the curriculum.
To Parents

Though it is proven that teachers spend most of their time with children than their parents, parents do have a lot to play in shaping the behavior of the children.

Parents should always take time off their schedules to teach their children certain morals in life and try to inform them on how to treat others, despite their physical appearance. If parents can do this, it will go a long way to positively affect their children's behavior towards others and those with disabilities.

**Government Officials**

The government should be aware that the attitude off regular students towards peers with disabilities is because of the attention given to people by the society. So the government should take it as a responsibility to make sure people with disability have all the necessities in life that will make them live just like their peers, so that they will not say or have any reason to see mates with disabilities as extraordinary people. Special schools should be created, provide them with all sorts of assistive technologies and also encourage inclusion in our schools.

Suggestions for Further Research

Similar study should be carried out using different research design. The following are some issues we recommend for further research:

- The perception of people with disabilities on people without physical disabilities.
- The influence on inclusion on the education of people with disabilities.
- The influence of inclusion on the education of regular students.
- The effects of special schools on the development of persons with disabilities.
- Parental care on the education of people with disabilities.

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