Inclusive Education Believes and it’s Effects on the Education of Children with Physical Disabilities in Secondary Schools in Buea, Cameroon

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Abstract: This study was designed to investigate “Inclusive education believes and its effects on the education of children with physical disabilities in the Buea municipality”. The objectives that were used for the study were; to examine the impact of cultural believe about inclusion on the education of children with physical disabilities in the Buea municipality, to examine the impact teachers believe about inclusion on the education of children with physical disabilities in the Buea municipality and to examine the impact of family believe about inclusion on the education of children with physical disabilities in the Buea municipality. The sample size was 60 students selected from three secondary schools in Buea municipality. The questionnaire was used to obtain information from correspondents and data were analyzed using percentages and frequencies. The following results were obtained; cultural believe about inclusion, teachers believe about inclusion and family believe has a positive role on the education of children with physical disabilities in the Buea municipality. Based on the above result, the following recommendations were obtained; teachers, counselors, parents, should assist students to make use of teaching materials in teaching.

Keywords: Inclusive education believes, education, physical disabilities, cultural believes, family believes, teachers” believes.

Introduction

Inclusive education believes were formed by teaching experience. The teachers believe that their previous experience in teaching in regular classrooms or inclusive classrooms will help them to interact with special needs students. For instance, there were some difficulties in educating the students with mental and physical disabilities in the same classroom as regular students. On the other hand, there were success stories of achievement in teaching. Hence, the failure and success that the teachers achieved will strengthen their beliefs in practicing inclusive education, as they learn from it.

Background of the study

Historically, early efforts to educate persons with physical disabilities in developing countries in general were made by missionaries, (Norwich 2002). Since then, the various governments have become more sensitive and committed. 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. Inclusive education emerged by insisting that all children with special needs be included in the traditional classroom.

Before the emergence of the inclusive system, it was the concept of integration or mainstreaming, which was practiced. The concept of integration is based on integrating children with disabilities according to their needs and severity of their conditions. Some children with disabilities could benefit from total integration, while others benefit from units/special class or resource rooms. More private institutions have been established in recent years, but most of them
are in urban areas. Since the passage of the Individuals with Disabilities Education Act (IDEA) in 1975 and revision to the legislation in 2004 (IDEA, U.S. Department of Education, 2004), special education students must be instructed in classrooms with students without disabilities (Kilanowski-Press, Foote, & Rinaldo, 2010). The IDEA legislation assists students with exceptional needs by providing for a proper education at no cost and providing services that prepare students for the work force and autonomous living based on their individual needs (Casale-Giannola, 2012). Under IDEA, students with disabilities (SWD) receive individualized plans of instruction (IEPs), which include parental participation during the inclusion process when decisions are made about how students who have special needs will be educated in general educational classroom settings (Grenier, 2010). Increasing enrollment of SWD also means an increase of SWD expected to show academic progress. If SWD do not demonstrate academic growth, districts across the country will face penalties from the U.S. government (Kaufman & Blewett, 2012).

Conceptually, inclusive education beliefs includes various way by which different people and culture view inclusive education (Norwich 2002). Inclusive education beliefs were formed by teaching experience. The teachers believe that their previous experience in teaching in regular classrooms or inclusive classrooms will help them to interact with special needs students. For instance, there were some difficulties in educating the students with mental and physical disabilities in the same classroom as regular students. On the other hand, there were success stories of achievement in teaching. Hence, the failure and success that the teachers achieved will strengthen their beliefs in practicing inclusive education, as they learn from it.

However since the middle of the nineties, the American system of inclusive education has spread like fire across the world. 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 children (world’s conference on education for all, Jomtien, Thailand, 1990; Salamanca conference on special need education, Spain 1994; millennium development goals, 2000). The right to education is clearly stated in the Universal Declaration of human rights (UNESCO, 1946); “everyone has a right to education”.

Inclusive educational beliefs are action guiding in the education of children with disabilities. In this context such believes include, teachers believes, family beliefs and cultural believes. Zheng (2009) remarked that teachers’ beliefs are significant ideas in comprehending teachers’ thought processes, teaching methods, and learning to teach. Teacher beliefs are significant subjects in teacher education that have been designed to help teachers develop their thought and principles. Teachers’ beliefs have been identified as an important factor, which influences teachers’ success as well as teachers’ practice in inclusive education. Teacher beliefs about inclusive education are thus a crucial pre-requisite for its success. Family believes refer to a situation where parents of students with disabilities take two positions on this issue. On one hand, and in a less numerous, there are families who do not support the inclusion of children with disabilities in mainstream schools (Green & Shinn, 1994). And talking about cultural believes, Culture is a pattern of ideas, customs and behaviors shared by a particular people or society. It is dynamic, yet stable. Culture is a pattern of ideas, customs and behaviors shared by a particular people or society. Beliefs are an important issue in every area that is related to human behavior and learning (Ajzen, 1988; Fishbein &Ajzen, 1975).

The concept of physical disability, as WHO (2011) observes is broad and covers a range of disabilities and health issues, including both congenital and acquired disabilities. Mobility impairments range in severity from limitations on stamina to paralysis. Some mobility
impairments are caused by conditions present at birth while others are the result of illness or physical injury. Injuries cause different types of mobility impairments, depending on what area of the spine is affected.

UNESCO (2008) defines inclusive education as a process intended to respond to students’ diversity by increasing their participation and reducing exclusion within and from education. Swart and Pettipher (2005:4) see inclusion as the development of an inclusive community and inclusive education systems. They emphasize the fact that it is about including everyone, regardless of ability, gender, language or disability, so that all learners can belong to a school and have access to the educational outcomes that schools offer. From these definitions it seems that inclusive education entails more than special needs and disabilities, and that it is concerned with comprehensive education and equality.

Inclusive education means a radical change in the way we think about education, but not just in relation to students with any difficulties or special educational need, but it’s for everyone. This educational model is, undoubtedly, one of the foundations for a democratic society and one of the values that, with multiculturalism, contributes to the creation of a new school and a better society which promote fair, equitable and humane politics (Moliner, 2008). The way to an inclusive school is complex, and the changes and transformations involved multiple settings and actors: parents, teachers, students and members of community. So, we cannot ignore the role of families in this process, because as Carrillo (2008) said, the family is the first area of intervention in dealing with diversity.

Statement of the problem

It has been observed that persons with physical disability faced a lot of challenges in mainstream school, as inclusive educational practices at the level of implementation regular teachers find it very difficult to undertake positive inclusive practices that meet the needs of learners with physical disabilities. The nature of infrastructure in most schools is problematic to a conducive learning climate for persons with physical disability.

Objectives of the Study

General objective

➢ To examine the impact of inclusive education believes on the education of children with physical disabilities in the Buea municipality.

Specific objective

➢ To examine the impact of cultural believe about inclusion on the education of children with physical disabilities in the Buea municipality.

➢ To examine the impact teachers believe about inclusion on the education of children with physical disabilities in the Buea municipality.

➢ To examine the impact of family believe about inclusion on the education of children with physical disabilities in the Buea municipality.

Literature review

Conceptual review

Inclusive education beliefs

Inclusive educational beliefs are action guiding in the education of children with disabilities. In this context such believes include, teachers believes, family beliefs and cultural believes. Zheng (2009) remarked that teachers’ beliefs are significant ideas in comprehending teachers’ thought processes, teaching methods, and learning to teach. Teacher beliefs are significant subjects in teacher education that have been designed to help teachers develop their thought and principles. Teachers’ beliefs have been identified as an important factor, which influences teachers’ success as well as teachers’ practice in inclusive education. Teacher beliefs about inclusive education are
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Inclusive education beliefs includes various way by which different people and culture view inclusive education (Norwich 2002). Inclusive education beliefs were formed by teaching experience. The teachers believe that their previous experience in teaching in regular classrooms or inclusive classrooms will help them to interact with special needs students. For instance, there were some difficulties in educating the students with mental and physical disabilities in the same classroom as regular students. On the other hand, there were success stories of achievement in teaching. Hence, the failure and success that the teachers achieved will strengthen their beliefs in practicing inclusive education, as they learn from it.

**Cultural belief**

Culture is a pattern of ideas, customs and behaviors shared by a particular people or society. It is dynamic, yet stable. Culture is a pattern of ideas, customs and behaviors shared by a particular people or society. Beliefs are an important issue in every area that is related to human behavior and learning (Ajzen, 1988; Fishbein & Ajzen, 1975). It is constantly evolving. Culture influences newcomers’ approaches to disability, including: their understanding of a disability and its etiology, whether to seek help, treatment options, their relationships with health professionals (Chung KM, 2012).

In many cultures, social interdependence and an individual’s role within the larger family and community are highly valued, while independence and autonomy are valued less than in Western cultures. This perspective can affect how disability is perceived. Many cultures seek out spiritual healers and traditional ‘alternative’ medicines. In many cultures, attitudes toward a disability may include religious acceptance. Also, people may believe that a disability is caused by factors such as the influence of ‘past lives’, mystical intervention or the past actions of a parent (Helman 2007).

The Canadian Charter of Rights and Freedoms and the U.N. Convention on the Rights of Persons with Disabilities promote the acceptance, integration and inclusion of people with disabilities into mainstream society. The integration of a disabled child may not be the norm for a newcomer family’s culture of origin. Traditional Confucian beliefs see the birth of a child with a physical disability as a punishment for parental violations of traditional teachings, such as dishonesty or misconduct. The child’s disability may also be seen as punishment for ancestral wrongdoing. The wider community may feel that the parents are responsible and be less likely to provide the family with sympathy or support.

**Teacher’s beliefs**

Zheng (2009) remarked that teachers’ beliefs are significant ideas in comprehending teachers’ thought processes, teaching methods, and learning to teach. Teacher beliefs are significant subjects in teacher education that have been designed to help teachers develop their thought and principles. Li (2012) represented that beliefs have a key role in teaching in an inclusive classroom setting. They help persons make sense of the world, impacting how new information is understood, and whether it is accepted or rejected. Beliefs depict memories and adjust our understanding of occurrences.

Teachers’ beliefs have a greater effect than the teacher’ knowledge on planning their lessons, on the types of decisions they adopt, and on classroom practice. Teachers’ beliefs identify their real behavior towards their learners. If teachers can determine their learners’ abilities, they will be
able to choose and modify their behavior and educational choice appropriately (Li, 2012; Pajares, 1992).

**Family beliefs**

Parents of students with disabilities take two positions on this issue. On one hand, and in a less numerous, there are families who do not support the inclusion of children with disabilities in mainstream schools (Green & Shinn, 1994). On the other hand, most of the studies and researches show that families of children with SEN or disability support and are pleased with the inclusive education model for many reasons (Jensen, 1970, Miller et al, 1992; Bennett, DeLuca &Bruns, 1997; Lowenbraun, Madge & Affleck, 1990; Seery, et al. 2000, Simpson & Myles, 1989; Turnbull et al, 2002; Leyser&Kirck, 2004; Lutfi, 2009). In fact, the work of Leyser&Kirck (2004) concluded that parents recognize social and emotional outcomes as one of the main benefits of inclusive education. They indicate the greater acceptance and sensitivity to individual differences of the schoolmates as positive effects of inclusion.

**Physical disability**

A physical disability is a limitation on a person's physical functioning, mobility, dexterity or stamina. Other physical disabilities include impairments which limit other facets of daily living, such as respiratory disorders, blindness, epilepsy and sleep disorders.

**Causes**

Prenatal disabilities are acquired before birth. These may be due to diseases or substances that the mother has been exposed to during pregnancy, embryonic or fetal developmental accidents or genetic disorders.

- Perinatal disabilities are acquired between some weeks before to up to four weeks after birth in humans. These can be due to prolonged lack of oxygen or obstruction of the respiratory tract, damage to the brain during birth (due to the accidental misuse of forceps, for example) or the baby being born prematurely. These may also be caused due to genetic disorders or accidents. Post-natal disabilities are gained after birth. They can be due to accidents, injuries, obesity, infection or other illnesses. These may also be caused due to genetic disorders.

**Types**

Mobility impairment includes upper or lower limb loss or impairment, poor manual dexterity, and damage to one or multiple organs of the body. Disability in mobility can be a congenital or acquired problem or a consequence of disease. People who have a broken skeletal structure also fall into this category.

**Theoretical review**

**Theory of Social Inclusion/Exclusion by David Pocock (1957)**

Inclusive Education seems to possess points stronger than the education provided in Special Schools, since the first one, if well-performed, can eliminate social exclusion of the people with SEN. This stems from the widely accepted notion that education is a miniature of the society within which it operates and, as such, inclusive education is the basis for the building of inclusive society, while an education that segregates students and places them in special schools separately from their peers leads to the marginalization of these people, their labeling as the ‘others’ and their subsequent exclusion from the civic society of the 21st century. Social inclusion is characterized by equality among the people and incorporation of their diverse elements by respecting their individual characteristics.

Contrary to that, social exclusion derives from the treatment of some groups of people as aliens, something that has as a result their institutionalization and marginalization (Young, 1999, cited in Cohen, 2015). Most of the times, inclusion is not clearly defined, because it is considered as the ethical good. However, numerous sociologists have explained social exclusion in many ways
and, thereby, more aspects of inclusion can be illustrated. Simmel (1950) states that, when exclusion occurs, the ‘others’ or ‘strangers’ and in this case the disabled people, who are seemingly involved in the social activities, are assumed as being close and at the same time far for the rest of the people (cited in Cohen, 2015). Since the strangers have been spending their whole life living in this specific social context, they are eventually an integrated part of it but, in essence, it has not been to them the feeling of belonging because they are seen as different; they struggle with their incomplete inclusion/incomplete exclusion (Cohen, 2015,). O’Reilly (2005) analyzes exclusion from a postmodern perspective and claims that giving social identities to people, based on their ethnicity, religion, gender, disability, etc. is a way to put them into groups and suppress their voice (cited in Cohen, 2015). To combat exclusion, it is of the essence to recognize, accept and welcome the differences among the several groups of people living in the same society, and this can be achieved with interaction on a daily basis that brings individuals closer and actively involves them on the ‘getting to know each other’ process.

Beliefs play a key role in teachers’ classroom practices and their professional development. Harste and Burke (1977) and Kuzborska (2011) said that teachers make decisions about their classroom teaching regarding beliefs they have about inclusive teaching and learning. Teachers’ beliefs strongly predict their decisions and classroom practices. Nation and Macalister (2010) and Amiryousefi (2015) asserted that what teachers do is identified by their beliefs. Similarly, Williams and Burden (1997) declared that teachers’ beliefs about inclusive learning will have more impact on their class activities than a specific methodology they are told to follow. In addition, Kagan (1992) represented that teachers’ practices indicate their beliefs about inclusive teaching and learning. Riley (2009) stated that if teachers and learners’ beliefs match with each other, learning will be increased.

Methodology

Research Design

The survey design that was used for this study was the descriptive survey design. With the descriptive survey research design is a research design where the researcher selects a sample of respondents from a population and administers a standardized questionnaire to them. This research design is suitable for the study because it enables the researcher to collect a large amount of information.

Area of study

This study is carried out in the south west region of Cameroon, most especially in the Buea municipality, Fako Division. The Buea Municipal council is the Sub Divisional headquarters of Buea and the South West Regional head quarter of Cameroon. Created on the 29th of June 1977 by Presidential decree No. 77/203, the Buea municipality has a surface area of 870 sq.km, 67 villages, and four distinct urban spaces as per outlined criteria (Buea station, Soppo, Molyko / Mile 17 and Muea). It is a highly complex community caught between a blend of urban, semi urban, rural and traditional settings.

Population of the study

Target population. The target population consists of students in Summerset Comprehensive Bilingual Collage and Bilingual Grammar school Molyko.

Accessible population. The access population of the study consist of students in form four in these two schools.

Sampling

Demographic Information

The study reveals that, 60 (100%) questionnaires were distributed to respondents, all the 60 (100%) were returned to the researcher. This indicates an absolute return rate which was appropriate for the study. Below are more details on respondents’ demographic characteristics.
From table 1 above, the study depicts that out of the 60 students who participated in responding to the questionnaire, 67% were from Bilingual Grammar School Molyko and, 33% were from Summerset Bilingual College Molyko, making a total of 100% distributed to the 3 schools.

Table 2: Responses of students by Gender

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>24</td>
<td>40%</td>
</tr>
<tr>
<td>Female</td>
<td>36</td>
<td>60%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 2 above presents the gender distribution of respondents. The study reveals that out of the 60 students who participated in the study, 39% of them were female, and 21% of them were male.

From table 3 above 60 questionnaires were administered to 60 Form Five students, giving a percentage of 100%.

Table 4: frequency distribution of age of the participant

<table>
<thead>
<tr>
<th>Ages</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 15</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>15-20</td>
<td>27</td>
<td>45%</td>
</tr>
<tr>
<td>18-20</td>
<td>21</td>
<td>35%</td>
</tr>
<tr>
<td>21+</td>
<td>10</td>
<td>17%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td>100%</td>
</tr>
</tbody>
</table>

From table 4 above, 3% of the students had age less than 15, 45% had age between 15 and 35, 41% had age between 18 and 20 and 17% had age ranging from 21+ giving a total of 100%

**Instrumentation**

The instrument used for the collection of data was the questionnaire. The questionnaire was constructed with the help of variables. It was to test the variables of the study. The questionnaire was addressed to . The researcher personally moved to each of the three schools to administer and collect the completed questionnaires. The questionnaire was made up of four sections; section A, made up of the demographic information of the students (school, gender, class, age), and the directions to the responses (SA= Strongly Agree, A= Agree, D= Disagree and SD= Strongly Disagree).
Findings and discussions
Research question 1: To examine the impact of cultural believe about inclusion on the education of children with physical disabilities in the Buea municipality.

Table 5: showing findings for research question 1

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>SA (%)</th>
<th>A (%)</th>
<th>D (%)</th>
<th>SD (%)</th>
<th>TOTAL (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Customs and behaviours shared by a particular people differ as far as education of children with disabilities is concern.</td>
<td>26 (43%)</td>
<td>24 (40%)</td>
<td>7 (12%)</td>
<td>3 (5%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>2</td>
<td>In many cultures, social interdependence and an individual’s role within the larger family and community are highly valued hence encouraging the education of the physically challenged.</td>
<td>28 (47%)</td>
<td>20 (33%)</td>
<td>8 (13%)</td>
<td>4 (7%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>3</td>
<td>Many cultures seek out spiritual healers and traditional ‘alternative’ medicines as to support the education of their disable children.</td>
<td>24 (40%)</td>
<td>30 (50%)</td>
<td>4 (7%)</td>
<td>2 (3%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>4</td>
<td>In our cultures, attitudes toward a disability may include religious acceptance, hence supporting the education of the physically disable children.</td>
<td>20 (30%)</td>
<td>28 (47%)</td>
<td>6 (10%)</td>
<td>6 (10%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>5</td>
<td>When people believe that a disability is caused by factors such as the influence of ‘past lives’, mystical intervention or the past actions of a parent they turn to discourage the education of person with physically disabilities.</td>
<td>22 (37%)</td>
<td>28 (47%)</td>
<td>6 (10%)</td>
<td>4 (6%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>120 (40%)</td>
<td>130 (43%)</td>
<td>31 (10%)</td>
<td>19 (6%)</td>
<td>300 (100%)</td>
</tr>
</tbody>
</table>

Source: (fieldwork 2021)

From the above table, the research shows the 50 students representing 83% of the sample size strongly agreed that customs and behaviours shared by a particular people differ as far as education of children with disabilities is concern, and just 17% of the students were of a different opinion about charts.

This in inline with other researcher findings. Culture influences newcomers’ approaches to disability, including: their understanding of a disability and its etiology, whether to seek help, treatment options, their relationships with health professionals (Chung KM, 2012). In many cultures, attitudes toward a disability may include religious acceptance. Also, people may believe that a disability is caused by factors such as the influence of ‘past lives’, mystical intervention or the past actions of a parent (Helman 2007).

Research question 2: To examine the impact teachers believe about inclusion on the education of children with physical disabilities in the Buea municipality

Table 6: showing findings for research question 2

<table>
<thead>
<tr>
<th>No</th>
<th>ITEMS</th>
<th>SA (%)</th>
<th>A (%)</th>
<th>D (%)</th>
<th>SD (%)</th>
<th>TOTAL (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Teacher’s beliefs have a key role in teaching in an inclusive classroom setting.</td>
<td>24 (40%)</td>
<td>28 (47%)</td>
<td>2 (3%)</td>
<td>6 (10%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>11</td>
<td>Teachers’ beliefs have a greater effect than the teacher’s knowledge on planning their lessons, on the types of decisions they adopt, and on classroom practice.</td>
<td>34 (57%)</td>
<td>20 (33%)</td>
<td>4 (7%)</td>
<td>2 (3%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>12</td>
<td>Teachers’ beliefs identify their real behavior towards their learner’s hence influencing education.</td>
<td>22 (37%)</td>
<td>34 (57%)</td>
<td>2 (3%)</td>
<td>2 (3%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>13</td>
<td>When a teacher in his heart already discredit a learner, it is hard for that learner to be included in the teaching hence affecting him negatively.</td>
<td>18 (30%)</td>
<td>14 (23%)</td>
<td>13 (22%)</td>
<td>15 (25%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>14</td>
<td>Teachers with positive beliefs always encourage learning among learners with physical disabilities,</td>
<td>14 (23%)</td>
<td>31 (52%)</td>
<td>6 (10%)</td>
<td>9 (15%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td></td>
<td>TOTAL (%)</td>
<td>112 (37%)</td>
<td>127 (42%)</td>
<td>34 (9%)</td>
<td>34 (12%)</td>
<td>300 (100%)</td>
</tr>
</tbody>
</table>

Source: (field work 2021)

Table 6 above shows responses for research question 1 which is to find out the influence of teachers belief about inclusion on the education of children with physical disabilities in the Buea municipality Item 10 shows that 40% and 41% strongly agreed and agreed respectively that Teacher’s beliefs have a key role in teaching in an inclusive classroom setting, while 3% and 10% disagreed and strongly disagreed respectively this fact.

This study is in line with Lee and Kim, who assert that, teachers without disabilities interact with those with disabilities more often in inclusive educational settings and, thereby, learn to take responsibility for other people’s needs and have the ability to understand diversity. Especially, early childhood is a period when children have not yet developed strong stereotypes about other people, and is therefore regarded as the most appropriate developmental stage to develop accurate understanding of, and positive beliefs toward, disability. In inclusive education, children with and without disabilities can learn from each other and accept and respect diversity. This means that teacher trainees’ knowledge/beliefs about school in general is a network of all relevant concepts, while the beliefs about inclusive education are not as elaborate (Kinchin et al., 2000).
Research question 3: To examine the impact of family belief about inclusion on the education of children with physical disabilities in the Buea municipality.

Table 7: showing findings of research question 3.

<table>
<thead>
<tr>
<th>No</th>
<th>Item,</th>
<th>SA (%)</th>
<th>A (%)</th>
<th>D (%)</th>
<th>SD (%)</th>
<th>TOTAL (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Family positive belief towards their children with physical disabilities always boast their children education</td>
<td>22 (37%)</td>
<td>20 (33%)</td>
<td>11 (18%)</td>
<td>7 (12%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>16</td>
<td>Families who do not support the inclusion of children with disabilities in mainstream schools always made it difficult for these children to be educated and be socially integrated.</td>
<td>24 (40%)</td>
<td>27 (45%)</td>
<td>2 (3%)</td>
<td>7 (12%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>17</td>
<td>Educated families always support their children education in any condition.</td>
<td>16 (27%)</td>
<td>11 (18%)</td>
<td>17 (28%)</td>
<td>16 (27%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>18</td>
<td>Families that support the inclusion of children with disabilities in mainstream schools always made it easier for these children to be educated and be socially integrated.</td>
<td>14 (23%)</td>
<td>20 (33%)</td>
<td>14 (23%)</td>
<td>12 (21%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>19</td>
<td>Parents recognize social and emotional outcomes as one of the main benefits of inclusive education.</td>
<td>16 (27%)</td>
<td>21 (35%)</td>
<td>16 (26%)</td>
<td>7 (12%)</td>
<td>60 (100%)</td>
</tr>
</tbody>
</table>

Source: (fieldwork 2021)

Tables 7 shows responses of research question 3 which is to examine the impact of family believe about inclusion on the education of children with physical disabilities in the Buea municipality. In item 15 of research question 3, 80% of the sample strongly agreed and agreed that Family positive belief towards their children with physical disabilities always boast their children education, while 20% were of contrary opinion.

Education of children with physical disabilities in the Buea municipality.

Table 8: to show findings for Education of children with physical disabilities in the Buea municipality.

<table>
<thead>
<tr>
<th>No</th>
<th>Item,</th>
<th>SA (%)</th>
<th>A (%)</th>
<th>D (%)</th>
<th>SD (%)</th>
<th>TOTAL (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>The altitude of my teacher always affect my learning</td>
<td>12 (20%)</td>
<td>38 (63%)</td>
<td>6 (10%)</td>
<td>4 (7%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>21</td>
<td>Our family always assist us to improve with our education</td>
<td>20 (33%)</td>
<td>18 (30%)</td>
<td>13 (22%)</td>
<td>9 (15%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>22</td>
<td>As physically disable we are always discouraged to further our studies.</td>
<td>4 (7%)</td>
<td>19 (32%)</td>
<td>19 (31%)</td>
<td>18 (30%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>23</td>
<td>Our education is not only influence by the altitude of our teachers only.</td>
<td>3 (5%)</td>
<td>12 (20%)</td>
<td>31 (52%)</td>
<td>14 (23%)</td>
<td>60 (100%)</td>
</tr>
<tr>
<td>24</td>
<td>We are encouraged to learn like every other student.</td>
<td>22 (37%)</td>
<td>30 (50%)</td>
<td>5 (8%)</td>
<td>3 (5%)</td>
<td>60 (100%)</td>
</tr>
</tbody>
</table>

Source: (fieldwork 2021)
Table 8 above shows responses for findings of Education of children with physical disabilities in the Buea municipality. Item 20 shows that 20% strongly agreed and 63% strongly agreed that, the altitude of their teacher always affect their learning, while 10% disagreed and 7% strongly disagreed this fact. In item 21, 33% and 30% strongly agreed and agreed respectively that their family always assist them to improve with their education, while 37% disagreed and strongly disagreed the above statement.

**Conclusion.**

Based from the findings, teachers’ attitudes and belief impact the education of learners with physical disability. Therefore, teachers should accommodate learners’ despite their disabilities and the classroom climate should be conducive for effective teaching and learning.

**References**


6. Bakhshi, P., M. Kett, and K. Oliver, 2013, What are the impacts of approaches to increase the accessibility to education for people with a disability across developed and developing countries and what is known about the cost effectiveness of different approaches?, London, EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.


