INCLUSIVE EDUCATION POLICY AND ACHIEVEMENT OF STUDENTS WITH DISABILITY IN SELECTED SECONDARY SCHOOLS IN MBALE CITY

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RJ22/MUC/BED/023

A DISSERTATION SUBMITTED TO SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF BACHELOR OF EDUCATION OF UGANDA CHRISTIAN UNIVERSITY

November, 2024

UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa

DECLARATION

I **MAYOR FESTON** declare that this report has been written with my own effort and has never been presented to any other institution of higher learning for any award, except where acknowledgement has been made for citations. It has been prepared following the research guideline of Uganda Christian University.

Signature: …… 

Date: 24/09/2024

REG NO: RJ22/MUC/BED/023

APPROVAL SHEET

I hereby approve that this report entitled “inclusive education policy on students with disability on their school achievement in selected secondary schools in Mbale city” is my own work and has not be submitted to any higher institution of learning in anyway.

Supervisor name: **MR. SSENGONZI JOHN**

Signature.  .....

Date: 24/09/2024

DEDICATION

This work is dedicated to all my family members and all those who have been there for me in one way or the other in articulating down ideas to come up with this project.

ACKNOWLEDGEMENT

I would like to express my sincere gratitude and appreciation to the Almighty father (GOD) for his Grace and love upon my Life, not forgetting all those who have contributed to the development of this research proposal. Firstly, I thank my supervisors, **MR. SENGOZI JOHN**, for His guidance, expertise, and valuable support throughout the research process. His insightful feedback and constructive suggestions have greatly contributed to shaping the direction and quality of this report.

May God bless you.

LIST OF ACRONYMS

IDEA – Individuals With Disabilities Education Act.

EAC – East African community.

ADHA – Attention Deficit/Hyperactivity Disorder.

UNAD – United Nation Association of the Deaf.

NUDIPU – National Union of Disabled Persons of Uganda.

UNESCO – United Nations Educational, Scientific and Cultural Organization.

UNEA – United Nations Environmental Assembly.

SDGs – Sustainable Development Goals.

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ABSTRACT

This study sought to investigate the influence of inclusive education policy on school achievement of students with disability in selected schools in Mbale City. The study objectives were; To determine the effectiveness of specialized teaching on students with disabilities' school achievement in selected secondary schools in Mbale city; To determine the effectiveness of inclusive physical infrastructure on students with disabilities' school achievement in selected secondary schools in Mbale city; To determine the effectiveness of inclusive Curriculum on students with disabilities' school achievement in selected secondary schools in Mbale city. The study population was 100 respondents from the three selected secondary schools in Mbale City. The study employed stratified random sampling techniques in coming up with a sample size of 80 respondents. The primary data collection methods used was a questionnaire and interview guide which was used to collect data. The collected data was analyzed using descriptive statistics in SPSS version 20. Linear and Multiple regression analysis were also used to determine the effect of the independent variables on dependent variables. The study found that Specialized teaching was significant in predicting student's Achievement with R Square = 0.600 (0.600*100 = 60.0%) with a p-value = 0.000<0.05. The regression coefficient of inclusive physical infrastructure was positive and significant in predicting the student achievement. Further the study found that Advocacy for educational resource had R Square = 0.800 (0.800*100 = 80.0%) with a p-value = 0.000<0.05. The regression coefficient of Advocacy for educational resource was positive and significant in predicting student achievement. The study further found that inclusive curriculum had significant effect in predicting student achievement with p-values of 0.001 less than 0.05, R Square = 0.360 (0.360*100 = 36.0%).
Special teaching is the least contributor to student achievement at schools in Mbale city with a Beta value of 0.790 at 0.000 level of significance. This implies that special teaching has a positive and significant effect on student achievement. This therefore answers the research question which stated that 'what is the effect of special teaching on student achievement in secondary schools in Mbale city?'

Inclusive physical infrastructure is the second contributor to student achievement at schools in Mbale city with a Beta value of 0.890 at 0.000 level of significance. This means

that Inclusive physical infrastructure is the second important contributor to student achievement. The findings further reveal a positive and significant effect of inclusive physical infrastructure on student achievement. This therefore answers the second research question which stated that ‘what is the effect of inclusive physical infrastructure on student achievement in secondary schools in Mbale city?.

Inclusive curriculum is the greatest contributor to student achievement in at schools in Mbale district with a Beta value of 0.911 at 0.001 level of significance. This implies that inclusive curriculum has a positive and significant effect on student achievement. This therefore answers the third research question which stated that ‘what is the effect of inclusive curriculum on student achievement in secondary schools in Mbale district?.

The management of schools should put more emphasis on special teaching through provision of special teaching to students and staff, providing adequate special teaching rations to the students to improve student achievement while studying. This shall bring in sense of belongingness and commitment to their studies and they can easily identify with the school.

The management of schools should continue to promote inclusive physical infrastructure in the school premises through construction of good drainage systems, regular cleaning of dining halls and kitchens, compound and classes, provision of secure dust bins to collect rubbish. This shall assist them to reduce on cases of disease outbreaks and spread.

CHAPTER ONE
INTRODUCTION

1.0. Introduction

This chapter presented the background to the study, statement of the problem, objectives of the study, research question, and scope of the study, significance, and justification of the study, conceptual framework, and operational definition of key terms. In recent years, the discourse surrounding inclusive education had gained significant prominence, with a growing emphasis on fostering an educational environment that accommodated the diverse needs of all students. This was particularly relevant in the context of secondary schools, where the effectiveness of inclusive education policies on students with disabilities had become a subject of intense scrutiny. As we delved into this crucial topic, it was essential to explore the impact of inclusive education policies on the academic and social development of students with disabilities in secondary schools, drawing upon scholarly research and empirical evidence to illuminate the multifaceted dimensions of this issue (Smith et al. 2018; Jones & Brown, 2020). By critically examining the implementation and outcomes of inclusive education strategies, we aim to discern the extent to which these policies contribute to creating an inclusive, equitable, and supportive learning environment for all secondary school students, regardless of their abilities.

1.1. Back ground of the study:

1.2. Historical background

Inclusive education had progressively gained prominence on the global educational agenda, emphasizing the importance of providing equitable access to education for all students, including those with disabilities. This evolution reflected a broader commitment to human rights, social justice, and educational equity, influenced by international declarations, conventions, and evolving societal values. Goal four of the SDGs aimed to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This goal explicitly included persons with disabilities, reflecting a global commitment to inclusive education as part of broader efforts to

achieve educational equity (United Nations, 2018). The Individuals with Disabilities Education Act (IDEA) ensured that children with disabilities were entitled to a free appropriate public education in the least restrictive environment. This legislation was fundamental in promoting inclusive practices in American schools (U.S. Department of Education, 2004). The Special Educational Needs and Disability Act 2001 and subsequent legislation, such as the Children and Families Act 2014, mandated that schools support children with disabilities and integrate them into mainstream education to the greatest extent possible (UK Government, 2014).

The African protocol on rights of persons with disabilities; "the primary objective of the protocol was to promote, safeguard and ensure the complete and equal exercise of all human and people's rights for individuals with disabilities in Africa, as well as to ensure respect for inherent dignity". (AU Assembly held in Addis Ababa, Ethiopia on 29th. January 2018).

Article 120(c) of the EAC treaty clearly spelled out that EAC partner states were to closely cooperate in the field of social welfare with respect to among others, the development and adoption of a common approach towards the disadvantaged and marginalized groups including children, the youth, the elderly and persons with disabilities. (EAC policy on persons with disabilities, March 2012).

Uganda had a national policy on inclusive education (introduced in 1997). This policy aimed at ensuring that all children, regardless of their disability, have access to quality education.

1.3. Theoretical perspective

The theoretical perspective on the effectiveness of inclusive education policies for students with disabilities in secondary schools involved considering various educational theories and frameworks that informed and guided the development and implementation of these policies and guided the development and implementation of these policies.

Social Model of Disability:

The Social Model of Disability was a theoretical framework that contrasted with the traditional medical model of disability. Instead of viewing disability as an inherent characteristic of an individual, the social model shifted the focus to the societal

structures and barriers that contributed to the exclusion and marginalization of people with disabilities. It was influential in shaping the discourse around disability, emphasizing the role of societal structures and attitudes in creating barriers for individuals with impairments. The social model posited that disability was socially constructed. It separated impairment (an individual's physical or cognitive condition) from disability, which was viewed as a result of social, environmental, and attitudinal barriers. In the context of education, the social model called for the removal of barriers to learning and participation. This included physical accessibility, the provision of support services, and changes in attitudes towards students with disability. (Davis, L. J. (2013), mentioned that critics of the social model initially overlooked the intersectionality of disability with other social categories. Contemporary perspectives recognized the need to consider how disability intersects with factors such as race, gender, and socio-economic issues.

The Social Model challenges traditional perceptions that place the burden of disability on the individual's impairments. In Uganda, this has led to a shift in understanding, emphasizing that disability is a result of societal barriers rather than an inherent deficit in the students. This shift in perception reduced stigmatization and promoted a more inclusive and accepting school culture. In Ugandan secondary schools, efforts were made to involve these students in decision-making processes and activities, promoting a sense of agency and inclusivity. Shakespeare still added that incorporating the Social Model into educational practices in Uganda was an ongoing process, and the impact was observed in policy changes, teacher training initiatives, and collaborative efforts between various stakeholders the importance of considering the broader context and interconnectedness of systems when studying and intervening in human development process.

1.4. Contextual perspective

Inclusive education policy referred to a set of principles, guidelines, and practices aimed at ensuring that all students, including those with disabilities or special needs, had equal access to quality education within mainstream schools or educational settings (UNESCO, 2009). The United Nations' (2006) Convention on the Rights of Persons with Disabilities revealed that inclusive education policies emphasized the right of every child to access education without discrimination. This involved removing physical, social, and attitudinal

barriers that may have prevented certain groups, such as children with disabilities or from marginalized communities, from attending school. These policies recognized and celebrated diversity among students, acknowledging that each child had unique strengths, needs, and backgrounds. Equity ensured that resources and support were distributed fairly, addressing disparities and providing additional assistance to those who required it.

Students with disability refered to individuals who had physical, cognitive, intellectual, sensory, or developmental impairments that could impact their ability to participate fully in educational activities without additional support or accommodations. Brown, H. M, Hirdes, J. P., & Jetha, A. (2021).

Friedman, J. Y., Drager, (2022), argued that students with disabilities were individuals who possessed physical, cognitive, sensory, intellectual, or developmental impairments that could hinder their full participation in educational activities without additional support or accommodations. These disabilities could encompass a wide range of conditions, including but not limited to autism spectrum disorder, Attention-deficit/hyperactivity disorder (ADHD), learning disabilities, physical disabilities, visual or hearing impairments, and emotional or behavioral disorder.

In my own perception; students with disability are those that had difficulties in full participation in school activities because of impairment physically or otherwise.

In Mbale City, disabled students had made significant strides in educational achievement, largely due to increased enrollment rates and improved accessibility measures in schools. Efforts by organizations like the Uganda National Association of the Deaf (UNAD) had contributed to greater participation, while improved infrastructure, such as the installation of ramps and accessible restrooms, have enhanced learning environments (UBOS, 2023). Additionally, advocacy and awareness campaigns led by groups such as the National Union of Disabled Persons of Uganda (NUDIPU) have fostered a more inclusive educational atmosphere (UNESCO, 2023). However, challenges persist, including a lack of adequate resources and specialized support in many schools, which hampers the educational experience of disabled students (UNEA, 2024). Persistent infrastructural barriers and social stigma further exacerbate these issues, with many schools still

struggling to provide fully accessible facilities and students facing discrimination both within and outside the classroom (UDRAG, 2023; Makerere University, 2024). The scarcity of detailed research also underscores the need for more comprehensive data to address these challenges effectively (URI, 2024).

Schools in Mbale City had made progress in creating accessible learning environments. Infrastructure improvements include the installation of ramps, accessible restrooms, and specialized furniture to accommodate students with physical disabilities. The Uganda National Commission for UNESCO (UNESCO, 2023) highlighted these developments as crucial steps towards creating an inclusive educational system. Increased awareness about the needs and rights of disabled students has been driven by advocacy groups and NGOs. Programs aimed at educating teachers and parents about inclusive education have led to better support for disabled students. Research by the Centre for Disability Studies (2023) underscores the positive impact of these advocacy efforts on both the academic and social experiences of disabled students.

Despite the progress, many schools in Mbale City still face shortages of essential resources and support services. This included a lack of trained personnel who are equipped to address the specific needs of disabled students, as well as insufficient assistive devices and educational materials. The Uganda National Education Association (UNEA, 2024) reported that these resource gaps significantly affected the quality of education provided to disabled students.

1.5. Conceptual perspective

UNESCO defined inclusive education as “a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education” (UNESCO, 2005). Gartner and Lipsky defined inclusive education as “an educational approach that sought to provide a high-quality education to all students, including those with disabilities, within general education settings, and to foster an environment of acceptance and diversity” (Gartner & Lipsky, 2022). Inclusive education was a concept that emphasized the right of all students, regardless of their abilities or disabilities, to receive education in mainstream schools. Different scholars and organizations defined inclusive education in various ways, reflecting its broad and multifaceted nature. Michael Oliver defined

disability as “the social oppression of people with impairments” and argued that disability was not solely a medical or individual problem, but a result of social and environmental barriers (Oliver, M. (1996).

On the other hand, Disability was a complex and multifaceted concept that had been defined in various ways by different scholars.

In this study, the independent variable was inclusive education policy which was understood as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involved changes and modifications in content, approaches, structures, and strategies, with a common vision that covered all children of the appropriate age range and a conviction that it was the responsibility of the regular system to educate all children. (Florian, L, & Black-Hawkins, K (2018).

1.6. Problem statement

In recent years, there was a global push towards inclusive education policy, emphasizing equal opportunities for students with disabilities within mainstream educational settings. While the intentions behind these policies were commendable, there existed a critical gap in understanding the actual effectiveness of inclusive education policy on students with disabilities on their school achievement (for instance, specialized teaching, inclusive physical infrastructure, and inclusive curriculum) in relation to their scores, talent development, and completion rates. Despite the growing emphasis on inclusivity, questions persisted regarding the comprehensive impact of these policies, the challenges faced in their implementation, and the extent to which they addressed the diverse needs of students with disabilities. While some schools made accessibility improvements, many still lacked the necessary infrastructure to fully accommodate disabled students. According to a survey by the Uganda Disability Rights Advocacy Group (UDRAG, 2024), numerous schools in Mbale city were yet to address basic accessibility issues, such as inadequate ramps and non-accessible restrooms, which continue to hinder students with mobility challenges. Disabled students in Mbale city often encountered social stigma and discrimination, both within educational settings and the broader community. A study by

Makerere University's School of Social Sciences (2024) revealed that negative attitudes and misconceptions about disability could negatively impact the academic and social experiences of these students, creating an unwelcoming environment that could affect their performance and well-being.

1.7. Purpose of the study

The purpose of the study was to ascertain the effectiveness of inclusive education policy on students with disabilities on their school achievement in selected secondary schools in Mbale city, with the aim of understanding the rationale of student performance indicators (scores), participation in co-curricular activities, and completion rates.

1.8. General objective

To determine the effectiveness of inclusive educational policy on students with disabilities on their school achievement in selected secondary schools in Mbale city.

1.5. Objectives of the study

II. To determine the effectiveness of specialized teaching on students with disabilities' achievement in selected secondary schools in Mbale city.
III. To determine the effectiveness of inclusive physical infrastructure on students with disabilities' achievement in selected secondary schools in Mbale city.
IV. To determine the effectiveness of inclusive Curriculum on students with disabilities' achievement in selected secondary schools in Mbale city.

1.6. Research question

1. What was the effectiveness of specialized teaching on students with disabilities' school achievement in selected schools in Mbale city?

2. How did inclusive physical structure affect students with disabilities' school achievement in selected schools in Mbale city?

3. What were the effects of inclusive Curriculum on students with disabilities' school achievement in selected schools in Mbale city?

1.7. Scope of the study

1.8. Geographical scope

Mbale City was located in the Eastern Region of Uganda, a landlocked country in East Africa. The geographical coordinates of Mbale city were approximately Latitude: 1.0641° N and Longitude: 34.1791° E. Mbale was the largest city in the city and served as its administrative and commercial center. The city was known for its diverse landscapes, including hills, valleys, and plains. It was situated near the foothills of Mount Elgon, an extinct volcanic mountain that straddled the border between Uganda and Kenya. Mbale City was known for its agricultural activities, including coffee farming, and was a significant hub in the Eastern Region of Uganda. Mbale city was carved from this geographical setting.

1.9. Content scope

This research study investigated the influence of effective inclusive education policy on students with disabilities, focusing on teacher training and professional development, parents and community involvement in policy structuring, and teacher and student attitudes on students with disabilities while analyzing its impact on students with disabilities in selected schools in Mbale city.

1.10. Time scope

The study covered the period between June and December 2024, as this was the time frame during which the program was running and within the time frame of the institution.

1.11. Justification of the study

Despite the great initiative by the government to enforce inclusive education for all students in various schools in Uganda, and the emphasis placed on it by NGOs, particularly Human Rights, this study on the effectiveness of inclusive education policies on students with disabilities in selected secondary schools in Mbale city contributed evidence-based insights into the impact of inclusive practices (UNESCO, 2009), addressing the challenges in implementation and assessing academic achievement (Florian & Black-Hawkins, 2011). The research aimed to inform policy decisions, promote educational equity, and empower students and parents. This investigation was essential for refining strategies, ensuring resource adequacy, and fostering a socially inclusive environment,

ultimately enhancing the overall educational experience for students with disabilities in the selected secondary schools in Mbale city.

1.12. Conceptual framework

Independent variable (IV) **Dependent Variable (DV)**

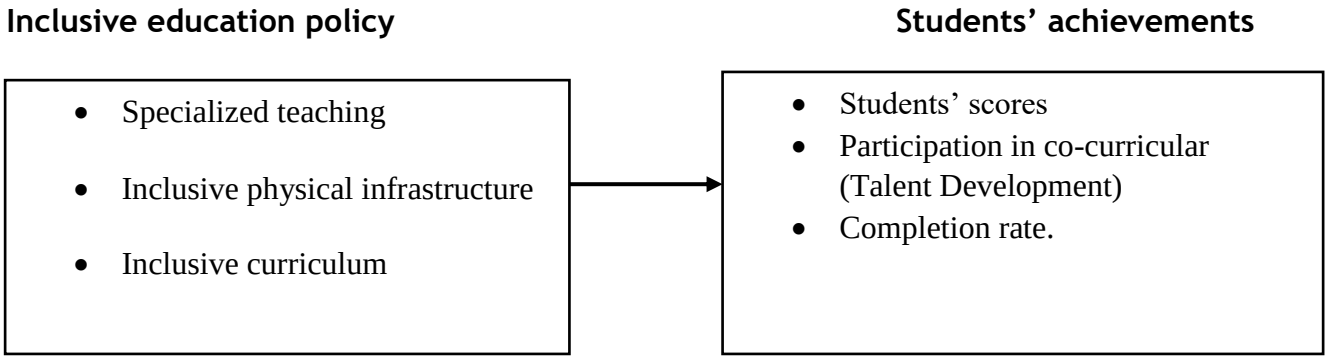

Figure 11: conceptual frame work:

1.13. Operational terms

- UNESCO: United Nations Educational, Scientific and Cultural Organization
- UNAD: Uganda National Association of the Deaf
- NGO: Non-Government Organization
- UDRAG: Uganda Disability Rights Advocacy Group

CHAPTER TWO
LITERATURE REVIEW

2.0. Introduction

This literature review examines the effectiveness of inclusive education policies on students with disabilities in secondary schools, particularly in Mbale city. A comprehensive review of empirical studies in journal articles and internet sources revealed gaps that justify this study. The literature is categorized into major themes related to specific objectives.

Theoretical Foundations

Inclusive education policies aim to integrate students with disabilities into mainstream educational settings, promoting equality and reducing discrimination (Vygotsky, 1978). Social constructivism emphasizes social interactions and cultural contexts in learning (Vygotsky, 1978). Recent studies support this view, indicating collaborative learning environments enhance academic outcomes for students with disabilities (Shogren et al., 2020; Ryndak et al., 2021).

Effectiveness of Specialized Teaching

Research consistently shows specialized teaching methods improve academic achievement for students with disabilities (Swanson et al., 2017; Vaughn et al., 2020). Specialized instruction, such as the Orton-Gillingham approach, addresses unique learning needs (Ritchey & Goeke, 2020). Ongoing professional development and support are crucial for teachers (Brownell et al., 2017).

Effectiveness of Inclusive Physical Infrastructure

Inclusive physical infrastructure enhances academic achievement and overall school experience for students with disabilities (Rimmer et al., 2020; Buli-Holmberg & Jeyaprathaban, 2016). Accessible environments promote belonging and inclusion (Mullick et al., 2019). Assistive technologies facilitate better learning outcomes (Dell et al., 2016).

Effectiveness of Inclusive Curriculum

Inclusive curricula improve academic outcomes for students with disabilities (Loreman et al., 2021; Slee, 2018). Universal Design for Learning (UDL) principles and differentiated instruction cater to individual learning needs (Black et al., 2019). Inclusive curricula foster social skills and peer relationships (Friend & Bursuck, 2019).

Students' Achievement

Inclusive educational environments, supported by accessible physical infrastructure and assistive technologies, enhance students' academic performance (Loreman et al., 2021; Rimmer et al., 2020). Differentiated instructional strategies support personalized learning experiences (Smith & Tyler, 2019; Florian & Black-Hawkins, 2017).

Conclusion

The literature review underscores the transformative impact of inclusive education policies and practices on students with disabilities. Inclusive physical infrastructure and curricula promote academic achievement, social inclusion, and belonging (Rimmer et al., 2020; Loreman et al., 2021). Sustained investment in inclusive education is imperative to ensure equitable educational opportunities.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter focused on the methods used to collect data and analyze it. It greatly concerns the research design, the study population, the sample selection procedures and sampling techniques, data collection, methods of verifying reliability and validity of data and methods, matters regarding ethics and the limitations of the methodology as well as the conclusions drawn from the methodologies used.

3.1. Study design

According to Watkinson, E. J. (2020) a design was a plan or a means or an approach of obtaining data for a specific study and it explained in details how the study was to be organized and implemented. The study used a descriptive cross-sectional research design. The descriptive research design was used to obtain information concerning the influence of inclusive infrastructure on school achievement of students with disabilities in Mbale city. The cross sectional survey design was to measure the differences among people related to variables over short period of time (Amin, 2005). The timeline that was involved in this cross sectional design could not allow the researcher to probe more through digging deep, which curtailed coming up with an in-depth outcome. However, the design gave the researcher an insight of having a better understanding of the relevant methodologies of data collection in line with it, hence a success.

3.2. Study population

This was an aggregate or totality of objects, or individuals, having one or more characteristics in common that were of interest to the researcher and where inferences were to be made (Amin, 2005).

The study focused on a population of 100 consisting of 50 students, 48 teachers, 2 directors of studies (D.O.S) from the three selected secondary schools in Mbale city to critically analyze the effects of inclusive education on students with disability of A, B, and C selected schools in Mbale city. It was through this point of view that the researcher was eager to investigate the influence of inclusive education policy on school achievement of students with disabilities in selected secondary schools in Mbale city.

3.3. Determination of sample size

This was a way of selecting participants from a targeted population such that the participants selected represent the population (Amin, 2005). The Sloven's formula was used to derive the sample size as below;

$$n = \frac{N}{1+N(e)^2}$$

Where; n= sample size;

e = the proportion of sampling error;

N=Population

Data from the census records of the city revealed that the study population was 100 people. Therefore, as per the formula, below is the calculation:

$$n = \frac{100}{1+100(0.05)^2} = \frac{100}{1+100(0.0025)} = \frac{100}{1+0.25} = \frac{100}{1.25} = 80$$

Table 1 sample size

Sampled Unit	Population	Sampled Size (n)	Sampling Technique
Students	50	40	Simple random sampling
Teachers	48	38	Simple random sampling
Director of studies	02	02	Purposive
Total samples	**100**	**80**	

3.4. Sampling Techniques and Procedure

According to Enon, (2020), a sampling technique was a description of the strategies used by the researcher to select the representative respondents from the target population. Both Probability and non-probability sampling techniques will be used in determining the sample from the sample size, as explained below;

3.5. Simple Random Sampling

Simple random sampling was a situation where each respondent had an equal chance of being selected to participate in the study Watkinson, E. J. (2020). Simple random sampling was employed to select respondents from selected secondary schools. The simple random sampling technique was applied to respondents as shown in the table 3:1 above. This method was used to select respondents and since the population was valid, there were some levels of non-response from the sampled population. In this respect, the sample size was large enough to enhance representativeness and eventual generalization of the research findings. This technique has been preferred because of the uniqueness of work each category does especially students, teachers and administrative bodies within the school environment. The adoption of this sampling technique was to enable the researcher to select the right number among respondents, because all cannot participate, but through a simple random and purposive selection, the required number was got.

3.5.1. Purposive sampling

Purposive sampling techniques also known as judgmental, selective or subjective sampling techniques (Amin 2005) Here, Directors of studies were purposively sampled because of their limited number and exclusive understanding of the phenomena. Their knowledge and understanding made the study a success, given that their participation was prearranged because of their busy schedules. The researcher used this method in order to get specific and rich information from key informants and for this case, the information was qualitative. According to Amin (2005) suggested that purposive sampling was suitable to select individuals within the sample who have specialized information or experiences about the study problem by virtue of their managerial position or related specific attributes possessed relevant to the study.

3.6. Data Collection Methods

This study used self-administered questionnaires, and Interviews was employed in data collection. Slee, R. (2018) emphasizes that the quality of the data and the appropriateness of the methods employed were particularly important in the social sciences because of the different philosophical and methodological approaches to the study of human activity. He further stated that the veracity of results and the soundness of the research conclusions were based on the appropriateness of the methodology and the quality of data upon which the conclusions were based on. The choice of questionnaires, and interviews, as methods of data collection had been justified on the grounds that the study being descriptive in nature required an intensive interaction with informants in order to gain better insight into the research issues.

3.7. Data collection Instruments

The researcher employed the instruments that effectively aided him to get answers to the phenomena. The techniques included instruments such as the questionnaire and interview guide as explained below:

3.7.1. Questionnaire

The researcher employed questionnaire, which after formulation himself administered to the respondents selected. The questionnaires were closed and open ended which contained multiple choices, check boxes which were ticked and a five point Liker scale continuum was also be employed (1=strongly disagree, 2=disagree,3=neutral,4=agree to 5=strongly agree) to get data from selected respondents. The data collected was transcribed for purposes of editing and easy understanding.

3.7.2. Interview guide

According to Enon (2016) an interview involved the oral or vocal questioning technique or discussion. Face to face interview sessions were conducted using an interview guide designed to elicit data, where respondents were asked questions relevant to the area of study. The interview guide had brief questions designed to elicit information from the respondents as key informants, to supplement on the data collected using questionnaires. Interviews were employed, because of their easy adoptability and effectiveness since they encouraged probing for deeper information on the part of the researcher Forlin, C. (2017). . The interviews were in-depth; as they were necessitate probing leading to

revelation of areas not otherwise known. This was a good tool for soliciting responses from key respondents who were teachers and helped to supplement on the responses from the questionnaires.

3.8. Quality Control

Data quality control referred to the efforts or strategies and procedure that a researcher put in place to guarantee and ensure that quality and accuracy of data being collected using different methodologies and techniques for a particular research study. It was important to ensure that data quality control was maintained throughout the research data collection process. Therefore, the proposed research study employed the following data control techniques below;

In many cases, schools in Uganda, particularly in Mbale city, faced challenges related to limited resources, including, qualified teachers, inclusive infrastructure, among others (Uganda National Examinations Board, 2018).

The bigger proportion of technology enrolment was pursuing ICT related technologies. Reliability was the degree to which an instrument measured the same way each time it was used under the same conditions with the same subjects (Mbabazi, 2006). Data collection instruments were pre-tested on at least 15 people, playing the same role like those earmarked for the study. This helped to ascertain their dependability, accuracy and ability to elicit the necessary and adequate responses. The respondents were requested to make constructive criticisms, positive changes and their suggestions were adopted for purposes of improving the final research instruments. According to Sekaran (2001), Alpha values for each variable under study should not be less than 0.6 for the statements in the Instruments to be deemed reliable. Consequently, all the statements under each variable were subjected to this test, which if they proved to be above 0.6, then they would be declared reliable. But if they are not up to 0.6, they would be refined for responsiveness.

3.9. Validity

Validity was the extent to which an instrument measures what it was meant to measure (Mbabazi, 2006). The instrument applied should be valid, practical and free from bias. In

this case, before the researcher applied the instruments, they would be validated by examining their contents, whether they could measure to the assumed attributes, free from bias, contamination and deficiency. This therefore aided the researcher by minimizing bias as much as possible during the investigations. This also helped to ensure that bias and deficiency were minimized as much as possible to set dependable responses for the study, where the ratio of 0.7 should be based on to declare the instruments valid. If they don't measure up to 0.50, the instruments would be refined for make them valid.

3.10. Data Collection Procedure

The researcher obtained a letter of introduction from the Head of Research Unit, Uganda Christian University (UCU) detailing the purpose and nature of the study to be conducted which the researcher presented to enable access to data in selected secondary schools in Mbale city. The researcher set an appointment with the director of studies who arranged the respondents including teachers, and students in particular schools selected by the researcher.

CHAPTER FOUR

PRESENTATION OF RESULTS AND FINDINGS

4.0. Introduction

This chapter presents the data collected, the findings of the study arranged with regard to the objectives of the study. The study sought to determine the effectiveness of inclusive educational policy on students with disability on their school achievement in selected secondary schools in Mbale city. Both the descriptive and the inferential statistical findings presented in form of Tables and graphs are given in this chapter. The key variables are: inclusive specialized teaching, inclusive physical infrastructure, and inclusive curriculum. A multiple regression model was estimated to corroborate the effect of independent variable on dependent variable.

4.1. Response Rate

The researcher administered 80 questionnaires to respondent and conducted 3 interviews for the key informants. Out of the 80 questionnaires, 75 were appropriately filled and returned, representing 93.7% response rate. The 93.7% percent response rate was deemed substantial to do the analysis of the data collected in this study. This implied that information obtained was adequate for analysis and inference.

4.1.1. Respondents Demographic Characteristics

This section provides information relating to the respondent's demographic characteristics in terms of gender, education level, and duration of respondents in the schools. Data on these variables was collected, presented and analyzed in the tables below;

4.2. Gender

The study looked at the gender of the respondents in terms of male and female and data collected on this variable is presented in the table below;

Table 2 Gender of respondent

	Frequency	Percent	Valid Percent	Cumulative Percent

	Male	45	60.0	60.0	60.0
	Female	30	40.0	40.0	100.0
	Total	75	100.0	100.0	

Source: field data (2024)

The findings in the table indicate that 45(60.0%) of the respondents were male and 30(40.0%) were female. The findings show that majority of the respondents were male giving a clear indication that males out number their female counterparts when it comes to retention rates of gender in secondary schools.

Education level of respondents

Education level of the respondents was also considered by the study and this was looked at in terms of Ordinary level, Advanced level, diploma, and Bachelor's degree. The results obtained are presented in the table below;

Table 3 Education levels of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
	Certificate	20	26.7	26.7	40.0
	Diploma	20	26.7	26.7	66.7
	Degree	35	46.6	33.3	100.0
	Total	75	100.0	100.0	

Source: field data (2024)

Results in the table above indicate that, 20(26.7%) were in Certificate level, 20(26.7%) were also diploma holders and 35(46.6%) were Degree holders. The findings mean that majority of the respondents were Bachelor's Degree holders implying that they ably responded to the questions about inclusive educational policy and students achievement as they are considered knowledgeable enough to understand the study variables.

4.3. Duration of respondents in the schools

The study considered the duration that one had spent in the schools and the findings obtained from the field are presented in the table below.

Table 4 Duration of respondents in the school

		Frequency	Percent	Valid Percent	Cumulative Percent
	0-5 years	12	16.0	16.0	16.0
	6-10 years	18	24.0	24.0	40.0
	Above 10 Years	32	42.7	42.7	100.0
	Total	75	100.0	100.0	

Source: field data (2024)

Results in the table above reveal that 12(16.0%) of the respondents had spent 5 years, 18(23.0%) had spent 6-10 years, and 32(42.7%) had spent 10 years and above. The findings mean that majority of the respondents spent a period above 10 Years and this period is good enough for one to get conversant with inclusive educational policy and its effect on students' achievement in schools.

4.4. Effect of inclusive educational policy on Students' school achievement in selected secondary schools

4.4.1. Special teaching

This section presents data collected and analyzed on the first objective of the study which was to examine the effect of special teaching on students' school achievement in secondary schools.

Table 5 Descriptive statistics on special teaching

Statements	SD f (%)	D f (%)	A f (%)	SA f (%)	Mean	Std Dev
1. In his school, we measure and track the academic achievement of students with disabilities	6 (7.0)	15 (17.4)	38 (44.2)	27 (31.4)	3.00	.881
2. In this school, specific interventions are implemented to support the academic success of students with disabilities	12 (14.0)	59(69.4)	- (0.0)	14 (16.3)	3.02	.553
3. In this school, teachers and staff ensure that students with disabilities are meeting their individual educational goals?	- (0.0)	24 (27.9)	28 (32.6)	34 (39.5)	3.12	.818
4. In this school, parents and guardians are involved in monitoring and supporting the academic progress of students with disabilities?	2 (2.3)	14 (16.3)	48 (55.8)	22 (25.6)	3.05	.718
5. In this school, success of students with disabilities are celebrated and recognized within the broader school community?	10 (11.6)	19 (22.2)	40 (46.5)	17 (19.8)	3.21	.910

6. In this school, inclusive curriculums and modifications play in supporting the academic achievement of students with disabilities?	24 (27.9)	28 (32.6)	2 (2.3)	14 (16.3)	3.05	.817
7. In this school, steps are taken to ensure that students with disabilities are prepared for academic challenges in higher education or future careers?	2 (2.3)	14 (16.3)	24 (27.9)	19 (22.2)	3.05	.618
Average					**3.07**	

Source; field data (2024)

Key: SD- strongly Disagree, D- Disagree, , A- Agree, SA- Strongly Agree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

On finding out whether in this school, they measure and track the academic achievement of students with disabilities, results in the 5.5 indicate that 6(7.0) of the respondents agreed with the statement, 15(17.4) of the respondents strongly agreed with the statement, 38(44.2) strongly disagreed with the statement and 27(31.4) were not sure about the statement. The average mean value obtained of 3.00 signifies agreement to a large extent and the standard deviation of .881 indicates a wide variance in responses. This further implies that we measure and track the academic achievement of students with disabilities.

During an interview one respondent said that, *"in deed in their school, its special teaching which makes the student with disabilities get encouraged in reading books, otherwise if little attention is placed in special teaching, students will not perform to the expectation of the school."*

The results in the table indicate that 12(14.0) strongly disagreed with the statement that in this school, specific interventions are implemented to support the academic success of students with disabilities, 59(69.4) strongly agreed, - (0.0) Agreed with the statement, and 14(16.3%) Strongly agreed with statement. The average mean value of 3.00 indicates

agreement to a larger extent and the standard deviation of .881 indicates a wide variance among the responses. The findings mean that specific interventions are implemented to support the academic success of students with disabilities. These findings are consistent with Doris (2018) who contends that there is a close relationship between hunger and student achievement in schools. According to Doris (2014), as the time between meals increases, concentration reduces.
Findings in the table above indicate that - (0.0%) and 24(27.9%) strongly disagreed and disagreed with the statement 'in this school, teachers and staff ensure that students with disabilities are meeting their individual educational goals, 28(32.6%) disagreed with the statement and 34(39.5%) strongly disagreed. The average mean value of 3.12 signifies agreement to a great extent and the standard deviation of .818 indicates a wide variance in responses.

From the analysis above, 2(2.3%) of the respondents agreed with the statement 'In this school, success of students with disabilities are celebrated and recognized within the broader school community,' 14(16.3%) strongly agreed with the statement, 48(55.8%) disagreed and 22(25.6%) strongly disagreed with the statement. The average mean value is 3.05 which signify agreement to a wide extent and the standard deviation is .718 which indicates a wide variance among the responses. The findings imply that in this school, success of students with disabilities are celebrated and recognized within the broader school community. These findings are consistent with opinions of Ssewankambo (2016) as cited in works of Friend, M., & Bursuck, W. D. (2019). who emphasized that adequate and full special teaching is vital in ensuring that student remain in schools.

On finding out whether 'In this school, inclusive curriculums and modifications play in supporting the academic achievement of students with disabilities,' the analysis in the table indicate that 25(33.3%) agreed with the statement, 20(26.7%) strongly agreed, 5(6.7%) disagreed and strongly disagreed respectively while 20(26.7%) of the respondents were not sure about the statement. The findings imply that in this school, inclusive curriculums and modifications play in supporting the academic achievement of students with disabilities is satisfactory as indicated by a mean of 3.67 which shows an agreement to a larger extent. However standard deviation of 1.143 shows a wide variance in responses.

Results in the table above show that 30(40.0%) and 5(6.7%) of the respondents agreed and strongly agreed with the statement that 'In this school, steps are taken to ensure that students with disabilities are prepared for academic challenges in higher education or future careers,' 10(13.3%) of the respondents disagreed with the statement and 25(33.3%) strongly disagreed while 5(6.7%) were not sure about the statement. The average mean is 2.73 which signify a disagreement to some extent while the standard deviation of 1.446 shows a wide variance in responses. These findings are consistent with interview results where one respondent had this to say, *"In deed it true that in most schools the area where special teaching is implemented, learning is easy and productive to the learners and there are good results at the end"*

4.5. Inclusive physical infrastructure

This section presents data collected and analyzed on the second objective of the study which was to examine the effect of inclusive physical infrastructure on students' school achievement in secondary schools.

Table 6 Descriptive statistics on Inclusive physical infrastructure

Statements	**SD** **f (%)**	**D** **f (%)**	**A** **f (%)**	**SA** **f (%)**	**M**	**SD**
In this school, the physical infrastructure support the academic achievement of students with disabilities?	20 (26.7)	15 (20.0)	15 (20.0)	25 (33.3)	3.13	1.679
In this school, specific modifications have been made to ensure that classrooms and other learning spaces are fully accessible to students with disabilities?	20 (26.7)	20 (26.7)	15 (20.0)	15 (20.0)	2.80	1.525
In this school, the design of common areas, such as libraries	45 (60.0)	25 (33.3)	0 (0.0)	5 (6.7)	1.60	1.027

and cafeterias, promote inclusion and accessibility for students with disabilities?						
In this school, transportation options are arranged to ensure that students with disabilities can attend school and participate in off-campus activities without barriers?	10 (13.3)	5 (6.7)	0 (0.0)	60 (80.0)	4.40	1.366
In this school, playgrounds and sports facilities accommodate students with disabilities, and how does this contribute to their overall achievement?	15 (20.0)	30 (40.0)	15 (20.0)	15 (20.0)	2.80	1.480
In this school, the inclusive physical environment are maintained and updated to continuously support the needs of students with disabilities?	40 (53.3)	5 (6.7)	15 (20.0)	15 (20.0)	2.47	1.719
In this school, the inclusive design of the physical infrastructure contribute to the social integration and academic success of students with disabilities?	0 (0.0)	10 (13.3)	35 (46.7)	30 (40.0)	4.13	.963
Average					**3.07**	

Source; field data (2024)

Key: SD- strongly Disagree, D- Disagree, , A- Agree, SA- Strongly Agree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

From the analysis above, it is established that majority of the respondents 20 (26.7) and 15 (20.0) both agreed and strongly agreed with the statement ‘In this school, the physical infrastructure support the academic achievement of students with disabilities.’ 15(20.0%)

of the respondents disagreed and 20(26.7%) strongly disagreed. The mean value of 3.13 indicates agreement to some extent and the standard deviation of 1.679 indicates a wide variance in responses.

Findings in the table above show that 20 (26.7) of the respondents agreed with the statement 'In this school, specific modifications have been made to ensure that classrooms and other learning spaces are fully accessible to students with disabilities,' 20 (26.7) of the respondents strongly agreed with the statement, 15 (20.0) of the respondents disagreed and strongly disagreed respectively while 15 (20.0) strongly agreed with the statement. The mean value obtained is 2.80 indicating disagreement and the standard deviation is 1.525which shows a wide variance in responses. The findings mean that in this school, specific modifications have been made to ensure that classrooms and other learning spaces are fully accessible to students with disabilities.

On finding out whether In this school, the design of common areas, such as libraries and cafeterias, promote inclusion and accessibility for students with disabilities, findings in the table above reveal that 5(6.7%) strongly agreed, 25(33.3%) and 45(60.0%) disagreed and strongly disagreed about the statement. The mean value of 1.60 indicates dis agreement about the statement to a larger extent and the standard deviation of 1.027 indicates a wide variance among the responses. The findings mean that in this school, the design of common areas, such as libraries and cafeterias, promote inclusion and accessibility for students with disabilities.

From the findings in the table above, it is established that 60(80.0%) of the respondents strongly agreed with the statement 'In this school, transportation options are arranged to ensure that students with disabilities can attend school and participate in off-campus activities without barriers,' 5(6.7%) of the respondents disagreed and 10(13.3%) strongly disagreed with the statement, the mean value of 4.40 indicates agreement and the standard deviation is 1.366 indicating a high variance in responses. The findings imply that in this school, transportation options are arranged to ensure that students with disabilities can attend school and participate in off-campus activities without barriers.

Findings in the table above determined that 15(20.0%) of the respondents agreed with the statement 'In this school, playgrounds and sports facilities accommodate students with disabilities, and how does this contribute to their overall achievement,' 15(20.0%)

strongly agreed with the statement, 30(40.0%) disagreed with the statement while 15(20.0%) of the respondents strongly disagreed. The mean average value obtained of 2.80 indicates disagreement to some extent and the standard deviation is 1.480 indicating a wide variance in responses. This implies that in this school, playgrounds and sports facilities accommodate students with disabilities, and how does this contribute to their overall achievement.

On finding out whether 'In this school, the inclusive physical environment are maintained and updated to continuously support the needs of students with disabilities,' results in the tale show that 15(20.0%) of the respondents agreed with the statement, 15(20.0%) strongly agreed, 5(6.7%) of the respondents disagreed and 40(53.3%) strongly disagreed about the statement. The mean value of 2.47 indicates disagreement and the standard deviation of 1.719 indicates a wide variance in responses. These findings imply that in this school, the inclusive physical environment are not maintained and updated to continuously support the needs of students with disabilities. These findings are supported by results from the interviews, as evidenced by one respondent who said, *"in fact in Mbale city, most schools do not have physical environment, she continued to say that if supportive toilets are non-existent then washing facilities are a myth"*.

From the table above, it is established that majority of the respondents 35(46.7%) agreed with the statement 'In this school, the inclusive design of the physical infrastructure contribute to the social integration and academic success of students with disabilities.' 30(40.0%) strongly agreed with the statement, 10(13.3%) disagreed with the statement. The mean average value is 4.13 signifying agreement to a large extent and the standard deviation is .963 indicating a low variance in responses. This implies that in this school, the inclusive design of the physical infrastructure contribute to the social integration and academic success of students with disabilities.

4.6. Inclusive curriculum

This section presents data collected and analyzed on the third objective of the study which was to examine the effect of Inclusive curriculum on students' school achievement in secondary schools.

Table 7 Descriptive statistics on Inclusive curriculum

Statements	SD f (%)	D f (%)	A f (%)	SA f (%)	M	SD
In this school, the curriculum is adapted to meet the diverse learning needs of students with disabilities?	14 (18.7)	14 (18.7)	31 (41.3)	11 (14.7)	3.15	1.392
In this school, strategies are used to ensure that the curriculum is accessible and inclusive for students with various types of disabilities?	30 (40.0)	5 (6.7)	35 (46.7)	5 (6.7)	2.80	1.525
In this school, teachers differentiate instruction within the curriculum to support the academic achievement of students with disabilities?	20 (26.7)	0 (0.0)	35 (46.7)	10 (13.3)	3.47	1.031
In this school, learning materials and resources are tailored to be inclusive of students with disabilities?	0 (0.0)	5 (6.7)	10 (13.3)	40 (53.3)	4.13	1.031
In this school, the curriculum promotes the development of both academic and life skills for students with disabilities?	0 (0.0)	10 (13.3)	15 (20.0)	40 (53.3)	4.13	1.095
In this school, student's feedback play in shaping the inclusivity of	0 (0.0)	35 (46.7)	35 (46.7)	30 (40.0)	4.03	1.425

the curriculum?						

Source; field data (2024)

Key: SD- strongly Disagree, D- Disagree, , A- Agree, SA- Strongly Agree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

Findings presented above show that 31(41.3%) and 11(14.7%) of the respondents agreed and strongly agreed with the statement 'In this school, the curriculum is adapted to meet the diverse learning needs of students with disabilities.' 14(18.7%) disagreed and strongly disagreed respectively and 5(6.7%) of the respondents were not sure. The average mean value of 3.15 indicates agreement among majority of the respondents and the standard deviation of 1.392 indicates that in this school, the curriculum is adapted to meet the diverse learning needs of students with disabilities.

However, one of the respondents interviewed said; *"classes in most schools do not have adequate security and lighting to support the learners with disabilities."*

Findings above determined that 35(46.7%) and 5(6.7%) both agreed and strongly agreed with the statement 'In this school, strategies are used to ensure that the curriculum is accessible and inclusive for students with various types of disabilities,' 5(6.7%) of the respondents disagreed with the statement and 30(40.0%) of the respondents strongly disagreed. The average mean value of 2.80 indicates that majority of the respondents disagreed and the standard deviation of 1.525signifies a wide variance among the responses. The findings imply that in this school, strategies are used to ensure that the curriculum is accessible and inclusive for students with various types of disabilities.

Findings estimated that 35(46.7%) and 10(13.3%) of the respondents agreed and strongly agreed with the statement that in this school, teachers differentiate instruction within the curriculum to support the academic achievement of students with disabilities. 20(26.7%) of the respondents strongly disagreed with the statement while 10(13.3%) of the respondents were not sure about the statement. The mean average value obtained of 3.47 signifying agreement and the standard deviation of 1.031 indicates a wide variance in responses.

On finding out whether In this school, learning materials and resources are tailored to be inclusive of students with disabilities, results collected and analyzed reveal that

10(13.3%) of the respondents agreed with the statement, 40(53.3%) strongly agreed, 5(6.7%) disagreed with the statement, and 20(26.7%) of the respondents were not sure about the statement. The mean average value obtained is 4.13 indicating agreement among the respondents and the standard deviation is 1.031 indicating a wide variance among the responses.

Findings estimated that 35(46.7%) and 10(13.3%) of the respondents agreed and strongly agreed with the statement that In this school, the curriculum promotes the development of both academic and life skills for students with disabilities. 15(20.0%) and 40(53.3%) of the respondents agreed and strongly disagreed with the statement, 10(13.3%) of the respondents disagreed while 10(13.3%) of the respondents were not sure about the statement. The mean average value obtained of 4.13 signifying agreement and the standard deviation of 1.095 indicates a wide variance in responses. These findings agree with Heath and Mendell (2012) who contends that buildings alone are not enough but they should have proper ventilation and light so as to bring about maximum performance of occupants. They continued to emphasize that ventilation therefore in classes is of paramount importance especially to students with disability.

On finding out whether In this school, student's feedback play in shaping the inclusivity of the curriculum, results collected and analyzed reveal that 10(13.3%) of the respondents agreed with the statement, 40(53.3%) strongly agreed, 5(6.7%) disagreed with the statement, and 20(26.7%) of the respondents were not sure about the statement. The mean average value obtained is 4.03 indicating agreement among the respondents and the standard deviation is 1.425 indicating a wide variance among the responses. The findings imply that, student's feedback play in shaping the inclusivity of the curriculum.

4.7. Students achievement

Table 8 Descriptive statistics on student's achievement

Statements	**SD** **f (%)**	**D** **f (%)**	**A** **f (%)**	**SA** **f (%)**	**M**	**SD**
In this school, students' academic scores reflect their overall	0 (0.0)	0 (0.0)	5 (6.7)	70 (93.3)	4.93	.251

achievement and progress?						
In this school, participation in co-curricular activities play enhancing students' academic performance and personal development?	0 (0.0)	0 (0.0)	15 (20.0)	60 (80.0)	4.80	.403
In this school, how is talent development through co-curricular activities integrated into the broader educational experience of students?	10 (13.3)	20 (26.7)	20 (26.7)	15 (20.0)	3.13	1.369
In this school, how do you track and support the academic and personal growth of students who excel in co-curricular activities?	5 (6.7)	10 (13.3)	35 (46.7)	20 (26.7)	3.73	1.189
In this school, what strategies are implemented to ensure high completion rates among students, and how are these linked to their academic achievement?	15 (20.0)	5 (6.7)	15 (20.0)	40 (53.3)	3.80	1.611

Source; field data (2024)

Key: SD- strongly Disagree, D- Disagree, A- Agree, SA- Strongly Agree, M – Mean, SD- Standard Deviation, %- Percentage, f – Frequency.

From the analysis above, it is established that 5(6.7%) and 70(93.3%) both agreed and strongly agreed with the statement ‘In this school, how do students' academic scores reflect their overall achievement and progress.’ The mean value of 4.93 indicates agreement to a large extent and the standard deviation of 0.251indicates a low variance in responses.

Findings in the table above show that 15(20.0%) of the respondents agreed with the statement ‘In this school, what role does participation in co-curricular activities play in

enhancing students' academic performance and personal development,' 60(80.0%) of the respondents strongly agreed with the statement. The mean value obtained is 4.80 indicating agreement to a large extent and the standard deviation is 0.403 which shows a low variance in responses.

On finding out whether in this school, there is talent development through co-curricular activities integrated into the broader educational experience of students, findings in the table above reveal that 20(26.7%) agreed with the statement, 15(20.0%) strongly agreed, 10(13.3%) of the respondents were not sure about the statement while 20(26.7%) and 10(13.3%) disagreed and strongly disagreed with the statement. The mean value of 3.13 indicates agreement about the statement and the standard deviation of 1.369 indicates a wide variance among the responses.

From the findings in the table above, it is established that 35(46.7%) of the respondents agreed with the statement 'In this school, we track and support the academic and personal growth of students who excel in co-curricular activities,' 20(26.7%) of the respondents strongly disagreed with the statement, 5(6.7%) and 10(13.3%) of the respondents strongly disagreed and disagreed respectively while 5(6.7%) were not sure about the statement. The mean value of 3.73 indicates agreement and the standard deviation is 1.189 indicating a wide variance in responses.

Findings in the table above determined that 15(20.0%) of the respondents agreed with the statement 'In this school, strategies are implemented to ensure high completion rates among students, and are linked to their academic achievement,' 40(53.3%) strongly agreed with the statement, 5(6.7%) disagreed with the statement while 15(20.0%) of the respondents strongly disagreed about the statement. The mean average value obtained of 3.80 indicates agreement to a wide extent and the standard deviation 1.611 indicating a wide variance in responses.

On finding out whether 'the students have a strong sense of satisfaction with their school,' results in the tale show that 15(20.0%) of the respondents agreed with the statement, 45(60.0%) strongly agreed while 15(20.0%) were not sure about the statement. The mean value of 4.40 indicates agreement to a large extent and the standard deviation of 0.805 indicates a close variance in responses.

4.8. Linear Regression Statistics

4.8.1. Effect of Special teaching on student achievement

In a bid to address the First objective, a linear regression model was run to establish the effect special teaching on student achievement and the results were presented in tables below.

Table 9 model summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.079[a]	.600	.521	.159
a. Predictors: (Constant), Special teaching				

Analysis in the table above reveals a coefficient of determination, R Square = 0.600 (0.600*100 = 60.0%) which indicates a strong positive effect of special teaching on student achievement in schools in Mbale city. Hence the coefficient of determination (R Square) indicates good student achievement as a result of special teaching. In order to explain the percentage of variation in the dependent variable (student achievement) as explained by the independent variables, the researcher established that the independent variables (special teaching) contributed to 60.0% of the variation in the student achievement as explained by R square of .600 which shows that the model is the good prediction. It reveals that special teaching explains 0.600 or 60.0 percent of the student achievement while 40.0 percent is explained by other factors beyond inclusive physical infrastructure not covered in this study.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.984	.226		17.619	.000
	Special teaching	.046	.068	.790	.678	.000
a. Dependent Variable: Student Achievement						

The significance of special teaching had p value (p=0.000) which is less than 0.05. The beta coefficient 0.790 is positive. Based on this finding, it can be deduced that special teaching significantly affected student achievement. This showed that special teaching is a good predictor of student achievement. It can further be deduced that special teaching had positive and significant effect on student achievement in schools in Mbale city.

4.9. The effect of Inclusive physical infrastructure on student achievement

In a bid to address the second objective, a linear regression model was run to establish the effect inclusive physical infrastructure on student achievement and the results were presented in tables

Table 10 showing effect of inclusive physical infrastructure on student achievement

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.089[a]	.800	-.006	.45233
a. Predictors: (Constant), Inclusive physical infrastructure				

Analysis in the table above reveals a coefficient of determination, R Square = 0.800 (0.800*100 = 80.0%) which indicates a strong positive effect of inclusive physical infrastructure on student achievement in schools in Mbale city. Hence the coefficient of determination (R Square) indicates good student achievement as a result of inclusive physical infrastructure. In order to explain the percentage of variation in the dependent variable (student achievement) as explained by the independent variables, the researcher established that the independent variables (inclusive physical infrastructure) contributed to 80.0% of the variation in the student achievement as explained by R square of .800 which shows that the model is the good prediction. It reveals that inclusive physical infrastructure explains 0.800 or 80.0 percent of the student achievement while 20.0 percent is explained by other factors beyond inclusive physical infrastructure not covered in this study.

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.998	.185		21.637	.000
	Inclusive physical infrastructure	.044	.057	.890	.765	.000
a. Dependent Variable: Student Achievement						

The significance of inclusive physical infrastructure had p value (p=0.000) which is less than 0.05. The beta coefficient 0.890 is positive. Based on this finding, it can be deduced that inclusive physical infrastructure significantly affected student achievement. This showed that inclusive physical infrastructure is a good predictor of student achievement. It can further be deduced that inclusive physical infrastructure had positive and significant effect on student achievement in secondary schools in Mbale city.

4.10. The effect of Inclusive curriculum and student achievement

In a bid to establish the effect of inclusive curriculum on student achievement, a linear regression model was run and the results were presented in tables below.

Table 11 showing effect of Inclusive curriculum and student achievement

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.191[a]	.360	.023	.44580
a. Predictors: (Constant), Inclusive curriculum				

Analysis in the table above reveals a coefficient of determination, R Square = 0.360 (0.360*100 = 36.0%) which indicates a positive effect of inclusive curriculum on student

achievement in schools in Mbale city. Hence the coefficient of determination (R Square) indicates good student achievement as a result of inclusive curriculum. In order to explain the percentage of variation in the dependent variable (student achievement) as explained by the independent variables, the researcher established that the independent variables (inclusive curriculum) contributed to 36.0% of the variation in the student achievement as explained by R square of .360 which shows that the model is the good prediction. It reveals that inclusive curriculum explains 0.360 or 36.0 percent of the student achievement while 64.0 percent is explained by other factors beyond inclusive curriculum not covered in this study.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.719	.255		14.586	.000
	Inclusive curriculum	.117	.071	.911	1.661	.001

a. Dependent Variable: Student Achievement

The significance of inclusive curriculum had p value (p=0.001) which is less than 0.05. The beta coefficient 0.911 is positive. Based on this finding, it can be deduced that inclusive curriculum significantly affected student achievement. This showed that inclusive curriculum is a good predictor of student achievement. It can further be deduced that inclusive curriculum had positive and significant effect on student achievement in schools in Mbale city.

CHAPTER FIVE

SUMMARY AND DISCUSSION OF FINDINGS

5.0. Introduction

This chapter presents the discussion of the study guided by the study objectives. The discussion of this study findings was done by reviewing related literature, and comparing and contrasting with other previous studies.

5.1. Summary of findings

5.2. Effect of Special teaching on student achievement

Analysis revealed a coefficient of determination, R Square = 0.600 (0.600*100 = 60.0%) which indicates a strong positive effect of special teaching on student achievement in schools in Mbale city. Hence the coefficient of determination (R Square) indicates good student achievement as a result of special teaching. In order to explain the percentage of variation in the dependent variable (student achievement) as explained by the independent variables, the researcher established that the independent variables (special teaching) contributed to 60.0% of the variation in the student achievement as explained by R square of .600 which shows that the model is the good prediction. It reveals that special teaching explains 0.600 or 60.0 percent of the student achievement while 40.0 percent is explained by other factors beyond inclusive physical infrastructure not covered in this study.

It can further be deduced from the regression that of special teaching had p value (p=0.000) which is less than 0.05. The beta coefficient 0.790 is positive. Based on this finding, it can be deduced that special teaching significantly affected student achievement. This showed that special teaching is a good predictor of student achievement. It can further be deduced that special teaching had positive and significant effect on student achievement in schools in Mbale city. The study therefore answers the first research question that “what is the effectiveness of specialized teaching on students with disability’s school achievement in selected secondary schools in Mbale city?”

5.3. Effect of Inclusive physical infrastructure on Student achievement

Findings revealed a coefficient of determination, R Square = 0.800 (0.800*100 = 80.0%) which indicates a strong positive effect of inclusive physical infrastructure on student achievement in schools in Mbale city. Hence the coefficient of determination (R Square) indicates good student achievement as a result of inclusive physical infrastructure. In order to explain the percentage of variation in the dependent variable (student achievement) as explained by the independent variables, the researcher established that the independent variables (inclusive physical infrastructure) contributed to 80.0% of the variation in the student achievement as explained by R square of .800 which shows that the model is the good prediction. It reveals that inclusive physical infrastructure explains 0.800 or 80.0 percent of the student achievement while 20.0 percent is explained by other factors beyond inclusive physical infrastructure not covered in this study. It can be deduced from the regression that inclusive physical infrastructure had p value (p=0.000) which is less than 0.05. The beta coefficient 0.890 is positive. Based on this finding, it can be deduced that inclusive physical infrastructure significantly affected student achievement. This showed that inclusive physical infrastructure is a good predictor of student achievement. It can further be deduced that inclusive physical infrastructure had positive and significant effect on student achievement in schools in Mbale city. The study therefore answers the second research question which stated that "how does inclusive physical structure affect students with disability's school achievement in selected secondary schools in Mbale city?"

5.4. Effect of Inclusive curriculum on student achievement

The analysis revealed a coefficient of determination, R Square = 0.360 (0.360*100 = 36.0%) which indicates a positive effect of inclusive curriculum on student achievement in schools in Mbale city. Hence the coefficient of determination (R Square) indicates good student achievement as a result of inclusive curriculum. In order to explain the percentage of variation in the dependent variable (student achievement) as explained by the independent variables, the researcher established that the independent variables (inclusive curriculum) contributed to 36.0% of the variation in the student achievement as explained by R square of .360 which shows that the model is the good prediction. It

reveals that inclusive curriculum explains 0.360 or 36.0 percent of the student achievement while 64.0 percent is explained by other factors beyond inclusive curriculum not covered in this study. It can also be deduced from the regression that inclusive curriculum had p value (p=0.001) which is less than 0.05. The beta coefficient 0.911 is positive. Based on this finding, it can be deduced that inclusive curriculum significantly affected student achievement. This showed that inclusive curriculum is a good predictor of student achievement. It can further be deduced that inclusive curriculum had positive and significant effect on student achievement in schools in Mbale city. The study therefore answers the third research question which stated that "what are the effects of inclusive Curriculum on students with disability's school achievement in selected schools in Mbale city?"

5.5. Discussion of the Findings

5.5.1. Special teaching and student Achievement

The study revealed that special teaching has a significant effect on student achievement. This was attributed to the fact that in Mbale city most schools get special teaching donation from Non-governmental organizations and civil society entities operating in Eastern region. These findings coincide with the study by Harry, B., & Kalyanpur, M. (2012). Findings assert that special teaching is important for good health and proper growth and development of the body. They concluded that if people eat very little or the wrong special teachings they become weak, get sick easily and could even die. In addition, of Ssewankambo (2016) as cited in works of Friend, M., & Bursuck, W. D. (2019), also emphasized that adequate and full special teaching is vital in ensuring that student remain in schools.

Poll and Matthews (2021) in their study emphasized that omitting breakfast interferes with cognition and learning, an effect which is more pronounced in nutritionally at risk than in well-nourished children and this literature give the findings support thus special teaching is very crucial in student achievement at school.

5.5.2. Inclusive physical infrastructure and student Achievement

The study revealed that inclusive physical infrastructure has a significant effect on student achievement. This was attributed to the fact that classrooms are swept on a daily basis in schools. These findings agree with Friend, M., & Bursuck, W. D. (2019). Who notes that general cleanliness is the foremost requirement for improved inclusive physical infrastructure? He stressed that the floor should be clean, windows washed and walls maintained clean. Similarly, findings get support from interview results where one respondent said, *"in fact classrooms are swept on a daily basis in schools by students themselves based on rotational sweeping Rota managed by student leaders"*.

However, when respondents were asked whether bathrooms and toilets are always friendly to special students with disability, the mean average value obtained of 2.80 indicated disagreement to some extent and the standard deviation is 1.480 indicating a wide variance in responses. This implies that the bathrooms and toilets are not kept tidy.

These findings still get backing from Heath and Mendell (2012) who contends that buildings alone are not enough but they should have proper ventilation and light so as to bring about maximum performance of occupants. They continued to emphasize that ventilation therefore in classes is of paramount importance.

5.5.3. Inclusive curriculum and student Achievement

The study revealed that inclusive curriculum has a significant effect on student achievement. This was attributed to the fact that school classes have enough space; there are local security personnel who provide security at schools. This study finding is consistent with Results from interviews where one respondent said *"that most schools recruit local security personnel commonly known as askaris to ensure security of students in the schools."*

However, one of the respondents interviewed disagreed with the finding when he said that; *"classes in most schools do not have adequate security and lighting at night."* These opinions are in line with arguments of Lyons (2020) who firmly contends that noisy and overcrowded residences with inadequate security and lighting at night are the common examples of physical environments that undermine students, ability to engage in their studies and remain in schools.

CONCLUSION AND RECOMMENDATIONS

5.6. Conclusions

Special teaching is the least contributor to student achievement at schools in Mbale city with a Beta value of 0.790 at 0.000 level of significance. This implies that special teaching has a positive and significant effect on student achievement. This therefore answers the research question which stated that 'what is the effect of special teaching on student achievement in secondary schools in Mbale city?'

Inclusive physical infrastructure is the second contributor to student achievement at schools in Mbale city with a Beta value of 0.890 at 0.000 level of significance. This means that Inclusive physical infrastructure is the second important contributor to student achievement. The findings further reveal a positive and significant effect of inclusive physical infrastructure on student achievement. This therefore answers the second research question which stated that 'what is the effect of inclusive physical infrastructure on student achievement in secondary schools in Mbale city?.

Inclusive curriculum is the greatest contributor to student achievement in at schools in Mbale district with a Beta value of 0.911 at 0.001 level of significance. This implies that inclusive curriculum has a positive and significant effect on student achievement. This therefore answers the third research question which stated that 'what is the effect of inclusive curriculum on student achievement in secondary schools in Mbale district?.

5.7 Recommendations

The management of schools should put more emphasis on special teaching through provision of special teaching to students and staff, providing adequate special teaching rations to the students to improve student achievement while studying. This shall bring in sense of belongingness and commitment to their studies and they can easily identify with the school.

The management of schools should continue to promote inclusive physical infrastructure in the school premises through construction of good drainage systems, regular cleaning of dining halls and kitchens, compound and classes, provision of secure dust bins to collect rubbish. This shall assist them to reduce on cases of disease outbreaks and spread.

Management of schools should continue to improve on inclusive curriculum services through building spacious halls of residence, ensuring proper ventilation, and lighting systems as well as provision of security services in the premises of residence or schools. This shall help bring in a sense of being secure in schools and reduces overcrowding cases in the classes in the schools.

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APPENDIX 1:

QUESTIONNAIRE

Dear respondent

I am by names of Mayor Feston, a student of Uganda Christian University pursuing a bachelor's of education. I am conducting a research under the topic "inclusive education policy and achievement of students with disability in selected secondary schools in Mbale city"

SECTION A

PERSONAL DATA

1. Sex of the respondent

i. Male ☐ ii Female ☐

2. Position at school

Students ☐

Teachers ☐

Director of studies ☐

If any other please specify……..

3. Level of education

Bachelors' degree ☐

Diploma ☐

Certificate ☐

If any other please specify……

5. Period spent at school

0 – 5 years ☐

6 – 10 years ☐

10 and above ☐

If any others, please specify……

SECTION B

Section B: Achievement of students of students with disabilities.

Kindly specify the degree to which you concur to the following items based on how inclusive education policy influence achievement of students with disability in selected secondary schools in Mbale city"

As one moves away towards to 4 it shows a reduction in the level of agreement to the question

1= Strongly Agree 2= Agree 3= Disagree 4= strongly Disagree

Specialized teaching	**SA**	**A**	**D**	**SD**
In this school, we measure and track the academic achievement of students with disabilities				
In this school, specific interventions are implemented to support the academic success of students with disabilities				
In this school, teachers and staff ensure that students with disabilities are meeting their individual educational goals?				
In this school, parents and guardians are involved in monitoring and supporting the academic progress of students with disabilities?				

In this school, success of students with disabilities are celebrated and recognized within the broader school community?				
In this school, accommodations and modifications play in supporting the academic achievement of students with disabilities?				
In this school, steps are taken to ensure that students with disabilities are prepared for academic challenges in higher education or future careers?				
In this school, we address any gaps in academic achievement between students with disabilities and their peers?				

If any other please specify……

Inclusive physical infrastructure	**SA**	**A**	**D**	**SD**
In this school, the physical infrastructure support the academic achievement of students with disabilities?				
In this school, specific modifications have been made to ensure that classrooms and other learning spaces are fully accessible to students with disabilities?				
In this school, the design of common areas, such as libraries and cafeterias, promote inclusion and accessibility for students with disabilities?				
In this school, transportation options are arranged to ensure that students with disabilities can attend school and participate in off-campus activities				

without barriers?				
In this school, playgrounds and sports facilities accommodate students with disabilities, and how does this contribute to their overall achievement?				
In this school, the inclusive physical environment are maintained and updated to continuously support the needs of students with disabilities?				
In this school, the inclusive design of the physical infrastructure contribute to the social integration and academic success of students with disabilities?				

If any other please specify……

Inclusive curriculum	**SA**	**A**	**D**	**SD**
In this school, the curriculum is adapted to meet the diverse learning needs of students with disabilities?				
In this school, strategies are used to ensure that the curriculum is accessible and inclusive for students with various types of disabilities?				
In this school, teachers differentiate instruction within the curriculum to support the academic achievement of students with disabilities?				
In this school, learning materials and resources are tailored to be inclusive of students with disabilities?				
In this school, the curriculum promotes the development of both academic and life skills for				

students with disabilities?				
In this school, student's feedback play in shaping the inclusivity of the curriculum?				

If any other please specify……

Students' achievements	**SA**	**A**	**D**	**SD**
In this school, how do students' academic scores reflect their overall achievement and progress?				
In this school, what role does participation in co-curricular activities play in enhancing students' academic performance and personal development?				
In this school, how is talent development through co-curricular activities integrated into the broader educational experience of students?				
In this school, how do you track and support the academic and personal growth of students who excel in co-curricular activities?				
In this school, what strategies are implemented to ensure high completion rates among students, and how are these linked to their academic achievement?				

If any other please specify……

Thank you for your corporation.

APPENDIX 2:

INTERVIEW GUIDE

i. Can you describe the key components of the inclusive education policy implemented in your school?
ii. How does the inclusive education policy address the needs of students with diverse learning abilities?
iii. What challenges have you encountered in implementing the inclusive education policy, and how have these been addressed?
iv. In what ways does the inclusive education policy ensure equal access to educational resources for all students?
v. How are teachers and staff trained and supported to implement the inclusive education policy effectively?
vi. How has the inclusive education policy influenced the academic achievement of students with disabilities in your school?
vii. What evidence or data do you use to assess the impact of the inclusive education policy on student outcomes?
viii. Can you provide examples of how the inclusive education policy has led to improvements in students' academic performance and personal development?
ix. What are the main barriers to achieving the goals of the inclusive education policy, and how are they being addressed?
x. How do you manage the varying levels of support needed by different students under the inclusive education policy?

Thank you for your corporation.