

Psychological Evaluation of Attitudes of both Primary Teachers and Special Needs Children towards each other in a Regular School in Yaoundé - Cameroon

MAUREEN, EBANGA. TANYI (Ph.D)

Prof. Edu. Psychology

Head of Department, Curriculum and Evaluation / Educational Management
Faculty of Education, University of Yaounde 1, Yaounde-Cameroon Central Africa

Abstract

The number of enrolment of children especially the handicaps found in regular schools is on the increase since the 2005 because of the UN educational policy on inclusive education. This has adverse effects on the learning environment, the psycho- social and professional attitudes of both teachers and the special needs children in regular schools. One crucial issue that has prompted this study is that of the ability of the regular classroom teachers to meet the psycho- social demands of special needs children in terms of attitude UN Disability Convention s exhibited in the classroom. A descriptive survey design was adopted. A total sample of 412, (205) boys and (207) girls special needs students were identified by 29 teachers from 47 secondary schools in Yaoundé were used for the study. four research questions and 2 hypotheses were raised to guide the study from which a self-designed 2-point- attitudes scale of a 12-item behavioural concepts were pre-tested and obtained a test - retest reliability coefficient of 0.88. The SPSS was used to analysed percentages and t- test statistic. The result showed that both the teachers and the subjects exhibited negative attitudes though the teachers showed more than the pupils. Gender (Sex) had no significant difference in the students' attitudes. Some (90%) of the teachers have academic qualifications and only (27%) professional qualification. None of the teachers 29 (100%) had been exposed to teaching of Special Needs children. The result prompted the following recommendations among others that teachers need an extensive programme that will enhance their ability in handling special needs children, learning environmental should be conducive to suit every learner.

Keywords: handicap, disability, impairments, special needs attitudes and behaviour

1. Introduction

In the present Cameroon educational set up there is consensus that children with special needs (SPNs) the handicaps, disabled and the impaired should be treated equally like normal children. This is as the results of the 1948 Universal Declaration of Human Rights in its article 26 in which stipulates that every citizen have the right to education; education shall be free and compulsory at least in the elementary level to go to in Cameroon. The United Nations World Programme of Action (UNWPA) (1996) did envisage the following policies namely:

- Increase in the participation of disabled persons in decision making
- Prevent impairments, disability and handicap
- Develop rehabilitation programmes
- Equalise opportunities of disabled persons with other population
- Increase the community action and interaction with disabled persons.
- Improve staff training for special disability programmes
- Provide information on public education.

Articles 6 and 7 of the 1998 law on the Orientation of Education in Cameroon also guaranteed the right of every child to education, as well as equal opportunities without discrimination. This is done without developing appropriate programmes to meet the sixth desired goal that is improving the on training of special disability programmes.

There was also a strong adherence made by UNICEF and UNESCO in 1994, the Salamanca statement and the Darkar 2000, that emphasis on the right of both normal and individual living with disabilities to be sent to school; that all children have rights to learn in any educational establishment most suitable to their academic and social needs. This was to eliminate discriminatory attitudes towards education inclusion.

In 2005, the UN Disability Convention held and its main objective was to promote the rights of persons with disabilities and mainstreaming disability and Cameroon is a signatory to this convention

2. Cameroon Situation

Presently, there are some private run institutions only serving the interest of persons with specific needs like mental, visual and hearing impairments, behavioural disorder and more in the country. In July 1983, there was a Law No. 83/13 relating to the protection of the Persons With Disability (PWD). Also, the 1990 Degree

No.90/1516 of November 26th 1990, which principally deals with the education of children and young adults with disability to be taken care of in regular schools. Amongst others mentioned in this law was to provide the SPNs with special teachers and didactic materials adapted to their needs. Age waiver was also considered. There are others letters subsequent to the laws such as N0.34/06LC/MINOSSEC/MINAS of 2nd August 2006, N0. 283/70LC/MINSEC/MINOAS of 14th August, 2007 and 20110/002 of 13th April, 2010. The latest Law did grant access to PWD to tertiary and vocational institutions.

On the other hand, the 1995 Cameroon Educational Reform stressed on Education For All (EFA) by the year 2015. According to the United Nation representative in Cameroon through the 'Global watch programme' on August 2015 attests that UNSCO has not attained this goal in the developing –Sub Saharan Africa countries Cameroon being inclusive. Also, EFA coordinator in Cameroon confirmed the low school attainment rate of 22% (Conference paper presented in Yaoundé 26th June 2015), and postulated 2030 for achievement of EPA the goal.

All the same, the Cameroon government in compliance to the UN EFA regularisation did enact some reforms which led to the abolition of tuition fees in Cameroon government schools at all levels of education - primary, secondary and tertiary schools, (The later paying a token tuition fees of fifty thousand francs to be refunded at the end of the academic year) and simplified the administrative bottle necks involved in the process of opening private primary and secondary schools. It did authorise the establishment of all forms of private schools in the country. It also paved the way for the creation of three new complementary ministries of education, the Basic, Secondary and Technical and Education ministries in 2004 to facilitate the attainment of this goal.

As a result, more and more children including the handicaps as attest by the Bamenda Coordination and Rehabilitation Centre for Studies in Disabilities (BCRCSD) (2011), reveals that 1.6 million that is 15% of the Cameroon population are disabled and 10% are attending schools. The negative perception that some parents had about their children schooling has become positive. This brought other challenges such as the need to train more teachers including those trained to teach the disadvantaged children and financial constraints to equip these students with special gadgets like brails etc.

This is why Wolfenden (2011) in her article entitled 'Africa needs new solutions to its education challenges'.. She categorically stressed that amongst others difficulties involved in educating handicaps, parents' financial and psychological factors are primordial because educating one handicapped child is worth educating two normal children. To add to this, the introduction of Parents-Teachers' Association (PTA) (An association which liaise the activities of teachers with that of parents) has invariably brought hardship on parents through charging high school levies more than the abolished tuition fees to enrich some fraudulent head teachers in the process.

Another unfortunate thing is the newly created schools are mostly managed by untrained proprietors and taught by untrained teachers. This made schooling for the disabled more difficult as these regular class teachers lacked professional skills. Notwithstanding, the number of the disabled children in normal schools are on the rise according to the 'Thematic analysis of the 3rd GPHC of 2005 statistics', a high proportion of both normal and handicaps school children do encounter a variety of learning difficulties even with the New Pedagogic Approach (NPA) set-up to ameliorate the teachers' effectiveness and children competencies. Sone-Ngole, (2014), highlights the situation by stating that only few severe handicaps for instance blind and deaf whose parents are viable are sent to the few special schools in the county with no appropriate learning aids and few relatively trained personnel. The mentally disorders have no place in our educational system and are on the street. The rest are mainstreamed with normal regular school children to follow the same school activities or programme.

As earlier said most teachers lacked training and specialised training to instil in these children even the basic social skills. They are to stay in the regular schools until age or boredom forced them out. The processes of total free education (No tuition but levies) and 'appropriate' education to handicaps still remain a question of debate during social rallies and education conferences in Cameroon.

The perception of both Cameroon and the regular classroom teachers to meet the needs of these children is doubtful. This evident is true, for example, there are only four government owned schools for the dumb and deaf, one for physical impairments in the country. Education For All, the United Nations slogan is warmly welcome and has brought more burden to government since schools has to be build and opened, trained teachers with no corresponding financial and social amenities. One of the variables however, slowing down education inclusion particularly for the blinds that much concern has been given is the availability and use of aids like type writers and braille in regular schools.

The teaching profession in Cameroon do not have a strong machinery to enforce her code of conduct to which an active legislation could be enacted to increase teachers' level of efficiencies and commitments in profession. The present teacher's programmes developed for the student teachers in the Teachers' Training Colleges has not taking cognisance of special children in regular classes. (Tanyi, 2006). (Except in the University of Buea where such a programme has recently been introduced by UNESCO).

1. 1. The problem of the study

Wolfenden (2011), and the Cameroonian mass media decried (During the international Day of Handicaps 2014), the plight of the SPNs in schools in terms of classroom structures, teaching methods and teachers' attitudes that possess a problem to both normal and Special Needs children in the mainstreaming process. In Cameroon, one cannot say with certainty the level of the text of application of the 1995 and the 1998 Educational Law. This text stressed concerns on the methodological and behavioural aspects of educating children with special needs.

On the other hand, one cannot refute the fact that teachers are important in the teaching and learning process. (Tanyi, 2014), asserts they determine the quality of education given to both normal and special needs children. The above assertion buttresses evidence from Lockheed and Verspoor (1991), research pinioned that teacher's knowledge of the subject matter and pedagogical skills have a strong positive effect on children's achievement both in special and regular schools.

One crucial issue that has prompted this study is the increasing number of the SPNs children in normal schools aged 6-12 years. Thematic analysis of the 3rd GPHC of 2005 statistics reveals that 69.9% (77.3% boys, 77.2% girls, from 66.4% and 63.7%, from both urban and rural towns respectively are SPNs. That the dumb, the mentally ill and the visually impaired are the most affected from all the ten regions in Cameroon. These evidences abound to proof the rate of increase of the SPNs in Cameroon. (No recent evidence is made available after 10 years but this researcher can estimate the number should be twice more than that of 2005. The absence of recent statistics is also evidence of lack of government commitment to help this group of people.

Apart from lack of specialised teachers, there is also the need to enhance the ability of the regular school teachers to meet the needs of this increasing number in terms of infrastructure, didactic materials, remunerations and support teachers. These and more prompted this study to find out the attitudes of both teachers and SPNs children in regular classrooms in the process of learning and teaching in Cameroon.

2. Objective of the study

The study therefore is to psychologically evaluate the attitudes of both teachers and special needs children in regular schools exhibit towards each other. Qualification and gender are also variables of the study.

3. Research Questions and Alternative Hypotheses

Four research questions from which two alternatives hypotheses were formulated to guide this study as follows:

- What is the qualification/professional of the regular school teachers teaching special needs students?
- Does gender (Sex) influence the behaviour of the handicaps?
- What type of attitudes / behaviours does the teachers in the regular schools exhibit towards SPNs students?
- What type of attitudes / behaviours do Special Needs children (SPNs) exhibit towards teachers in a regular in schools? (In this study, attitudes and behaviours in this study are used as synonyms).

3. Alternative hypotheses (Ha)

- There is a significant difference in the attitudes exhibited by both the teachers and the SPNs in a regular class.
- There is a significant difference in the attitudes of Special Needs due to gender (boys and girls.)

4. Scope of the study

This study is restricted to the attitudes or behaviours exhibited by both teachers and SPNs in regular primary and secondary schools in Yaoundé IV. Sex variable of SPNs was also considered.

5. Theoretical concepts

Disability, impairment, handicap and special needs are synonymously used in this study. The World Health Organization (WHO), has specifically used these definitions and codes to obtain the international classification.

5.1 Disability

Disability is description confounded by divergent use of terminology by governments and professionals. The concept disability, disabled persons or disablement are used by WHO to describe the generic situation or the state of being disabled. It is a state of restructure or lack resulting from an impairment of ability to perform an activity in the manner of and within the range considered normal for a human being. Disability is described as a functional limitation or activity restriction caused by impairments. Disabilities are descriptions of disturbances functioning at any levels in a person. For example, difficulties in seeing, speaking and hearing are disturbances. People of such manifestations are said to belong to a special population group or persons who are broadly referred to as people with impairments, disabilities and

handicaps. (Lerner, 1995).

5.2. Impairments

According to World Health Organisation (1949) impairment is any loss or abnormality of psychological, physiological or anatomical structure or function. Impairments are disturbances at the level of organs which includes defect or loss of limbs, organ other body structures, example of impairments are blindness, deafness, lost of sight to an eye; paralysis of limbs, amputation of a limb.

5.3. Handicap

This is a disadvantage for a given individual resulting from an impairment of disability that limits or prevents the fulfilment of a role that is normal depending on age, sex and cultural factor. The term is also use in the classification of circumstances in which disabled people are likely to find themselves. Handicap is defined as the social and economic roles of an impaired or disabled person that has placed him at a disadvantage compare to other persons. (Lerner, 1995). Lerner (1995), claimed these disadvantages are brought about through the interaction of the person with specific environments and cultures for example, being confined to a home, socially isolated, not working, underemployed and unable to use public transport.

5.4. Special Needs

Disabled people are those who exhibit one of several specific conditions that result in their need for special education and related to facilitate academic, social and emotional development.

Smith, Polloway, Palton and Dowdy (1995), explained that children with special needs are those who have problems with learning in a normal school setting and most visible physically are classified as disabled.

6.1. Theoretical Framework and Related Review of Literature

Personality psychologists, Rogers (1967), as cited in Tanyi (2002b), and Jung (1978), have emphasised the integration of many diverse trends within a person. They point to the manner the person gets along and the ideas that adjustment is not merely a particular response of a part of personality system but a reaction of the whole person to the demands of his/her or environment. He or she directs attitudes - thoughts, feelings and reactions in the management of his or her life.

Murray's theory of motivation (1938), as cited in (Onyehalu, 1988 and Tanyi 2009), explains why human beings behave the way they do. In this theory, Murray outlines two categories of human needs, Viscerogenic and Psychogenic. Viscerogenic means needs to satisfy hunger, thirst, and sleep and Psychogenic is needs for security, prestige, affection and love, acquisition of wealth, need for dominance as well as the need to avoid inferiority or debasement which determine ones behaviour. He argues that these needs strongly determine how the individual would behave. No matter the state of well-being of an individual these needs are basically useful for an individual to attain.

Bandura's social control theory (1987), states that human behaviour is influence by biological - natural and environmental forces. Biologically, it states that human beings are animals and are capable to commit crimes because it is their nature to do so. On the other hand, on an environmental perspective, this theory holds that in spite of people's biological nature; environmental factors such as social interactions can modify the behaviours of human beings. Relating this theory the professional attitudes of teachers and SPNs, it is obvious that some of them do exhibit some behavioural traits without being conscious of what they are doing like in a case of classroom discrimination and dislike of some children by their teachers that had become their way of life. The SPNs like any other human beings needs both viscerogenic and psychogenic needs for them to sustain live.

Tanyi (2007) confirms that these are some of the causes of adjustment problems that students faced in schools. Baker and Zigmond (1990) conducted a study to determine whether regular classroom education is equipped to accommodate students with special needs. The research examined the behaviour of regular classroom teachers involved in full-time mainstreaming. He found that regular classroom teachers did few changes to accommodate individual differences and did not provide additional enrichment or extension of activities for special need students. They also taught the whole class, with no grouping for instruction or differential pacing. Coastes (1989) did a study on the opinions of regular and special educators and the findings showed that none of the group of teachers was dissatisfied with the special education delivery system.

In Ghana, the Centre for Research on Improving Quality of Primary Education (CRIAPEG) did a study in 1996 on assessment of teachers' teaching competency on SPNs. The result revealed that teacher competency can greatly enhance academic work of such children. According to CRIAPEG the result shows more than 79% of SPNs pupils performed up to full mastery level in each subtask in reading were due to teacher's competency (Deku, 2002). This may not be the case with teachers in Cameroon. (Tanyi, 2006), in an empirical study using teachers found that they lacked professional commitment, because they consider the teaching profession as a stepping stone to other professions, last resort and job security attached to this cohort. Winzer (1989) noted that

regular classroom teachers see special education as a distinct entity and believed that special education teachers are imbued with qualities different from their own.

6.2. Attitudes and qualification of Teachers towards the SPNs

The greatest influence on our educational system is that which is brought about by the dogmatic attitudes of our educational planners through our educational system which is based more on the socio-political activities. That is the appointment of the minister of education brings a new policy of education and the dismissal ends also with his educational policy. Most of the time the appointed ministers are not from the teaching cohort and so they hardly know the problems of education.

On the same light, the trainers of the trainees are not necessary professionals so also the training programmes are not functionalised to train trainees to obtain special training to have the skills and competencies in teaching SPN students. These and more consequently may affect the ethical values and attitudes of the regular classroom teachers. The result is that what they do and the attitudes they exhibit do not bear reference to the norms and standards expected for quality education in Cameroon as outlined in the education law of 1998. The teachers are not sensitive enough to consider the needs of those they teach. Ezeocha (1985: 42), in the case of Nigeria highlights that “leadership does not function in space. It operates within and derives its satisfaction from the attitudes exhibited to and from its organisation”. Teachers as leaders and as parents in the class should replace parents in their attitudes towards children and show empathy especially to the impaired children. This is further confirmed by Fonkeng (2006), as he deplores the dehumanisation situation of teachers’ attitudes. Teachers have lost the sense of professional ethics and commitment that is why they have not been able to enhanced skills and attitudes so that they can diversify their teaching strategies to fit the SPNs for effective learning outcome.

Brandon and Ncube (2006) conducted a study in Bostwana to investigate the attitudes of agricultural teachers towards inclusion of students with special disabilities. They used agricultural 45 teachers from 5 regions and their findings (Although small sample size) indicated that the agriculture teachers’ attitudes in teaching towards the SPNs students were negative.

On the contrary, Caseau and Stefanich teachers attitudes towards the integration of both normal and disabled children study (As cited in Stefanich online 2008), reveals that some classroom teachers have voiced concern about integrating the SPNs.

6.3. Attitudes of the SPNs towards teachers

Experience have shown that most handicaps themselves do show a lot of psychotic behavioural defects such as evoking of sympathy and pity from teachers, using their condition to stair up roar, being arrogant and rude. Considering their physiological built, they do nurture poor self-concept or self-valuation, they perceive themselves as self-worthlessness. With these feelings, a classroom teacher with limited or no training may not be able to identify their problems. This is why Vaughn, Schumm, Jallad Slusher and Saumeel (1996) as cited by Nalova (2011), pointed that teachers with training on special education have always expressed negative attitudes towards inclusive education. This is because of some difficulties they experienced among the SPNs. As expressed by Wolfenden (2011), training of one SPNs cost two normal children so also the teaching of one SPNs child needs an additional task (extra work) for the teacher just like two normal child. The additional work load in handling this group could be the cause the teachers’ negative attitudes sine there no incentives.

On the contrary, Avramidis, Bayliss and Burden (2000), did a similar survey on the attitudes of student teachers towards the inclusion of the SPNs in the ordinary school, the study revealed that the student teachers had a positive attitude and the SPNs (emotionally and behavioural difficulties) were seen as potentially causing more concern and stress than others children in the class. This is why Petrovsky, Brushlinsky, Itelson, Leites, Mukhina, Pirogova, Sereda, Yaroshevky, Zinchenko, and Zinchenkom (1989), summarised that a negative feeling experienced by an individual is a mental state which may ultimately leads to emotional state that may bring about a negative attitude.

7.1 Gender (Sex) attitudes for both teachers and SPNs variable

The biological determinists’ theories for example, Bandura, (1987), (Sikes, (1979) and Verall, 1995), claimed that gender differences between males and females attitudes and temperament are primarily the result of biological factors because the chromosomes and hormones composition are components that build up in the organism. They assert that chromosomal inheritance is also responsible for the development of gender identity, sex differences in the cognitive skills and personality. From this research, one can deduce that the differences in behaviour for both handicaps are not due to a disability but due to the gender of the child or teacher. Naturally the level of psyche energy and perception sometimes account for different gender attitudes.

The gender of teachers may affect their attitudes towards the SPNs. (Fakolade and Adeniyi 2009) and Meegan and Macphail 2006). Some studies findings are contrary like, (Ernst and Rogers, 2009) and Alghazo,

Dodeen and Algaryouti 2003). In other findings the difference between male and female teachers attitudes towards SPNs education was not significant (Jobe, Rust and Brissie (1996), and Kuester 2000 and Mushoriwa (2001). While some other researchers like (Lee, 1976 and Thomas, 1996), refute this assertion and explained that males and females bodies produce certain quantities of hormones that can account for the behaviour differences. They did not make allusion to that of SPNs but from experience, this researcher stress unequivocally that hormones (Adrenaline fluid) have a major impact on determining the behaviour of handicaps because they are likely to secrete more of the adrenaline. The negative effects of the society seem to weigh on them more than normal children.

To buttress the above assertion, evidence from Brown (1997), conducted a study based on the school adjustment levels of both males and females and the result shows that girls adjusted poorly at the of the academics. He further explains that girls do not readily accept their impairment as boys do and that this thus affects their self-confidence and self-esteem. This may consequently led to their adjustment process in school. The construct of self-confidence is similar to the achievement motivation notion of intrinsic motives. This function is usually imbedded in boys as compared to girls.

Tanyi (2007), did a similar study with 143 males and females British students in UK to identify the significant mean difference between both maladjusted students' attitudes. She found that female students have more academic problems than the boys but their attitudes are more pacifying than the boys. This ties up with what Manaster (1977), found that girls do express tender feelings, need more security than boys do. However, Campbell and Gilmore (2003), study revealed that teachers with more positive views of SPN children had more confidence in their ability to support them in an inclusive setting and to adapt classroom materials and procedures to accommodate their needs.

8. Methods

8.1 Selections of sample and sampling techniques

47 primary schools from centre Region (Both private and governments) that had enrolment of 22,482 children were selected through stratified sampling technique from a population of 207 primary schools in Yaoundé centre region of Cameroon. The criteria for the stratification were; the location of the school, population of the school, staff strength and school ownership and the number of subject-(SPNs) noticed. From the above number, 412 children (207 girls and 205 boys) were identified by 29 teachers as Special Need subjects (age 10-21), were all used for the cross- section survey.

8.2 Instrumentation

Two sets of questionnaires were used. The items were selected from the Maureen Adjustment Inventory (Tanyi, 2002a), (MSAI) and adapted. Items from both teachers and students inventory were used respectively. (MSAI is a standardised behavioural inventory use to identify or certify school behaviours/ attitudes) The students' questionnaire had 12 items which sought to identify all the behavioural problems exhibited by the children was given to teachers to rate the subjects. While 12 items which described attitudes of teachers in the classroom towards the SPNs was given to the SPNs to rate (teachers helped in this process). This distribution was done to check the response set and the instrument from being bias and it was also used to ensure concurrent validity of the instrument.. The two instruments had two sections namely, personal data and attitudes of both teachers and students respectively. Both instruments were complementary. The instrument had a two- point scale of Yes' and 'No'; scored 1 and 2 depending on either the response or the item is negative or positive.

8.3 Validation and reliability

The items selected from (MSAI,) did reflect the objectives and the theoretical concept based on both attitudes of teachers and SPN children. Since MSAI is a standardised instrument based on the Scio-cultural background of the Cameroonian students, there was no further validation but reliability was done through a pilot study. (See appendix 2). A t-test method, Richard-Kunderson (K-R21) correlation coefficient was used to calculate and the correlation obtained was 0.88.

8.4. Procedure

The researcher self-administered (With the aid of some teachers) the two sets of questionnaires by visiting each school to explain the purpose of the study. Respondents were guided as to how to respond on the items by a tick. Some subjects like the blinds got the questionnaire filled by some peers through their oral response. To ensure a high rate of returns, the time-table for the administration and collection of the questionnaire were strictly and personally done by the both researcher and school staff.

8.5. Methods of Analyses of the Data

A 2- point scale, responses were scored on the basis of 1 and 2 respectively for the positive and negative

responses. The statistical tool used to analyse the data was frequencies, percentages and t-test to calculate the significance mean scores between both teachers and SPNs attitudes and that of the behaviour of boys and girls.

9. Presentation and Discussions of the Results

The frequencies calculated for research question 1, based on teachers qualification reveals that some (90%), of the teachers have a considerable academic qualifications with relatively low (27%), professional qualifications in teaching regular children. None of the teachers 29 (100%), had not been exposed to teaching of Special Needs children.

Research question 2: What are the types of behaviours that teachers exhibit in class?

The research question 2 SPNs scale revealed, 335 (77.99%), SPNs students admitted that some of the teachers do scorn and isolate them. Of the 412 SPNs students, 406 (98.54%), agreed the teachers used slangs and make mockeries of their situation. while 258 (62.62%), confirmed teachers used verbal abuses on them and only few physical punishment was melted on them. Hence the teachers exhibit poor attitudes such as scorn and isolation, negative verbal use, humiliation and others insults towards the Special Needs victims. There was preferential treatment given to SPNs due to their type of handicap and gender.

Conversely, the research question 3, teachers rated SPNS behaviour revealed that SPNs were very sluggish (93.10%), timid (86.21%), lacked retention (75.86%) and (58.62%) are moody (17.24%), prove to be quarrelsome and not violent (6.90%). (See appendix 1 Table 3).

Alternative hypothesis 1: There is a significant difference between the mean scores of behaviour exhibited by both the teachers and SPNs in regular schools.

Table 1: Summary Findings of mean scores of Classroom Behaviour (Negative Attitudes) Exhibited between the Teachers and the SPNs in Regular Schools

Groups	mean	s ²	sx	t-cal	t-crit	decision
Teachers	2.86	27.99	1.28	12.18	1.96	t crit. is < t Cal. Reject Ho and Accept Ha
SPNs	1.75	271.99				

Significance levels 0.05

Further analysis using t-test from hypothesis 1 on Table 1 above, shows that t critical is less than calculated t at 0.05 levels of significance. The alternative hypothesis is accepted while the null is rejected. This result proves that both subjects have problems in the process of mainstreaming. In this case, both teachers and SPNs need to adjust since the reform is just at its pilot stage. The study reveals that teacher lacked specialised training and skills to teach SPNs students. The environmental factor of mainstreaming the regular students with SPNs could be the cause of these complex attitudes like, timidity and moody due to provocation from peers and not only from the teachers as shown from the result. It is also possible that SPNs' nature had made them to develop series of defence mechanisms in reactions to the teacher's attitudes and even peers. This study also ties with that of Nalova (2011), that such children were not given enough attention.

According to (Mifsud, 1996 and Ezeocha 1985), explained that training and experience are the prerequisites for a teacher to enhance classroom management. In a case where there is no good classroom management there is bound to be indiscipline. Another dimension that may be important to mention is the large class enrolment that teachers are grappling with and the task is so demanding that they found it difficult to pay as much attention to individual differences as they should have wanted to.

Alternative hypothesis 2: There is a significant difference between the mean scores of behaviour exhibited by both the SPNs males and SPNs females.

Table 2: Summary Findings of the mean Scores of Males and Females SPNs Students Attitudes / Behaviour

Groups	mean	s ²	sx	t-cal	t-crit	Decision
Males	3.3	252.49	1.53	0.05	1.96	t -crit > t cal. Accept Ho and Reject Ha
Females	3.20	223.62				

(See Tables 4 and 5 appendices)

From the analysis on Table 2 above based on gender, we accept the null hypothesis and reject the alternative hypothesis, which states that there is significant difference between the mean scores of SPNs males and females at 0.05 significant levels. The null hypothesis is accepted, it means that there is no significant relationship between the attitudes of males and females SPNs due to sex (gender). As a matter of fact, there is a lot of controversy as to who is more vulnerable to exhibit unwanted behaviour in most gender researches. The biological determinists theories as mentioned earlier in the work (1987), Onyehalu (1988), Jung (1953-1978) and Roger (1967), claimed that gender differences between males and female's attitude, aptitude and temperament as the result of biological factors, like the case of chromosomes and hormone's composition. They further asserted that chromosomal inheritance is also responsible for the development of gender identity, sex differences in

cognitive skills and personality (Sikes, 1999; Verall, (1979). Other schools of thought (Lee 1976 and Thomas1997) refute this assertion and explained that males and females bodies produce the different quantities of certain hormones that can account for behaviour differences not necessarily due to gender. Generally there children who due to environment factors are shy, withdrawn not necessarily because the of gender or they are handicap.

On the other hand, some schools of thoughts like psychoanalytic view, sociological, ethological to psychological dimensions have different views why both sexes not do behave the same withstanding their various impairments. Reeves (2009), as cited in Tanyi (2014), attests that men are more crime prone in the ratio of (6-1) as to women, dominants, aggressive while women are fiddle, dependence and timid ...than the men. He also preferred controlling style to autonomy support style in his classroom methodological approach. Lee (1976), in his ethological point of view like Bandura, (1987), in his reciprocal determinism say all relations in animals like human being are conceived as one of continuous interaction when exposed to same environment they tend to behave same. It is so because there is a continuous interplay of the stimuli in environment that affect their behaviour not biological factor only. However, this study cannot conclude that there are behaviour differences amongst males and females of handicaps. Its still remains a question of controversy and doubts even among the normal students.

Perhaps Reeve's (2009) view could help teachers and other researchers on gender issues, that the woman is a special person, pedagogically, teachers when planning to teach should consider sex differences for bot normal and not normal. That is why they are given professional programmes to catch up problems of education. A typical consideration like that of Reeve below should be considered, given that students relatively benefit when teachers support their autonomy but they relatively suffer when teachers would control their behaviour. One might expect that teachers would commonly enact autonomy-supportive instructional behaviour and only rarely enact controlling ones. However, this does not seemed to be the case. Teachers can rely frequently on the extrinsic motivation to spark students' engagement in learning activities, tending toward pressuring-inducing language, neglecting to provide explanatory rationales for their request and opposing students' complaints and expressions of negative affect.

Some researchers Jung (1978) have emphasised the integration of many diverse trends within a person and Murray theory motivation contain the view have that some teachers commonly used control strategies (offered rewards) as strategies to keep the body and mind together. Some teachers can be more autonomy-supportive, even while acknowledging their day-to-day experience of feeling pushed and pulled by forces favouring a controlling style. This we know teachers can also enhance students' autonomy no matter the gender or disability. These are not bias to classroom autonomy activities. Reeves did identify two motivating styles-controlling and autonomy-supportive styles that could be applies respectively to gender girls and boys.

10. Conclusion and recommendations

This study evaluated the attitudes of both primary teachers and special education children. The result showed that both the teachers and the subjects exhibited negative attitudes though the teachers showed negative attitudes more than the pupils. Gender factor as seen in the review did not reveal support or refute the views that sex variable is and can contribute to attitudes of both sexes. Conclusively, the analysis reveals no significant difference in both attitudes but professional qualifications were seen as the major handicap to the education of these special needs pupils. The result prompted the following recommendations that teachers need an extensive programme that will enhance their ability in handling special needs children, learning environmental should be adapted to suit every learner so that the educational policy based on 'Education Inclusion' can be become effective.

References

- Alghazo, E. Dodeen, H., Algaryouti, I. (2003). "Attitude of Pre-service Teachers towards Persons with Disabilities. Predictions for Success of Inclusion" [Electricversion]. *College Student Journal*, **34**(4), 117-144
- Avramidis, E. Bayliss, P, and Burden, R. (2000). A Survey of Teachers' Attitudes towards the Mainstream of Children with special Educational Needs in the Ordinary School of one Local Education Authority. *Education p sychology*. **20**(2), 367-389.
- Baker, J. & Zigmond, N. (1990). "Are Regular Education Classes Equipped to Accommodate Students with Learning Disabilities?" *Exceptional Children*. **56**, 515 - 526.
- Bandura, A., (1987). "The self – esteem Determinism". *America Journal of Psychology*. **33**, 344 - 358.
- Brandon,D. & Ncube, M (2006). "Bostwana's Agriculture Teachers' Attitudes towards Including of Students with Physical Disabilities in Mainstreamed Classes". [Electric version]. *Nergrow Education Review*. **57**(314), 215 - 227.
- Brown, J. M. (1997). "Gender Related views of Science within the Framework of the key Stage of the National

- Curriculum". *M.Phil. Thesis*. University of Nottingham: UK.
- Cameroon (2005). "Situation Socio-economique des Personnes Vivant avec un Handicap" *3e RGPH.Vol. 2 T 13. Ex 2*. Cameroon : Census.
- Campbell, J. and Gilmore, L. (2003). "Changing Student Teachers' Attitudes towards Disability and Inclusion". [Electric version] *Journal of Intellectual and Developmental Disability*, **28**, 369 - 379.
- Coates, R. (1989). The Regular Education Initiative and Opinions of Regular Classroom Teachers. *Journal of Learning Disabilities*, **22**, 532-536.
- Deku, P. (2002). "Teacher Competency in Handling Children with Special Needs in a Regular Classroom". *Ife Psychologia an international Journal*. Ife: Ife Centre for Psychological Studies. **10**(1), 126 – 132.
- Ernst, C. and Rogers, M. (2009). "Development of the Inclusion Attitude Scale for high School Teachers". [Electric Version.] *Journal of Applied School Psychology*, **25**(3), 305-322.
- Ezeocha, P. A. (1985). *School Management and Supervision*. Imo State, Nigeria: New Africa Publishing Co. LTD.
- Fakolade, O. A. & Adeniyi, S. O. (2009) "Attitudes of Teachers towards the Inclusion of Children with Special Needs in the General Education Classroom. The case of some Teachers Selected Schools in Nigeria". [Electric version.] *Journal of the International Association of Special Educational* **10**(1), 60 - 64.
- Fonkeng, G., (2006). "The Humanisation of Teaching and the Educational Process". In Tchombe, T.M. and P. Fonkoua (Eds.) *Professionnalisation et Formation des Enseignants au Cameroun. Terroirs*. Yaoundé: Janvier, 105 - 110.
- Jobe, D., Rust, J. O. & Brissie, (1996). Teacher attitudes towards inclusion of students of Disabilities into Regular Classrooms Education, **117**(1). 148 - 154. [Electric version].
- Jung, (1969). *The Structure and Dynamics of the Psyche*. Princeton: Princeton University Press.
- Kuester, V. M. (2000). In Nalova, M. E. (2011). *Teacher Characteristics and Attitudes towards Inclusive Education in Cameroon Public Secondary Schools*. University of Buea: Faculty of education Ph.D. Thesis. Unpublished.
- Lee P. (1976). Ethnology and Sex Differences. In Lee. C. Patrick and R. S. Stewart. (Eds.) *Sex Differences*. New York: Urizen Books.
- Lerner, J. (1995). *Learning Disabilities, Theories and Diagnosis and Teaching Strategies*. Boston: Houghton Mifflin Co.
- Lockheed, M. E. & Verspoor, A. M. (1991). *Improving Education in Developing Countries*. Oxford: Oxford University Press.
- Manaster, G. J. (1977). *Adolescent development*. Boston: Allyn and Bacon, Inc.
- Mifsud, C.O. (1996). Preparation and Competence of Intending and Beginning of Teachers in Malta. *Journal of Education for Teachers*. **22**, 284 - 291.
- Mushoriwa, T. (2011). A study of the Attitudes of Primary School Teachers in Harare towards the Inclusion of Blind Children in Regular classes. *British Journal of Special Education*. **28**(3). 130 - 142. [Electric version].
- Nalova, M. E. (2011). *Teacher Characteristics and Attitudes towards Inclusive Education in Cameroon Public Secondary Schools*. University of Buea: Faculty of Education Ph.D. Thesis. Unpublished
- Onyegalu, A.S. (1988). *Psychological Foundations of Education*. Nigeria: Meks-Unique (NIG) Publisher.
- Petrovsky, A.V. A.V., Itelson, L.B., Leites, N. S., Mukhina, A.V., Pirogova, E.B., Sereda, G. S., Yaroshevsky, M. G., Zinchenko, T. P. and Zinchenkom V. P. (1989). *Psychology*. Russia: Progress Publisher.
- Sone-Ngole, F. M. (2014). The Impact of Curriculum Dispositions in Inclusive Classroom. Ecole Normale Supérieure Yaounde: Post-graduate Thesis. Unpublished.
- Sikes, P. (1979). Nature took its Course; Student Teacher and Gender Awareness. *Gender and Education*. **3**(2) 146 - 163.
- Smith, T. E. . C., Polloway, E. A., Palton, J. R. and Dowdy (1995). *Teaching Students with Special Needs Inclusive Settings*. Boston: Allyn and Bacon.
- Stefanich, G. (2008). Online Retrieved October 1015
- Tanyi, M. E., (2002a). The student's adjustment inventory manual. Ife: *Ife psychologia an international Journal*. **10**(1) 1 - 14.
- (2002 b). "Types of Parental Relationship and Levels of Children Adjustment to School in Cameroon". In A. L. Comunian and W.P. Gielen (Eds.). *It's all About Relationships*. Berlin: Pabst Science Publishers. 51 - 60.
- (2006). "Professionalisation and Collaboration of Teachers, the Missing link in Teachers' Education in Cameroon: A Psychological view". In T. M. Tchombe and P. Fonkoua (Eds.) *Professionalisation et Formation des Enseignants au Cameroun*. Yaoundé: Terroirs. (1) Janvier 313 – 322.
- (2007). "The Application of Maureen's Student Adjustment Inventory to United Kingdom Students as a Cross-cultural Inventory". In A. L. Comunian and R. Roth (Eds.) *International Perspectives in*

- Psychology. *International Council of Psychologists*. Shaker Verlag: 107 - 121.
- (2009). *Major theories of learning: The processes of why, how and when we learn*. Yaoundé, Cameroon: Africana Publications.
- (2014 Sept.). ‘Professional Morality amongst the Yaoundé Secondary School Administrators. *The Leajon* 6(1) 175 – 196.
- Thomas, C. A. (1996). “Gender Differences in Self-confidence and goal Oriented in Perceived Masculine Typed Activity”. *Master’s Thesis. Unpublished*, University of Nottingham: UK.
- United Nations (1996). *Manual for the Development of Statistical Information for Disability Programmes and Policies*. No. E 96. xv11. New York: United Nations Publication.
- Vaughn, S., Schuman, Jallad, J. S., Slusher, B. and Samuel L. (1996). “Teachers’ Views of Inclusion”. *Learning Abilities Research and Practice*, 11, 96 - 06.
- Verall, R. (1979). Masculinity of School. In M. Lesoko, (Ed.). *Gender Equity for boys and Public Policy Issue*. London: Sage Publisher.
- Winzer, M. (1989). *Closing the gap. Special Learners in Regular Classrooms*. Toronto: Cop. Clark Pitman Ltd.
- Wolfenden, F. (2011). “Africa needs Solutions to its Education Challenges not an Extension of an Existing Systems,” *Internet Source*. (Retrieved September 17, 20015)
- World Health Organisation, (1949) in Lerner, J. (1995). *Learning Disabilities, Theories and Diagnosis and Teaching Strategies*. Boston: Houghton Mifflin Co.

APPENDIX 1. Q.1: What Types of Behaviour /Attitudes do SPNs exhibit in regular schools?

Table3.The Assessment of SPNs behaviour by Teachers in regular schools

ATTITUDES	No. of SPNs	Teachers’ RESPONSES	Percentages Yes	Percentages No
Lack initiative	29	9	31.34	68.96
Moody	29	17	58.62	41.38
sluggishness	29	27	93.10	6.89
Short attention span	29	15	51.72	48.27
Day dreaming	29	20	68.97	31.03
Timidity	29	25	86.21	13.79
extrovert	29	13	44.83	55.17
Violent	29	2	6.90	93.10
Staying alone	29	18	62.07	37.93
quarrelsome	29	5	17.24	82.76*
Truancy	29	7	24.14	75.86*
Lack retention	29	22	75.86	24.14

Question 2. What type of Attitudes / Behaviours do Teachers Exhibit in the Regular Schools?

Table 4: Assessment of Teachers Attitudes by SPNs in Regular Schools.

ATTITUDES	No. of SPNs	SPNs RESPONSES	Percentages Yes	Percentages No
Scorn	412	335	77.66	22.34
Verbal abuse	412	258	62.62	37.38
Humiliation	412	180	43.68	56.32
Irritability/anger	412	246	59.71	40.29
Physical Punishments	412	59	14.32	85.79*
Mockery (make fun)	412	400	97.08	2.02
Slangs	412	406	98.54	1.46*
Scold	412	258	62.62	37.38
Insults	412	400	97.08	2.02
Lacks empathy	412	335	77.55	22.034
Cain	412	59	14.32	85.79
Isolation	412	400	97.08	2.02

Table 5. Self-Assessment of SPNs Males and Females Behaviour Exhibited in the Schools

BEHAVIOURS	Males X	Females Y	X ²	Y ²
Lack initiative	14	11	196	121
Moody	145	130	21.025	16.900
sluggishness	52	41	2.704	1.681
Short attention span	56	48	3.136	2.304
Day dreaming	62	57	3.844	3.249
Timidity	28	32	784	1.024
extrovert	47	29	2.209	841
Violent	104	99	10.816	9.801
isolated	40	51	1.600	2.601
quarrelsome	32	50	1.024	2.500
Truancy	80	74	5.400	5.476
Lack retention	24	38	576	1.444
	$\sum x$ 684 N=207	$\sum y$ 660 N=205	$\sum x^2$ 54314	$\sum y^2$ 47942

Appendix 2

Teachers Items for Construct Validity	Children Items for Construct Validity
1. He/ she prefers to be idle	Our teacher is always nagging
2. He/she often looks untidy	Always throw insults on me
3. Does not like sharing ideas with friends	Often makes mockery of me
4. Always shy	Always scolding me for no reason
5. Often looking moody	Does not call to answer a question
6. Always finds fault with others	Always isolate in class activities
7. Can stand a loud crown	I do not often understand her
8. Feels tense most of the time	Does sometimes punish me
9. Often daydreams	Does not like me as others
10. Jokes a lot with others	Does not know how to teacher
11. Usually feels tired or lack energy	I often not see the board well
12. Always abusive to other friends	Friends do not like sitting by me

****Some MSAI items used for construct validity for both teacher and children scales.**