

Pedagogic Barriers in Cameroon Inclusive Classrooms: The Impact of Curriculum, Teachers' Attitudes and Classroom Infrastructures

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ABSTRACT

This study sought to examine if the curriculum, infrastructures and teachers' attitudes may influence school exclusion amongst disabled pupils. Three hypotheses were formulated based on the three variables: curriculum (teaching programmes), infrastructures and teachers' attitudes. 150 public primary school personnel from 12 primary schools in Yaounde, Mfoundi IV Sub- Division of the Centre Region of Cameroon were involved in this survey. A questionnaire was used for data collection. Both descriptive and inferential statistics were used to analyse the data. The results show that there was a significant impact of curriculum and teachers' attitudes on inclusive classroom but there was no significant impact with respect to the infrastructure variable. Considering that infrastructure variables have no impact, we still recommend that good quality and relevant infrastructure be put in place and also teachers' programme and training be revised to enhance the pedagogic skills that may include handling individual pupils' differences in inclusive classrooms.

Key Words: dispositions, inclusive education, curriculum, infrastructure and teachers' attitudes.

1. Introduction

Education is a means to an end, the output of the educational system constitutes the nation's human as well as material resources. The skills and competences people acquire from schooling enable them to earn a living and participate in nation building thus those who do not go to school are deprived of the right of acquiring these skills and competences, which may hamper their social and economic growth and consequently the development of a nation.

This is why the UN 1948 Universal Declaration of Human Rights, the 1994 Salamanca statements and the Cameroon 1998 law on the Orientation of Education were all aimed at providing educational opportunities to all both normal and those individuals living with disabilities. This is the most effective way to combat education exclusion. Unfortunately the vulnerable (disabled, impaired, socio-economic and culturally disadvantaged) are particularly excluded in Cameroon educational system as revealed by the followings statistics:

- the Ministry of Social Affairs (MSA) in 2008, attests that there were 435 street children in Yaoundé and Douala who do not go to school;
- the International Bureau of Education (IBE) (2008) report reveals that only 10% of children living with disabilities do go to school in Cameroon and most of those who go to school do so in specialised centres that are far away from their homes.
- the most recent report by the Minister of Basic Education in Cameroon also attests that the number of this group is increasing from 363,854 in 2005 to 420, 000 in 2010 and this number is significantly not represented in regular schools. These evidence thus is undermining, the 1990 education Decree N^o.

90/1516, aimed at caring and integrating the disabled in regular schools. It states that special teachers and didactic materials be provided to facilitate their learning abilities and make them functional. It is on this line that Tremblay (2008: 43), explains that inclusive education has a holistic vision and puts it that, "it is based on the right of all learners to have quality education that meets basic learning needs". This rights-based philosophy is outlined in international conventions declarations and reports relevant to inclusive education. In order to realise this right, the International Education for All (EFA) movement has worked to make quality basic education available to all learners. Inclusive education takes the EFA's agenda forward by finding ways of enabling schools and other centres of learning to serve all learners in their communities. It focuses particularly on those who have traditionally been excluded from educational opportunities. Inclusion challenges are all those policies and practices that seek to exclude some children from their right to education. These challenges have made possible the inclusive educational strategy that has called for a critical consideration of the specificity and uniqueness of each child so as to provide them with effective educational opportunities. The issues of training specialised personnel, infrastructures and content of what to be taught, these have not been attended to up till present in Teachers' Training Programmes. This leaves a gap.

One of the constituents of every educational venture that is pegged to curriculum should be a comprehensive set of policies aimed at developing pertinent and relevant issues with a vision that facilitates dialogue among various actors of the education system. This can be seen from the few 19 specialised schools in Cameroon (16 are owned by missionaries and only 3 by the government) as revealed by 2012 statistics from the Ministry of Social Welfare. The document also shows that despite the fact that these specialised schools are few; the pupils' enrolments too are also few because the pupils do face problems such as distant schools. In addition to this, Nalova (2011), states that the normal class population set by government for the regular class is 60 children but most Cameroon classrooms take 80 and above. She continues to explain that infrastructure and resources, non-specialised trained teachers in a regular classroom with unstructured environment and a large class size make the inclusive school problem worse. This is why Save The Children (2002) remarks that it is not all about placing the disabled child in school environment but meaningfully transforming the entire school environment to be responsive to every child's needs is the their concern. This may not be possible with the Cameroon classroom because the teachers have no expertise. On the other hand, it is evident that to determine teacher's disposition is just one strategy out of others like government policy, school climate, financial back-up and the opinion of parents etc. One will say with certainty that it is difficult, without specialised knowledge, to simultaneously accommodate pupils with different learning disabilities and at the same time with varying degree of disabilities.

2 The problem

Cameroon government efforts in ratifying many laws and conventions for example, the inclusive education law of 1990, the 19994 Salamanca, law the EFA decree of 1998 as earlier mentioned. Yet there is a growing population of handicaps not attending school and lack of specialised centres to facilitate inclusion. This is revealed from the most recent statistics by the Ministry of Basic Education in 2009/2010) which states that among the total Cameroon population of about 21 million, 2% representing 420,000 thousand pupils are handicap children among which 73000 (17.4%) are pupils aged 6 to 12 years. It means that the remaining 347,000 (82.6%) that constitutes a majority of this population are vulnerable children who are excluded from school.

The implication of the above revelation constitutes changes in policy and requires that curriculum be functional to suit the pupils, and teachers' desires, as key layers in the instructional process, be trained and learn to accept the change in order to be committed to their tasks. The observation above implies that some people are being deprived of the right to education and face segregation or discrimination in education. This may deteriorate their state of wellbeing and may leads to such feelings as depression and it consequences.

Again Teachers are directly involved in the application of the curriculum and use of infrastructures in schools with respect to their pedagogic activities. Such activities include interacting with pupils and manipulating the learning environment. On the other hand, teacher's attitudes are one of the predictors of a successful teaching policy. In such a case, we are left with no option than to ask if the curriculum content, the teachers' attitudes and or classroom infrastructures are variables responsible for low school attendance of disabled children.

3. Objective of the study

Specifically, this study intends:

- to verify if the teachers training programme is a barrier to inclusive education;
- to find out if teachers' attitudes towards disabled children is a barrier to inclusive education and
- to examine whether the classroom infrastructures (class size and other facilities) is a barrier to inclusive education.

From these objectives, three questions were posed and later transformed into 3 alternative hypotheses to guide the study. These hypotheses are:

- The curriculum or the teachers' training programme has a significant impact on inclusive education;
- teachers' attitudes have a significant impact on inclusive education and
- the classroom infrastructures have significant impact on inclusive education.

3.1 Conceptual and theoretical framework and review of literature

The following were concepts were elaborated to enhance the understanding of this study:

Dispositions

Disposition could be taken to mean a person's character, the state in which he/she is usually happy or often anxious. Disposition in this case includes all the necessary preparations, plans and arrangements made for the disabled to be included or mainstreamed in classroom learning.

Inclusive Education:

The philosophy of inclusive education (IE) endorsed internationally by UNESCO in (1994), the 1994 Salamanca Statement and the United Nation's global strategy of Education for All, (EFA) promulgated the inclusive education policy laid down by Winter & O'Raw, 2010. Inclusive education is a right-based philosophy with the undermining principle that everyone has the right to be educated regardless of socially ascribed or perceived differences, such as, ethnic origin, language, religion, nationality, social origin, economic condition, ability, etc. Based on this idea, educational systems are to be proactive in identifying and eliminating all forms of barriers and obstacles learners encounter in attempting to access opportunities for quality education. Lipsky & Gartner, (1996) and UNESCO (2008), say inclusive education means students with disabilities having full membership in age-appropriate classes in their neighbourhood schools, with appropriate supplementary aids and support services. In recent years, the concept of inclusive education has been broadened to encompass not only students with disabilities, but also all students who may be disadvantaged in one way or the other.

Save The Children (2002) defines inclusive education as a process of increasing all students in schools including those with disabilities. UNESCO (2009) further defines inclusive education as a process of strengthening the capacity of an educational system to reach out to all learners. It is, therefore, an overall principle to guide all educational policies and practices, starting from the belief that education is a fundamental human right and the foundation for a more just society. In this light, inclusive education (IE) is concerned with the interaction and relationship between the teacher and learners in view of developing mutual empathy and closeness; they understand and respect their diversities and jointly create suitable and attainable conditions for achieving pertinent learning opportunities for all. Opertti and Belalcazar (2008) went further to explain that the challenges of attaining inclusive Education are not just the provision of a comprehensive set of policies aimed at developing a pertinent and relevant curriculum, but needs a vision that facilitates dialogue among various actors of the education system; a vast repertoire of diverse and complementary pedagogical strategies that can respond to the specificities of each student.

Curriculum

Curriculum simply put, is the programme of study. The vision of a country is expressed through its curriculum which is tailored to meet the needs of the people. According to Braslavsky (2007) as cited by the International Bureau of Education, IBE (2008, p.218), curriculum is a "dense and flexible contract between society and teachers". To Opertti (2010), a curriculum reflects the kind of society for which we aspire and it is solidly grounded on an agreement between institutions/actors from politics, civil society, and education. Also, it guides and ensures the organisation of pedagogical and administrative action plans of an education system. Jonnaert, Etteyebi & Opertti (2008), emphasise that curriculum must be dynamic and ever changing as new developments and needs in our society arise. For education to be an effective driver of development, its curriculum must meet the societal expectations across its dispositions in teacher training, content, teaching methods, teaching resources, evaluation procedures, and school organization as a whole. Hence, the quality of the national curriculum is based on the extent to which it meets the requirements of the national economy, the needs of society, and the future challenges and aspirations of the nation.

Teachers' attitudes

Teachers, as leaders in the class, should replace parents in their attitudes towards children and show empathy especially to impaired children. But most teachers have lost their sense of professional ethics and that is why they have not been able to enhance positive skills and attitudes to diversify their teaching strategies for effective learning and inclusive pedagogy. Tanyi, (2006), advises that special training is important in teacher education because ethical values are taught to enhance positive attitudes of the teachers that may affect their attitudes in the classroom and may bring the expected norms and standards for quality education in Cameroon.

Tanyi (2002) identifies, using the Student's Adjustment Inventory (SAI), that both abnormal and handicap children have complex behavioural patterns. She further explains that they consider their physiological built to self-evaluate themselves and form a negative self-concept to think that people perceive them negatively. This often gives them the feeling of self-worthlessness. With these feelings, a classroom teacher with limited training may not be able to identify their problems. This is why Petrovsky, Brushlinsky, Itelson, Leites, Mukhina, Pirogova, Sereda, Yaroshevky, Zinchenko, and Zinchenko (1989) summarise that a feeling experienced by an individual in a peculiar mental state may ultimately lead him/her to an emotional state that may bring about negative attitudes in the classroom.

Perception influences an individual's behaviour. The teacher's attitude is complimentary with the training programme and it is also an element of ethical value of the teacher. Most teachers look at the disabled as totally unproductive and there is no need to waste energy and time to enhance their learning and abilities. In Cameroon, most teachers are not trained to effectively manage the diversified needs of their learners. Lampont, Graves, & Ward (2012), expressed that for inclusion policy to be successful, it is important to provide educators with professional special training, and adequate resources to meet the needs of students. They went on to explain that it is when teachers are fully prepared morally that the inclusion model will yield positive results. Jobe, Rust and Brissie (1996), added that it is wise to nurture them to have a positive mind on the type of children they teach. According to Cardona (2009 p.35), "inclusion in education involves changes in teacher's attitudes, knowledge and behaviour". Furthermore, information from Save The Children (2002) and UN (2006), hold that teachers need training about inclusive principles and the basics of disability, to ensure that their attitudes and approaches do enhance the behaviour of the disabled. Conversely, teacher training schools should prepare teachers to be able to design action plans following the different disabilities to match the different learning styles of their learners.

Classroom infrastructures

Rahman (2008) is of the opinion that providing diverse appropriate classroom infrastructures such positioning sitting places, build in cupboards and boards or in inclusive classroom settings do facilitates movements in and out of class and do eliminate some of the barriers disabled children face in regular schools. According to information from Save The Children (2002) and UNESCO (1990), most schools lack certain class infrastructures such as built in benches and cupboards but their focus is on the curriculum and on what is taught, rather than on individual children's needs and appropriate infrastructures. This is a form of barrier to children. Changes in classroom infrastructures can change teaching methods because it includes rearranging the classroom so that children can work in small groups - encouraging a 'buddy' system where older or more academically able children are assigned to work with those experiencing difficulties.

Land (2013), stressed on inclusive practices that will assist teachers in meeting the educational needs of their students with disabilities, and this is through structuring class infrastructures to extend to all other children in the classroom. Classroom infrastructures are inclusive aids and learning materials that are structured for free interaction and communication amongst children. It also includes an environment for extra curricula activities where both disabled and abled children mix up, do exercises and other human recreational activities, for example, sewing halls, table tennis courts etc. The structures should be current, accurate and relevant to foster learner development in inclusive schools. Cornell, (2010), explained that in a good and appropriate nurturing environment, participants are able to learn well and enjoy the experience of learning.

Bucholz & Sheffler (2009), goes on to add that it is important for teachers to employ the use of a wide variety of teaching and learning classroom structures so as to respond to the diverse needs of the learners and satisfy them. They concluded that equipment such as IT and AV, models and simulators, laboratory and clinical equipment, white boards, flip charts, etc. are necessary in the classroom because they ease mobility, time and energy. They should be positioned such that disabled like the blind can instinctively visualise and use them even without the aid of the teacher.

3.2 Theoretical considerations

Kurt Lewin's change theory (1951), Bandura's social learning theory (1977) Vygotsky's socio- constructivist theory (1978) and Murray's theory of motivation (1938) were used to enhance the theoretical framework of this study.

Lewin's theory is based on change as a dynamic balance of forces working in opposing directions. Driving forces facilitate change because they push people in the desired direction for change, while restraining forces hinder change because they push people in the opposite direction. Appropriate curriculum dispositions could be seen as those driving forces that push teachers and policy makers to adopt integrated systems of education and training to meet the needs of all learners. But if the policy is not well applied, there will be lack of sensitisation, expertise and financial obligations and so the change may not pull positively. Every human being needs a positive change but sometimes positivity is relative because not everyone perceives things the same way.

According to Bandura (1977), learning takes place through observation, modelling and imitation of others. Those with learning difficulties can learn from their peers faster. In relation to our study, when learners from different backgrounds with different abilities work, play and learn together in their heterogeneous groups, they observe and learn from one another. Also those with behavioural problems can observe and model the attitudes of their peers and teachers as they interact. For instance, normal students can offer help to disabled peers and vice versa, thus giving them a sense of belonging, pride, and responsibility.

Vygotsky's socio - constructivist theory (1978) explains that individuals are said to be co-constructors of their own knowledge through interaction with the environment. He came up with the concept of ZPD, which is the distance between a learner's current level of learning and the level he or she can attain with the help of people and aids in the environment. This theory implies that learners need appropriate and well-structured conducive environments (Infrastructures) through which interactions can be possible. If teachers are provided with adequate teaching - learning environment, these will enhance learning amongst children with different abilities. These theories are important to our study because inclusive education is not only out to ensure access and attendance of all, but also to ensure that everyone is given an equal chance to participate in school and to succeed as well.

In Murray's theory of motivation (1938), two categories of human needs are outlined - Viscerogenic and Psychogenic. Viscerogenic has to do with needs to satisfy hunger, thirst, and sleep and Psychogenic means needs for security, prestige, affection and love, need for dominance as well as the need to avoid inferiority or debasement. These needs are indicators that determine one's behaviour. No matter the state of well-being of an individual, these needs are basically useful for him or her to achieve self-actualization. The affection and love needs are much needed to both the disadvantaged children and their teachers because they are used to obtain positive personality.

4. Methods

The area chosen for this study is Yaounde in Mfoundi division in the Centre Region. Yaounde is the national political capital of Cameroon. The Ministry of information reveals from the last 2010 census statistics that, Yaounde has a population of approximately 2.5 million. It is the second largest populated city in terms of human and schools density in the country after Douala. It lies in the centre of the nation at an elevation of about 750 metres above sea level. Yaounde has 6 sub-divisions. It is situated on a hilly, forested plateau between the Nyong and Sanaga rivers in the south-central part of the country. Yaounde was founded in 1888 during the period of the German protectorate. In 1915 Yaounde was occupied by Belgian troops and was declared the capital of French Cameroun in 1922.

The research design chosen was the descriptive survey. The population of this survey constituted all public primary schools and teachers from the 6 sub-divisions of Yaounde. Out of the 6 sub-divisions, Yaounde IV sub-division was randomly selected through ballot. The choice of government school was because of the government's policy statement of administration that is applicable to all government schools.

The target population was purposefully chosen. The Yaounde IV sub-division was chosen because of the cosmopolitan and heterogeneous nature of its population. Only those schools that are mainstreamed or are inclusive, that is, having both normal and disabled children in a regular class, were selected to obtain the target population of 211 teachers from 12 schools. The target population of 211 teachers from 12 schools were purposefully used because they were seemingly running inclusive, that is having some subjects like physical handicaps. The random technique was used to select a sample of 150 teachers from the 211 teachers in 12 schools.

4.1 Description of the instrument

The data was collected by the use of a questionnaire that contained 31 items and based on 5 variables on a 4 - point scale of strongly agree to strongly disagree. The scores were assigned either negative or positive depending on the objective of the study. Examples of the some items are shown at p. 22. The items are 22 and falls within 3 subscales namely; curriculum content = 06, teachers' attitudes =10 and classroom infrastructures =06.

The instrument was face and content validated and the reliability was done through a test- retest procedure using Richard - Kunder statistic to analyse. Coefficients of 0.89 and 0.88 were obtained. Both descriptive and inferential statistics were used to calculate percentages and the chi square test on a 0.05 level of significance.

5. Presentation of results

Table 1: characteristics of teachers relative to their job status, professional and specialised training

Teachers' prof status Teachers' Job status	No of Teachers		Professional training		unprofessional		*Specialised training
	No	%	No	%	No	%	
Contract teachers	108	72.0	102	77.3	06	33.3	None
PTA teachers	29	19.3	19	14.4	10	55.6	None
Civil servant	13	8.7	11	8.3	02	11.1	None
Total sample	150	100	132	100	18	100	*00

* None among the professionalised teachers have specialised training on inclusive training.

**Specialised teachers are those who have undergone training to teach special children.

From the Table 1 above, the demographic analysis reveals a greater proportion of the teachers included in the sample have contract status, they constitute 72% of the sample. These are teachers recruited between 2006 and 2011 based on the Public Investment Budget Funds. 8.7% were identified as civil servants paid from the Ministry of Finance Budget and 19.3% are teachers recruited by the Parents'-Teacher Association (PTA). The result also reveals 77.3% of teachers are trained but none had specialised training. Among the 8.7% only 11.11% of them are untrained. It should be noted that the civil servant are relatively paid higher than the others.

Table 2: Distribution of teachers relative to their responses on the nature of the curriculum content

Item description	SA	%	A	%	SD	%	SDA	%	Total
The content of curriculum correspond to the age and cognitive capacity of pupils	33	22.0	15	10	13	8.7	89	59	150
The content of the syllabus is followed strictly	122	81.3	08	5.3	18	12	02	1.3	150
Content favours certain social groups over others	116	77.3	10	6.7	14	09	10	6.7	150
The content is more theoretical than practical	130	86.7	04	2.7	12	08	04	2.7	150
The content is exam oriented	120	80	11	7.3	09	06	18	12	150
The content is appropriate	20	13.3	26	17.3	75	50	29	19.3	150

Relative to the teachers responses on the content of curriculum, 59% strongly disagree that the content do not correspond to age and the cognitive level of the children. A majority of (81.3%) of them strongly agree followed the content strictly, 77.3% strongly agree do not favour some children and 86.7% agree that the content is more theoretical than practical and only 12% strongly disagree that the curriculum is examination oriented.

The Table 3 below reveals teacher's attitudes towards their pupils is not cordial since they claimed 68% of their pupils are stubborn, 50% are moody, 65% do not understand lectures and they do not care and 85% strongly claimed that they do have too much work.

Table 3: Characteristics of teachers' attitudes based on their perceptions of pupils attitudes in class

Item description	SA	%	A	%	DA	%	SDA	%	Total
They show of signs of stubbornness	68	45.3	18	12	22	14.7	42	28	150
They are often moody and hot tempered	50	33.3	26	17.3	60	40	14	9.3	150
Some particularly the handicaps are sluggish, do not like to work	15	10	100	66.7	10	6.7	25	16.7	150
It is boring to teach in my class because of the disabled pupils' behaviour	40	26.7	57	38	44	29.3	08	5.3	150
The pupils do not understand lectures easily and I have no time to be explaining things to them	65	43.3	60	40	15	10	10	6.7	150
Some pupils do not like to speak and I cannot forced to speak communication	20	13.3	45	30	43	28.7	42	28	150
It is not easy to have a mixed class	44	29.3	56	37.3	15	10	35	23.3	150
There is too much work for me	85	56.7	45	30	08	5.3	12	08	150
I sometimes fine time to help the pupils	15	10	35	23.3	56	37.3	44	29.3	150

Table 4. Distribution of teachers relative to their responses on classroom infrastructures

Item description	SA	%	A	%	DA	%	SDA	%	Total
There are available didactic materials	10	6.7	10	6.7	85	56.7	45	30	150
They are available but difficult to use	08	5.3	10	6.7	85	56.7	47	31.3	150
There is not enough moving space	80	53.3	12	08	08	5.3	50	33.3	150
The classroom is structured for both impaired and normal pupils	15	10	35	23.3	85	56.7	44	29.3	150
There is no environment for pupils to socialise	56	37.3	08	5.3	45	30	12	08	150
Some pupils do not like their sitting positions but I can't help it	20	13.3	45	30	43	28.7	42	28	150

From The 4 above, the analysis shows that classroom infrastructures 85% disagree they lack materials and even if they are available they may be difficult to use, 80% attest there is no space in the class and 85% have not been trained to use aid if available. 43% disagree that pupils do not like their sitting positions

Table 5: Summary Table on the Results of Hypotheses I – 111

Hyp	χ^2_{cal}	df	α	χ^2_{cv}	Decision	Degree of Relationship
I	11.95	1	0.05	3.84	$\chi^2_{cal} > \chi^2_{cv}$ Reject Ho and retain Ha. There is a significant impact between the training programme and pedagogic dispensations in inclusive classrooms	The contingency coefficient of 0.27 compared to the C_{max} of 0.707 infers a positively moderate relationship.
I1	32.98	1	0.05	3.84	$\chi^2_{ca} > \chi^2_{cv}$ Reject Ho and retain Ha. There is a significant relationship between classroom infrastructure inclusive classrooms	The contingency coefficient of 0.42 compared to the C_{max} of 0.707 infers a positively moderate relationship
111	02.97	1	0.05	3.84	$\chi^2_{ca} < \chi^2_{cv}$ Retained Ha and Ho reject	The CC of 0.57 compared to the C_{max} of 0.707 infers a negatively moderate relationship

4.2 Discussions of the findings

The existence of this category of the teachers termed “contract teachers” vis-à-vis the civil servant teachers leaves some frustration amongst the contract teachers who feel disfavoured when compare to having the same workload and advantages or fringe benefits reserved only for civil servant teachers. It is worth to note the civil servant have relatively higher salaries than the others.

From the demographic data analysis, the result shows that only 8.67% of teachers are the government teachers. This might express the fact on job satisfaction and commitment because it is clear that the government teachers are paid higher than the others where as they do the same job and possibly with same qualifications. The answer is that their recruitment contracts are signed from differences sources of the government budgets. This tie with the opinion of McConkey & Bradley (2007) who support fringe benefits since it make worker to have positive mind.

Further analysis on the training of teachers, 77.3% were trained the result show that none of them were trained for inclusive education. Yet both Save The Children (2002) and UNESCO (2006) had emphasised on the need of training teachers for inclusive education for them to have the basics knowledge on children disability to ensure that their attitudes and approaches do enhance both behaviours in the teaching and learning process.

The content of the curriculum should reflect the needs of the trainer. This is why in one of the documents of Save The Children (2002) stressed that it is not just placing the disables in a school environment that matters, but transforming the learning content and the entire environment to be responsive to every child’s needs. Lewin (1951) insists on the idea that the curriculum needs to suit the learner while on the other side; the trainer should have the know-how for learning to occur.

Information from the variable on the attitudes of teachers reveals that 66.7% agree that pupils are sluggish, 40% admit that is it boring to teach and 65 % say some handicaps do not understand easily. It is on this basis that Tanyi, (2006) outlines the important of professional ethics which tremendous impact on people who have complex behaviour who perceive themselves worthless.

The question relative to infrastructure, 85% of the 150 teachers disagree that they do not have didactic materials, 80% indicated they do not have moving space and 85% disagree that the classroom structure is both for impaired and normal pupils. Further analysis of the hypothesis on classroom infrastructure the alternative did not firm that it has an impact for education inclusion. This response is not surprising because the teachers have not been exposed to special training for special children and so may not know the importance of didactic materials and perhaps the manipulations of such materials. The result is contrary to the ideas of Bucholz & Sheffler (2009), who emphasise on the importance for teachers to employ a wide variety of teaching and learning classroom structures and didactic materials so as to respond to the diverse needs of the learners and satisfy them in their learning tasks.

Calculating the two hypotheses, (Variables- curriculum and teachers' attitudes) show that their x^2 calculated values were greater than the x^2 critical value. Therefore, these two alternative hypotheses were retained otherwise; the null hypotheses are rejected. We concluded that, curriculum or training programme and teachers' attitudes were the variables to be considered to have a negative impact on the excluded. The alternative hypothesis on infrastructures variables was retained; the (x^2) critical value 3.84 was greater than the calculated value (x^2) 02.97. This result shows that infrastructures variable has no impact for the exclusion. It shows a high negative relationship.

Two alternative hypotheses, the curriculum or the teachers' training programme has a significant impact on inclusive education and teachers' attitudes have a significant impact on inclusive education were retained. It therefore meant that curriculum and teachers' attitudes have an impact on the exclusion of the disabled.

This result confirms the following studies by Lampart, Graves and Ward (2012), UNESCO (2013) and Barnes (2011) that the teachers' abilities, attitudes and perception of children could be enhanced through training. This is why Save The Children (2002) and UNESCO (2006), stressed that teachers need training on inclusive principles and the basics of disability, to ensure that their attitudes and approaches do enhance the behaviour of the disabled.

On the contrary, Avramidis, Bayliss and Burden (2000) did a similar survey on the attitudes of student teachers towards the inclusion of the Special Needs students (SPNs) in the ordinary school, the study revealed that the student teachers had a positive attitude and that SPNs were seen as potentially causing more concern and stress than others children in the class.

It is necessary to mention that the third hypothesis that verifies the impact of classroom infrastructures is not a variable to be considered in the education inclusion. This view is on the contrary to; Bandura (1977) theory of learning that maintained learning environment is primordial in the learning process because children learn effectively through observation, modelling and imitation of others in the environment. Those with learning difficulties can learn from their peers faster. In relation to our study, when learners from different backgrounds with different abilities work, play and learn together in their heterogeneous groups, they observe and learn from one another. Those with behavioural problems can observe and model the attitudes of their peers and teachers as they interact. So the classroom must be well structured to enhance learning.

Considering the importance of school infrastructures the UNESCO (1990), and Save The Children (2002) did studies on schools infrastructures and revealed that most schools lack certain class infrastructures such as built in benches and cupboards but that their focus is on the curriculum and on what is taught, rather than on individual children's needs and appropriate infrastructures. Classroom infrastructure is one of the central issues in classroom management especially where physical, auditory and visual disabilities are concern. The teacher ought to exert skills to facilitate learning in her/his heterogeneous classes like ones we have in Cameroon. Nalova (2011) also raised another issue which is typically Cameroon that the normal class population set by the government is 60 children but you can hardly find a class of 80. She continues to explain that infrastructure and resources, non-specialised trained teachers in a regular classroom with unstructured environment and a large class size makes the school problem worst. This is contrary to the result. The result is also contrary to that of Bandura (1977) theory which maintained that a learning environment is primordial amongst other factors of learning because children learn effectively through observation, modelling and imitation of others in the environment. In relation to our study, when learners from different backgrounds with different abilities work, play and learn together in their heterogeneous groups, they observe and learn from one another. Those with behavioural problems can observe and model the attitudes of their peers and teachers as they interact. So the classroom must be well structured to enhance learning. The respective studies carried out by UNESCO (1990) and Save The Children (2002) on school infrastructures the various results show most schools lack certain class structures such as built in benches and cupboards but that these schools focus on curriculum and what is taught than individual children's needs and appropriate infrastructures.

Classroom infrastructure is one of the central issues in classroom management especially where physical, auditory and visual disabilities are concerned. The teacher ought to exert skills to facilitate learning in her/his heterogeneous classes like the ones we have in Cameroon. Nalova (2011) also raised another issue which is typical in Cameroon that of the government setting the maximum number of learners in a class at 60 but which is never respected. She continues to explain that this problem is made worse by lack of infrastructures and resources, non-specialised trained teachers, an unstructured environment and a large class size.

It is therefore surprising that the null hypothesis which, states that the classroom infrastructures (class size and other facilities) are not barriers to inclusive education is retained and the alternative rejected. Our pedagogic approach in Cameroon stresses on children competences; does lay emphasis on restructuring learning environments confirms our doubts.

5. Conclusion

Cameroon is also involved on the policy of inclusiveness like any other member state of the United Nations. The proof is seen its concern of ratifying the United Nations (2006) *convention on the rights of people with disabilities* and the 1990 education law Decree N^o.90/1516., in bid to narrow illiteracy gap especially at the primary school level for the poor and rich, the disable and abled children in Cameroon. Yet evidence above show that there are few special schools which cannot accommodate the number of the disabled/handicapped. Some prominent theorists like Lewin (1951), Bandura's (1977) and Vygotsky (1978) were used to buttress our research. The result of this study revealed that even amongst these few regular schools, this disadvantaged group still suffers exclusion because of the nature of school curriculum and the teachers' attitudes. It therefore means that adequate consideration has not been given particularly in terms of teachers training programme, the absence training of specialised teachers to enhance their attitudes towards this group of pupils. On the other hand, the result of the study reveals that class infrastructures variable has not obstruct inclusive education in Cameroon. Many studies are yet to proof the variability of this variable.

5.1 Recommendations

Inclusive education policy is increasingly understood more broadly as a reform that supports and welcomes diversity amongst all learners. Under this broader definition of inclusion, steps should also be taken to eliminate discrimination and provide accommodation for all students who are at a disadvantage because of some reason other than disability.

Based on our findings, we suggest that the teacher training programme should be ameliorated in view of making teachers more professional and specialised so that they will be able to pedagogically and psychologically mainstream their pupils in an inclusive classrooms. Inclusive education and related topics should constitute a major course, not only topics in a course.

In - service training should be organised to enhance pedagogical skills to care for special needs learners. Teachers should do personal research to improve their knowledge of inclusive practices.

The government should strive to bid the differences in salaries between the civil servant and the contract teachers since both are engaged in doing the same teaching but set the differences according to grades of their professions and engage support staff to lessen the burden of the teachers.

Notwithstanding the fact that the alternative hypothesis based on classroom infrastructures is retained, classroom environment structures should be reconstructed to suit all learners.

Other issues to encourage inclusion

The teachers handling children should be encouraged because teaching such classes is a double task. This is why McConkey & Bradley (2007) stressed that classroom teachers especially those who have children with disabilities in their normal class ought to earn fringe benefits or have support assistant teachers because of the dual role or heavy work load they have in handling special children. In many industrialised countries, 'learning support' assistants are employed to fulfil this role. No-cost support alternatives such as volunteers recruited from families and communities, peer-tutoring by more able pupils in the same class, or the use of senior pupils to assist slower learners in junior classes are available in Cameroon case.

Test/exam oriented curricular agenda is considered as another form of exclusion. In the inclusive classroom, teachers should be able to carry out a diagnostic evaluation at the beginning of the year so as to know the individual needs and level of the learners; a formative evaluation to check their progress and identify the difficulties and then finally, a summative evaluation. This is to ensure that every child is given a maximum opportunity to succeed in school. In this light (Cornell 2010) and (Operti & Balalcazar, (2008) pinioned that evaluation methods ought to be seen as a part of a comprehensive integral development of the child. On the contrary, Winter & O'Raw (2010) warn that any educational system that lays much emphasis on academic achievement and competition constitute a dilemma for inclusion. This issue requires attention so that vulnerable pupils are not disadvantaged or left out. Flexibility in evaluation methods should be encouraged so as to respond to diversity. This involves making accommodations and test modifications especially for learners with special needs in schools and public examinations. Also, provision for remediation ought to be made for children who are not at the same level with their mates in terms of attainment of objectives.

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