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Abstract

The opinions of general education secondary school teachers in seven select schools involved in a pilot inclusive education program in the Northwest Region of Cameroon were sought. The findings reveal that most teachers in Cameroon still prefer separate special education institutions to inclusive ones. These conclusions contradict earlier research which showed that resistance to integrated classrooms was emanating from beliefs and customs. Teachers with some training on teaching students with disabilities and more experienced and highly educated teachers were more supportive of inclusive education indicating that resistance to the practice is linked to inadequate or complete lack of teachers' preparedness. Younger, less experienced teachers with no training in special education indicated less enthusiasm regarding the benefits of inclusion, their ability to manage integrated classrooms, and teach students with disabilities. The implication of these findings for future research, institutional support systems, institutional policies, and overall instructional leadership is discussed in this article. © 2018 Zachary Y. Mngo and Agnes Y. Mngo.

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