

**THE EFFECTS OF SOCIAL INTERACTION ON  
INTELLECTUALLY DISABLED PUPILS AND THEIR NON-  
DISABLED PEERS IN SOME MAINSTREAM SCHOOLS IN  
LUSAKA-ZAMBIA**

**BY**

**WOMBA SAMANENGA**

**2015**

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LUSAKA-ZAMBIA**

**BY**

**WOMBA SAMANENGA**

**A Dissertation submitted to the University of Zambia  
in Partial Fulfillment of the requirement for the Degree  
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## DECLARATION

I, Womba Samanenga, do hereby declare that this dissertation represent my own work and that it has previously been submitted for a degree at the University of Zambia or at any other University.

Signature: ..... Date: .....

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## APPROVAL

The University of Zambia approved the dissertation of Womba Samanenga as Partial Fulfilment of the requirement for the award of the Degree of Master of Education in School of Education.

Signature: ..... Date: .....

Signature: ..... Date: .....

Signature: ..... Date: .....

## **DEDICATION**

I dedicate the dissertation to my friends and relatives for the support and encouragement they gave me throughout my programmes.

## **ACKNOWLEDGMENT**

I thank God for being kind and for the grace to undergo all challenges I went through, my supervisor Dr. Sophie Kasonde-Ng'andu for her guidance and all those who were of help to me especially Dr Innocent Mulenga. I also wish to thank Margarete Nyondo for typing my work.

## ABSTRACT

The purpose of this study was to establish the effects of social interaction on the pupils with intellectual disabilities and their non-disabled peers. The objectives of the study were to: establish the effects of interaction of children with disabilities and their peers in the mainstream; identify the challenges faced by the intellectually disabled pupils when interacting with non-disabled peers in the mainstream and to identify benefits of social interaction between intellectually disabled pupils and their non-disabled counterparts.

Respondents were purposively sampled from units which were in the mainstream schools and from mainstream peers. Questionnaires were used to obtain information from special teachers and focus group discussions to obtain data from the intellectually disabled and their mainstream peers. The study used qualitative method of data collection and analysis. The content analysis was used to analyse qualitative data and there after the codes were made.

The study revealed that although the intellectually disabled pupils interacted with their non-disabled peers in mainstream, they faced a lot of challenges which included non-acceptance by their non-disabled peers, name calling, teasing, bullying and belittling. The study also showed that, the intellectually disabled pupils had mood swings, speech, mobility and personal hygiene problems. Therefore, this study concluded that the interaction of intellectually disabled pupils and non-disabled pupils in the mainstream schools in Zambia is still in its infant stage and there is much more to be done. Arising from the findings of the study, the following recommendations were made;

- 1) The Ministry of General Education should collaborate with other Ministries such as the Ministry of Health in order for professionals like speech therapists and physiotherapists to be available in schools to help children with speech problems and mobility issues which made to be rejected by their peer from mainstream.
- 2) Schools should develop more extra-curricular activities (games) which would make intellectually disabled pupils have more interaction with non-disabled peers at school.

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## **ABBREVIATIONS AND ACRONYSM**

|     |                                |
|-----|--------------------------------|
| CDC | -Curriculum Development Centre |
| I.Q | - Intelligence Quotient        |
| MOE | - Ministry of Education        |
| SEN | - Special Education Needs      |
| USA | - United States of America     |

# CHAPTER ONE

## INTRODUCTION

### 1.0 OVERVIEW

The chapter begins with a brief background on the integration of pupils with intellectual disabilities also known as mental retardation in the mainstream. It also identifies the effects of social interaction between the disabled pupils and mainstream peers. The chapter presents the problem under investigation, the purpose of the study, the objectives and the research questions of the study. The significance of the study, conceptual framework, limitations, delimitations and operational definitions of terms, the organization of the dissertation and the summary have also been presented.

### 1.1 Background

In Zambia, pupils considered unable to benefit from formal education in the main stream classes are enrolled full-time in either a special school or special unit attached to a main stream school. Since the adoption of the National Policy on education in 1996, it has been government policy to integrate pupils with disabilities into main stream schools. (Kalabula 1986)

Educating pupils with special needs in mainstream schools poses a challenge, which can be and are met in many ways such as those that Hegarty et al' (1986: 72) suggest:

- i. Mainstream class with no support.
- ii. Mainstream class with support for teacher care and support for pupils within class.
- iii. Mainstream class as base; withdrawal for specialist work.
- iv. Mainstream class base; mainstream class part-time special unit as, mainstream class part time.
- v. Special unit or centre full time.
- vi. Special school part-time; mainstream school part-time.
- vii. Special school full-time.

Zambia has adopted options v and vii, special unit-time and special school full time respectively. Examples for such schools here in Zambia especially Lusaka province are: Cheshire Homes, University Teaching Hospital (UTH) and Bauleni special school respectively. As a result of the increasing implementation of the National Policy on

integration, many special units for pupils with disabilities have been opened in mainstream primary and secondary schools. For pupils with intellectual disabilities more than sixty-nine (69) special units have been opened country wide. The special units have enrolled approximately 800 pupils. Approximately 500 are boys and 300 are girls. For the purpose of this study, the pupils with intellectual disabilities in the units will also be referred to as special unit pupils. Of all the special units thirty one (31) are in Lusaka province. The distributions of the special units are shown in table 1 below; (Kalabula, 1991)

**Table 1.1: Special School/Units in Lusaka province**

| <b>SN</b> | <b>PROVINCE</b> | <b>NAME</b>                           | <b>DISABILITY</b>               |
|-----------|-----------------|---------------------------------------|---------------------------------|
| 1         | Lusaka          | Chainama Special School               | Intellectual                    |
| 2         | Lusaka          | Northmead Special school              | Intellectual                    |
| 3         | Lusaka          | Emmasdale Special Education unit      | Intellectual                    |
| 4         | Lusaka          | Mulambe special Education unit        | Intellectual                    |
| 5         | Lusaka          | Highland Special Education Unit       | Intellectual                    |
| 6         | Lusaka          | Matero Special Education Unit         | Intellectual                    |
| 7         | Lusaka          | Desai Special Education Unit          | Deaf                            |
| 8         | Lusaka          | George Central Special Education Unit | Intellectual                    |
| 9         | Lusaka          | Vera Chiluba Special School           | Intellectual                    |
| 10        | Lusaka          | Woodlands A Special Education Unit    | Intellectual                    |
| 11        | Lusaka          | Lusaka Girls Special Education Unit   | Deaf                            |
| 12        | Lusaka          | UTH Special Education School          | Intellectual Hearing impairment |
| 13        | Lusaka          | Cheshire Home                         | Physical impairment             |
| 14        | Lusaka          | ZAMISE Special Education Unit         | Intellectual                    |
| 15        | Lusaka          | Bauleni Special Education School      | Intellectual                    |
| 16        | Lusaka          | NyumbaYanga Special Education Unit    | Intellectual                    |
| 17        | Lusaka          | ArtherWina Special Education Unit     | Intellectual                    |
| 18        | Lusaka          | New Kamwala South Special Unit        | Intellectual                    |
| 19        | Lusaka          | Lilayi Special Education Unit         | Intellectual                    |
| 20        | Lusaka          | Chilanga Special Education Unit       | Intellectual                    |
| 21        | Lusaka          | Mt. Makulu Special Education Unit     | Intellectual                    |
| 22        | Lusaka          | Nangongwe special Education Unit      | Intellectual                    |
| 23        | Lusaka          | Musamba Special Education Unit        | Intellectual                    |

|    |        |                                    |                     |
|----|--------|------------------------------------|---------------------|
| 24 | Lusaka | Chongwe Special Education Unit     | Intellectual        |
| 25 | Lusaka | Chibelo Special Education Unit     | Intellectual        |
| 26 | Lusaka | Lusaka Boys special Education Unit | Deaf                |
| 27 | Lusaka | Nangwenya Basic School             | Intellectual        |
| 28 | Lusaka | Kamwala south basic School         | Intellectual        |
| 29 | Lusaka | Kabulonga High School              | Physical            |
| 30 | Lusaka | Chilenje Special                   | Intellectual / Deaf |
| 31 | Lusaka | Munali High School                 | Deaf/Blind          |

Source: (Kalabula, 1991)

## 1.2 Defining Mental Retardation (Intellectual Disability)

Several major efforts to define mental retardation have been made ever since the French physician Jean marc Gaspard Itard attempted to educate a boy found living in the wild forest of Aveyron, a town in France in 1799 (Maloney et al, 1979).

Despite these numerous attempts, much has been achieved to yield a commonly accepted definition. However, in recent years, educators in the USA operating under the umbrella organization called American Association on Mental Retardation (AAMR) have devised a definition which is now universally accepted in the education field.

Intellectual disability (formerly called Mental retardation), constitutes individuals who vary dramatically in the characteristics they exhibit. This includes how quickly they learn academic material, how much support they need in school, and a range of other variables. Most Pupils with mild intellectual disabilities appear very similar to others in school, except for the fact that they learn academic material much more slowly than most other Pupils. The president's Committee on mental retardation (1969) called these students the "six-hour retarded child". Because they were labeled as intellectually disabled during the school day but adapted well and were often not readily distinguishable as intellectually disabled at home or in the community. While Pupils with mild intellectual disabilities may need support as they can often succeed in setting with real paying jobs. In contrast, Pupils with severe intellectual disabilities are often readily distinguishable from other Pupils in schools. These Pupils have significantly difficulties in communicating, learning and interacting socially with others. Many of these Pupils have significantly weakness in sensory and physical development.

The use of terminology for this category has changed in the last few years. For example in the late 1990's mental retardation was widely used by states for this category of students. However, in January 2007, the American Association of Mental Retardation (AAMR) changed its name to American Association on Intellectual and Development Disabilities (AAIDD). This change occurred largely because the term Mental Retardation had become highly stigmatizing. Now the term intellectual disabilities is rapidly coming into general use in the United States and is already the term of choice for this category in Europe (Shallock, Lockasson and Shogren, 2007). In 2002, the council for Exceptional pupils Division on Mental Retardation and Development Disabilities voted overwhelmingly to change its name to the division on developmental disability (Stodden, 2007). In deciding to remove the term "Mental Retardation", from their names, they concluded that the term:

- i. Was offensive.
- ii. Excluded many individuals with cognitive and intellectual disabilities, including those with autism.
- iii. Had been replaced by many countries with such terms as intellectual disability, impaired or cognitive disability.

In IDEA (2004) defines intellectual disabilities as "significantly sub average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child's educational performance" (Crossman, 1983: P11). Educators use four criteria to identify pupils with intellectual disabilities based on the definition. First these must have a measured IQ that is significantly below average. This typically is defined as an IQ of approximately 70 or below, which means that the pupil scores lower than approximately 98% of all the school-age pupils. This criterion is used to ensure that intellectual disabilities. Thus, to be identified with an intellectual disability, pupils must also have significant limitation in adaptive behaviour. This criterion is used to ensure that intellectual functioning is not exclusively used to identify persons with intellectual disabilities. Thus, to be identified with an intellectual disability, pupils must also have significant limitation in adaptive behavior which includes practical and social skills that pupils use to function effectively in their everyday lives. Thirdly the pupils must have manifested the intellectual disability during the developmental period, thus indicating that the disability is a long-time problem. Finally the intellectual disability must adversely affect the student's educational performance. This includes low levels of academic

achievement, difficulty adapting to classroom or other school setting, poor social skills and so forth.

### **1.3 Categories of Intellectual Disabilities**

Levels of intellectual disability are often differentiated based on a student's intellectual Quotient (IQ) levels. Pupils with mild intellectual disabilities typically have an IQ that range from 55 to 70. These pupils, who can attend to their personal needs, are largely independent in school settings, and many cases interact successfully with other pupils with limited assistance from teachers or care givers. And a pupil with mild disabilities is typically not readily noticeable and is only identified upon examining the pupils learning adaptive skills. Pupils with moderate intellectual disabilities score 35 to 40 and below 50 to 55 on traditional intelligence tests. Generally, they can learn many basic skills in areas such as communication functioning skills and vocational skills. Many adults with a moderate intellectual disability can manage on their own daily self-care needs, prepare food, participate in conversations, interact appropriately with others, and use money correctly, and hold different kinds of jobs in the community (West ling and Fox, 2009)

Pupils with intellectual disabilities continue to lag behind age level peers in academic achievement throughout their school years. Some research have shown that many pupils with mild intellectual disabilities develop basic literacy skills and functional mathematics skills. However most of these pupils continue to have difficulty with more advanced skills related to content, such as mathematical reasoning and applying concepts to solve problems (Smith et al, 2006; Browder, Spooner, Ahlgrim-Delzell, Harris and Wakeman, 2006)

Pupils with intellectual disabilities are characterized by general delays in cognitive development that influence the acquisition of language and academic skills. Moreover, while these pupils can learn information that is part of the general education curriculum, they learn more slowly than do typical pupils, require more time to learn and have difficulty learning more complex skills. Deficits specific cognitive skills areas also contribute to this delay. Three of the most important cognitive skill deficits that contribute to these difficulties relate to attention and generalization.

Pupils with intellectual disabilities have difficulty with different types of attention, including orienting to a task, selective attention, and sustaining attention to a task

(Merrill, 2005; Wenard and Kerig, 2006). Orienting to a task requires a pupil to look in the direction of the task (for example, a teacher demonstrating how to solve a mathematics problem on an overhead projector in front of the room). Selective attention requires that the pupil attends to relative aspects of the task and not to unimportant task components (for example attending to one type of mathematics problem on a page and completing the appropriate operation). Finally, sustained attention requires that the pupil continues to be on a task for a period of time.

Pupil with intellectual disabilities also have difficulty remembering information (like short-term memory). Major problems in this area are related to not being adequately exposed to the learning condition initially, having insufficient opportunity to practice or use the information or skill after it is initially learned, and then not using strategies adequately to pull the information from long-term memory for use when needed (West Ling and Fox 2009)

Many pupils who are in units have problems in central processing, or the classification and the organization of information seem to be a special problem for the pupils. School age pupils quickly learn to cluster (or group) events or things into useful classes: a chair, a table, and a sofa become “furniture”, a peach, a mango, a guava and a pear become “fruit”. Pupils in the unit are less able to group things. They have difficulty telling how a train and an automobile are alike. (Borkowski and Day, 1987)

Other central-processing functions are also difficult for the pupils in the units. Memory problems can stem from poor initial perception or poor judgment about applying what has been stored to a given situation. Most pupils use “rehearsal” as a memory aid, saying a string of words or a poem to themselves until they remember it. Pupils in the units are less likely to rehearse information because their ability to use short-term memory appears limited. (Korinek and Polloway, 1993)

The decision making element that controls reception, central processing, and expression is one key factor in the poor performance of pupils in the units (Borkowski and Day, 1987). It is not so much that these pupils cannot perceive a stimulus, as it is that they cannot reason, as it is that they do not have the meta-thinking strategies to organize information to appoint where reasoning can take place. And it is not much that they have a repertoire of responses, as it is that they too often choose an inappropriate response. Their teachers and care givers often say that they lack good judgment. For these pupils, learning problems are not limited to a cognitive function; instead, the



whole information processing system substantially breaks down. Most pupils whose IQ is 50 or lower suffer from neurological damage that can make information processing difficult.

Children with intellectual disabilities have or rather live full lives. They have friends, enjoy various leisure and recreational activities. However these outcomes do not occur easily as they do for persons without disabilities. Usually some intentional planning is necessary. For example some children with intellectual disabilities may need support in getting along and making friends with peers during loosely structured opportunities for social interaction. Many of the cognitive characteristics of pupils with intellectual disabilities may contribute to difficulty interacting socially, for example, a low level of cognitive development may cause a child with intellectual disability to have difficulty understanding the content of verbal interaction and understanding expectations for example, when to listen, when and how to respond during verbal interactions. Similarly, they have difficulty with attention and memory impedes social interaction. Children with intellectual disabilities have difficulty attending to important aspects of social interactions, maintaining attention over time and holding important aspects of what they observe in short term memory. (Kirk and Gallagher 1996)

Part of the process of growing in our society is gradually mastering social skills to establish effective communication and relationship with others. These skills however are the lubrication that allow each of us to move smoothly through out daily contacts and tasks (Gallagher, 1977). Social interaction is the process of people orienting themselves to others and acting in response to that others say and do (Calhoun, 1998). Most of our lives are made up of social interaction of one type or another. Social interaction can be differentiated into: accidental (also known as social contact) repeated not planned, bound to happen from time to time and regularly not planned, but very common and regulated. This is a planned or regulated by customs or law, will definitely raise questions when missed like work place or in a family.

#### **1.4 Ability to Acquire and use Language**

The language of pupils in the units is sparse in structure and content. The problem in language development for pupils with moderate intellectually disabled tends to be much more severe. Amongst the causes of intellectual disability is a baby being born premature and low birth weight or difficulties during delivery, such as birth injuries or temporal oxygen deprivation which leads to brain damage. Damage to the brain can

have a devastating effect on a child's language development. Socially proper use of language is prerequisite of acceptance. (Gallagher, 1977)

### **1.5 Emotional Problems and Social Acceptance**

We know that emotional and social difficulties can undermine or lower the level of social acceptance experienced by pupils with mental retardation in comparison with their peers in the classroom it is entirely possible that this low level of social acceptance is related to the behavioral social problems rather than to the condition of mental retardation itself. (Korinek & Polloway, 1993)

Certain skills appear to be important for social acceptance. They include sharing, turn taking, smiling, attending and following directions. A person with social competence uses such skills appropriately in social situations. Despite the widespread acknowledgment of the problems of adaptation and social skills development that confront young pupils in the unit, individual Education Programmes (IEP) often do not address those problems. Wagner et al (1991) found out that less than 5% of the IEP objectives written for middle school pupils with mild retardation reflected either career vocational or a social behavior emphasis.

Korinek and Polloway (1993) have called for a major emphasis in the curriculum on the development of social skills and social competencies. This means a goal not only to improve social adaptively in order to increase academic efficiency, but also to develop social skills for their own sake and because of their importance in adulthood adjustment.

### **1.6 Brief Overview of the History and Development of Special Education in Zambia period up to 1971**

The colonial period can be divided into three eras that of the British South African company from 1890-1924, the British Colonial office administration from 1924-52 company from 1890-1924, the British colonial office administration from 1924-52 and the federation of Rhodesia and Nyasaland from 1953-63 (Chishom et al 1998). During the first period, education for both pupils with and without special education needs was the responsibility of missionaries. Colonial rule saw the introduction of more formal and professional control over education. The educational system inherited by Zambia at independence was accordingly under developed. At the times of independence, there were only 107 Zambia university graduates, of whom 4 were female (Kelly, 1991). Special needs education was worse off than main stream education. From 1905 when

the first special school was started to 1964, voluntary groups and other agencies provided special education. They mainly concentrated on the education of the visually and the hearing impaired (Kalabula. 1989, Katwish 1995). The African reformed Church (formerly the Dutch reformed church) opened the first school for the hearing impaired was established at Mambilima (John falls) where currently there is a residential special school for pupils with physical disabilities.

As a matter of fact, the education and welfare of persons with disabilities was the responsibility for the Zambia Council for the Disabled and the Ministry of Labour and Social services and not the Ministry of Education (Mwanakatwe 1989).

In 1971, through a presidential pronouncement, the Ministry of Education was given the authority to include special Education as part of its responsibilities. As a result, the Lusaka College Teachers of the handicapped (now called Zambia Institute of Special Education) was opened to train specialist teachers in this field.

### **1.7 The period from 1971 to date**

It was not until 1971 that Special education became the responsibility of the Ministry Of Education in Zambia. The first major educational policy pronouncement pertaining to special education in Zambia are contained in the Educational reform document (GRZ 1977: P23). This policy emphasized education as an instrument for personal development. In relation to Special needs education, the document states the following:

“All special unit pupils like any other pupils, are entitled to education. They should receive basic and further education by full time study as any other pupils. Further, since the special unit pupils are a special case, there should even be positive discrimination in their favour in the provision of facilities and amenities for educational purposes.”

While the 1977 policy had positive intentions in favour of pupils with special educational needs, its somehow reflected the medical model because its concern was more with the ‘difference principle’ between the disabled and the so called any other pupils. There was no mention as to whether their right to a full time education should be provided in the mainstream schools. In other words, it was implied in the policy that the pupils with disabilities were to be differently provided for because they were a special group.

### **1.8 The 1992 Focus on Learning Policy on Special Education**

The second major education document was focus on learning (1992). It emanated from the World declaration on Education for all that ensued from the World Conference on Education for all held in Jomtein, Thailand. The conference stressed the importance of access to educational opportunities: 'Every person child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs' (Art 1)

The 1992 policy, therefore, stressed the mobilization of resources for the development of school Education for all including pupils with special educational needs.

### **1.9 The 1996 Educating our Future Policy on Special Education**

The third major educational policy Document Educating our Future (1996) was a product of lengthy and broadly based consultation process involving other line ministries, international donors, NGOs, and the universities. This policy document addresses the entire field of formal institutional education, paying particular attention to democratization and productivity on the other hand and curriculum relevance and diversification, efficient and cost-effective management, capacity building, cost sharing and revitalized partnerships to the other, it also addresses flexibility, pluralism, responsiveness to needs and the protection of quality of relevance to field of special education for policy outline the following:

The Ministry of Education

- i. Will ensure equality of educational opportunity for pupils with special educational needs.
- ii. Is committed to providing educational of particularly good quality to pupils with special educational needs.
- iii. Will improve and strengthen the supervision and management of special education across the country.

To achieve the above, the policy document mapped out the following strategies:

1. Working closely with the Ministry of Health, the Ministry of Education will decentralize services for the identification, assessment and placement of pupils with special needs.

2. To the greatest extent possible, the Ministry will integrate pupils with special needs into mainstream institutions and will provide them with necessary facilities. However, where need is established, the ministry will participate in the provision of new special schools for the severely impaired.
3. The ministry will cooperate with private, religious, community and philanthropic organization in meeting the special educational needs of exceptional pupils, and providing outreach services for the pupils whose impairments prevent normal attendance in school.
4. The ministry will enlarge and decentralize the special educational inspectorate.
5. Planning for special education provision will be built into the ministry's mainstream Strategic Planning, and in support of this the information system on special education and national needs in this area will be improved (Ministry of Education, 1996: 69).

### **1.10 Educational Arrangements for Pupils with Intellectual Disabilities in Zambia**

In relation to pupils with special educational needs, the 1996 Ministry of Education's policy covers three main areas. Firstly, it states that it will ensure equality of educational opportunity for pupils with special education needs. Secondly it is committed to providing education of particularly good quality to pupils with special education needs. Thirdly and finally, it will improve and strengthen the supervision and management of special education across the country

One of the strategies the ministry chose to employ to implement the above policy 'was' to integrate pupils with special educational needs into mainstream institutions and provide with necessary facilities. In recent years therefore, Zambia has adopted the policy of integrating pupils with disabilities into the main stream schools. As a result of this policy with intellectual disabilities have been opened in the mainstream.

### **1.11 Special Education**

Special education involves the provision of education that is in some way additional to the education that is provided for the majority of pupils with disabilities who have special educational needs. Such pupils require additional resources to meet those needs. Therefore, instruction given is individually planned, systematically implemented, and carefully evaluated to help learners who need extra support in learning (MOE, 1996).

Kalabula (1991a) stated that as used in the United Kingdom (U.K), special education is the education designed to meet the special needs of pupils with marked disabilities of body or/and mind. This is stipulated under the 1944 Education Act where pupils from the age of two are classified as blind, partially sighted, deaf, partially hearing, delicate (including diabetics, asthmatics, heart cases etc), educationally sub-normal, epileptics, the maladjusted, physically disabled, or speech-defective, hence some of the labels are commonly used to classify different categories of disability. It should however, be mentioned that this classification was abolished in the U.K. in 1981 and was replaced with what was considered to be a more desirable concept: children with special educational needs (CSEN). A similar classification system of special educational needs as in the (U.K) is used in the United States of America (USA) except that in the USA, the intellectual gifted are also included under the heading of exceptional pupil.

### **1.12 Special education Needs (SEN)**

The concept of special educational needs is not an easy one to define as noted by various experts in the field of special education. This is because generally agreed definitions are difficult to achieve and consequently rare. One acceptable approach is to regard special educational needs as only those which require more than the mainstream skill of the classroom teacher for their solutions. In other words, needs which call for intervention in support of the teacher or the creation of an alternative learning situation for the pupils (Brennan 1985). This position is in line with the United Kingdom (U.K) Warnock report by the Department of Education and Science (1978), and relevant to the Zambian context where a special educational need is defined as requiring:

- i. The provision of special means of access to the curriculum through special equipment, facilities or resources, modification of the physical environment of specialist teaching techniques.
- ii. The provision of special modified curriculum
- iii. Payment of particular attention to the social structure and emotional climate in which education takes place

The Warnock Report's (1979) definition is fairly advanced. It focuses on facilities that are required to meet the child's needs. From an educational perspective, it is appropriate because it centers on curriculum, allowing for those pupils who may follow the normal curriculum given the necessary support. It also includes those for whom the normal

curriculum may be undesirable and articulates the point that for curriculum to be effective, it must be implemented in.

### **1.13 Pupils with Special Education Needs**

The concept of pupils with special educational needs is based on the belief that all pupils have needs that can be addressed with certain common sets of service. It is based on the ideas that every child should receive some form of education with the contents adapted to the needs of the child and the time limits set for what the child can manage. Hence, the concept refers to pupils who need additional arrangements while maintaining the needs for and their right to benefit from the normal mainstream services planned for all other pupils (Desta, 2000). As follows:

- i. Mainstream class with withdrawal
- ii. Special class part-time , mainstream class part-time
- iii. Special in mainstream school full-time
- iv. Special school with mainstream school

### **1.14 The special Unit or Class**

One organization arrangement for integrating pupils with special needs is the special unit or class in a mainstream school full time. The place of the special unit in special education is a curious one. On the other hand, special units are criticized, along with special schools for perpetuating segregated education of pupils with disability, on the other, they are seen as a form of interaction providing more opportunity for interaction with mainstream peers than a segregated special school on a separate site. Even so, the establishment of units for the pupils with disabilities in regular schools has been criticized as paying lip service to integration by allowing the enrollment of pupils with disabilities in mainstream schools while ensuring minimum disruption to regular classes. Whichever view is taken of the special unit depends on structural and organizational arrangements within schools and the extent to which the mainstream school is prepared to adapt to meet the diverse educational physical and social needs of pupils with disabilities (Galagher, 1998).

Traditionally, the special unit has been viewed as an alternative provision to special schools and where special units have been the predominant provision, fewer segregated schools have developed. In the absence of any evidence favouring either special schools or special units have become preferred models for the education of pupils with

intellectual disabilities in Zambia, developing rapidly in the years after government took over the running of special education in 1971.

Many of the advantage of special units are similar to those described for special schools. Special units are usually small, upgraded, with high teacher-pupil ratios and staffed by teachers with appropriate qualifications and expertise and can be highly structured and teaching geared to individual needs. Concentration of specialist teaching, programme and equipment enhances competence (Guralnick, 1981). A child's social effectiveness is largely governed by the experience of social interactions with peers (Baumrind, 1972; Charlesworth and Hartup, 1967) and the foundations of all adult relationships may originate in childhood (Duck, 1983).

Interventions can take many forms. One of these has been to use peers as helpers to assist in the development of social skills and particularly play skills. Guralnick (1978), emphasized that play behavior is key ingredient in adaptability learning, cognition, education and social behaviours. The involvement of peers is increasingly in evidence in the United State and Canada.

### **1.15 Segregation**

Segregation is the exact opposite of integration entailing by law or custom, separate (and inferior or superior) facilities for social or (in the most usual sense) racial and ethnic

groups, and providing separate educational, recreational and other facilities for different racial groups, or different pupils in case of education, for example, that of hypothetical norms an pupils with disabilities.

The social behavior of children with mild retardation has often been investigated because of its relationship to social acceptance and rejection by peers (Roberts and Pratt, 1991). Social behavior such as asking for assistance, greeting others, positive peer interaction and making conversation are predictive of social acceptance (Asher and Hymel, 1981) However, children with mild mental retardation often display inappropriate social behaviours which lead to social isolation and rejection of this group of children by their ordinary class peers (Asher, Oden and Gottma, 1977).



### **1.16 Statement of the problem**

There has been a lot of special units being opened in mainstream schools around the country. However, despite this inclusion of units in the mainstream schools interaction between the disabled pupils and the mainstream peers doesn't exist. Although pupils with intellectual disabilities are placed in special units which are attached to the mainstream schools, research studies on the Zambian integration programme (Kalabula 1991, Moberg 2000; and Kasonde-Ngandu and Moberg, 2001) report that special units attached to mainstream basic schools run in a self-contained way and there was limited interaction between the pupils in the unit and their mainstream peers. Unless something is done to promote interaction between disabled and non-disabled pupils, otherwise the disabled will lag behind in their social behaviours. Children learn social behaviours by the actions of important people in their lives, their parents, siblings, teachers, peers and Television heroes. These observations are stored in the form of mental images and other symbolic representations that help initiate behaviours. (Bandura, 1977, 198) If the disabled pupils are not fully interacting with their mainstream peers chances of being socially isolated will be high. Hence the research wants to find out what problems would the disabled pupils would encounter if they continued to exist in isolation in mainstreams schools. "Children learn social behaviours by the actions of important people in their lives, their parents, siblings, teachers, peers and television heroes. These observation are stored in the form of mental images and other symbolic representations that help imitate behavior (Bandura, 1977: P198)."

Despite the social interaction which exists between the disabled and non-disabled pupils in mainstream, there are challenges faced by intellectually disabled pupils and which effects have not been investigated, hence the dire need for a research to be conducted.

### **1.17 Purpose of the study**

The purpose of the study is to establish effects of social interactions between intellectually disabled pupils and their mainstream peers.

### **1.18 Research objectives**

1. To establish the nature of social interaction of children with intellectual disabilities with their peers in the mainstream.
2. To identify the challenges faced by the intellectual disabled pupils when interacting with non-disabled pupils.

3. To identify benefits of social interaction between intellectually disabled pupils and their non-disabled counter parts.

### **1.19 Research Questions**

The following questions guided the study

1. How do pupils with intellectual disabilities interact with the other pupils who are in the mainstream?
2. What challenges do the intellectually disabled pupils face when interacting with the non-disabled pupils in the mainstream?
3. What are the benefits of interaction between intellectually disabled pupils and their non-disabled counter parts?

### **1.20 Significance of the study**

In the Zambian integration programme, there is very little indication of interaction between mainstream peers with the intellectually disabled pupils. This study may offer the Ministry of Education ways of how the interaction can be promoted in primary schools. At school level, the results of the study may help head teachers, mainstream teachers and special teachers on how they can promote social interaction between the mainstream peers and the special unit pupils.

### **1.21 Operational definitions of terms**

**Mainstream**-refers to the schools for the ordinary children.

**Mainstream peers**-refers to children in the primary schools without disability

**Social interaction**- involves instances when children are sharing things, talking to one another, greeting each other, making jokes, laughing, helping one another, playing games with peers, shaking hands and smiling at other children.

**Special education**- teaching system that attempts to provide a more appropriate form of education for children whose physical or mental condition makes normal teaching methods unsuitable for them.

**Peers- describe**-describe children who are approximately of the same age and are learning in the same classroom or playing together.

**Prosocial behaviour**-refers to actions that benefit others.

**Unoccupied play**-a child wondering around and watching what others are doing but does not get involved.

**Onlookers play**- a child watches others at play without actually entering into the activity

**Parallel play**- involves two or more children playing with the same toys in much the same way, in close proximity and with an awareness of each other's presence.

**Associative play**- a child shares toys with friends but they play separately

**Solitary play**- a child takes little notice of others but prefers instead to play alone with toys.

**Observation learning**- learning through imitation

## **1.22 Conceptual Framework**

The Salamanca statement and Framework Action on Special Education was unanimously informed at the conference (1994) by the principle of inclusion, that 'mainstream schools should accommodate all pupils, regardless of their physical intellectual, emotional, social, linguistic or other conditions.' It reaffirmed the commitment to Education for All, recognizing the necessity and urgency of providing education for all pupils, young people and adults (UNESCO, 1999). It further stated that: "regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving Education for All." (Article 12, Salamanca Statement), and that "Education policies at all levels should stipulate that pupils with disabilities should attend their neighborhood school that is the school that would be attended if the child did have the disability," (Article 18, Salamanca Framework for action)

The 1996 policy on special education was therefore, in essence a follow up of the recommendations of the Salamanca World Conference on Special Needs Education. The policy was also an attempt to reorient Zambia's strategies to meet special educational needs within the mainstream as well as to work towards inclusive education (Kalabula 1991).

The present study was therefore, informed by the conceptual framework governing integration of pupils with disabilities into regular primary schools.

### **1.23 Limitation of the study**

There are more than 100 special units in Zambia, however, due to geographical positions of these schools/units the study was conducted in three (3) schools in Lusaka district. Consequently, the findings of this study cannot be generalized to the whole country.

### **1.24 Organization of the dissertation**

The dissertation is organized in six chapters. The first chapter covers the introduction, statement of the problem, purpose of the study, objectives, research questions, significance of the study and summary of the chapter. Chapter two consists of literature review while chapter three contains the methodology. The research findings are presented in chapter four. Chapter five discusses the findings of the study and chapter six presents conclusion and recommendations.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Overview

This Chapter present the literature that was reviewed on the effects of social interaction on intellectually disabled pupils and their non-disabled peers in the mainstream schools.

#### 2.1 Importance of interaction

A wild “man-animal” found in the Forest of France in 1799 was a curiosity to the citizen of Europe. Considered an “incurable idiot,” he was a dirty, inarticulate young boy of approximately 11 years of age who trotted and grunted like the beast of the field.

Incapable of attending to or perceiving heat or cold, he spent much of his time rocking back and forth like an animal in the wild and took great pleasure in only basic biological functions of eating, sleeping and sheltering himself from the unwanted attentions of others (Fox, 2000).

Jean-Marc Gaspard Itard claimed that the boy’s aberrant behavior was the result of lack of social contact with other human beings. Similar to the current –day educators, who develop individualized education programmes (IEPS), Itard generated five goals related to the mental and moral education of the young boy. Victor benefited significantly from Itard’s efforts. Although not completely “cured” he developed speech, could appreciate relationship with those who cared for him and understood what was said to him. Beyond the positive changes in victor, Itard’s efforts are significant because the methods used to educate the boy signaled to the world that a specific set of procedures to improve the behaviors of those believed to be untreated actually existed (Gurainick, 1972, Charlesworth and Hartup, 1967).

Most of these pupils (disabled pupils) have little opportunity to interact with their peers in school settings, due to the fact that they spend a large proportion of the school day in segregated school settings with other pupils with disabilities (William, McLesky, Hoppey and Rent, 2006). Research evidence reveals that the social skills of students with intellectual disabilities tend to improve when they receive appropriate support and attend a general education classroom with age appropriate peers for a large part of the school day (Freeman and Alkin, 2000), Westling and Fox, 2000).It is for this reason

that this study focused on establishing the effects of the social integration program on the social interactions between intellectually disabled pupils and their mainstream peers.

## **2.2 Integration of Children with Intellectual Disabilities**

Kemp's (2003) research produced results that supported mainstream education for children with mild to moderate intellectual disabilities. He supported the integration of children with such disabilities into mainstream schools and believed that early mainstream placement is of moral right. Kemp argued that all children have the right to learn in a positive, supportive environment where the emphasis is not on being 'the best' but being "the best they can be". There is need for education to provide appropriate programmes with a setting that caters for the full range of children's potential. Kemp (2003) further advised in developing more academic skills, that the main aim of integration is to allow children with disabilities to develop social skills.

This research wanted to identify the benefits of social interaction between intellectually disabled pupils and their non- disabled counter pupils because mere placing of children with disabilities in the mainstream schools without programmes for their interaction did not yield any positive results.

## **2.3 Peer Relations**

One of the most fundamental needs of every child is to be accepted and to have a sense of belonging. Research studies by Stain Back and Stain Back (1987); Parker and Asher (1993) have shown that socially rejected pupils are more likely to have negative attitudes to school, avoid school and perform poorly academically. For pupils with disabilities this issue of rejection and isolation in school is even greater. It is for this reason that the study wanted to identify some of the challenges disabled pupils faced when interacting with their mainstream peers. It is for this reason that this study, looked at the challenges disabled pupils face when interacting with their mainstream peers.

Peer relations are important to cognitive and social development (Piaget, 1932). They influence the development of the self (Gurainick, 1972, Charlesworth and Hartup, 1967) and the foundation of adult relationships may originate in childhood (Duck, 1983).

However, when focusing on social interaction, it is also imperative to include the self-perception of the actors interacting. Pupils in the unit history of social rejection might also be expected to produce feeling of anxiety about social situations. Literature on motivational characteristics of the special unit pupils in academic situation indicated that pupils in the unit are more likely than mainstream pupils to experience feelings to failure and anxiety and to have negative performance experiences (Balla and Zigler, 1979). Similar responses might be expected in the social domain. Within the social world of school, play situations could prove to be especially important and problematic for unit pupils. These situations are important because social contacts between unit pupils and mainstream pupils are likely to occur more in the context of play and games. They are problematic because in addition to any social skills pupils in the unit may lack, their game-playing competencies are often poor (Marlowe, 1979). Taylor, Asher and Williams (1987) addressed these issues and concluded that the pupils in the unit in their study were found relatively socially withdrawn, that they displaced unskilled social relationship in school and expressed greater worry about game situations with peers. The same researchers also found that the pupils in the unit displayed more social interactions when only other pupils in the unit were present than when mainstream pupils were present. The researchers speculated that the pupils' less interactive style can be caused by their difficulties in interacting with higher functioning pupils. This tends to lead to patterns of avoidance behavior. Their behavior is a response to spending too little time together with their mainstream peers. As a consequence, they demonstrate a 'newcomer' pattern of shy withdrawn behavior and experience more feeling of loneliness and anxiety. (Taylor, Asher and Williams, 1987)

There is a good reason to believe that problems concerning rejection from or inability to participate in social interaction will increase proportionately with, the severity of the disabilities and or addition physical disabilities (Cole, 1988). Taking into account what we know about relationship oriented problems and intervention, a successful school intervention programme aimed at increasing the social interaction between pupils in the unit and mainstream pupils must not be unidimensional but multi-faceted. Adoption of Taylor, Asher and Williams (1987) statement that; "for maximal effectiveness, such intervention should include direct training in positive social skills and should provide a supportive social context for the child", might be the first step in developing strategies in order to promote integration of the pupils in the unit. Caution should however; be

raised over the above cited findings. The referred findings originate mostly from the USA. The situation for the pupils within the culture need to be valid for settings in the world for example the African cultures (Serpell, 1983), indicate that the problems of the pupils in the unit described earlier in the chapter might hold validity across cultures.

#### **2.4 Benefits of Integration**

Other research studies by Buysse and Bailey (1993), Denmark and Dvinkwater (1992), Sloper and Tyler (1992), support Kemp's position. They report that integrating children with intellectual disabilities or mental retardation into mainstream classroom benefits them academically. More importantly, it helps them develop social skills and model appropriate social behavior. However, research by Goldstein and Gallapher (1992) and Lewis (1995) indicated that both children with significant levels of disability can learn in mainstream environments and do this without impeding the learning of others. They learn to interact positively with regular school children, while regular school children learn respect and acceptance of others who are different. They come to realize, for instance, that although another child might not manage to talk, they communicate in other ways. That study did not establish the benefits of interaction between intellectually disabled pupils and their non-disabled counter parts.

Achenbach and Edelbrock (1981), French and Waas (1985), in their comprehensive review of research on the relationship of peer acceptance of later life problems reveals that it is in association with dropping out of school, delinquency and criminalities and with serious psychological difficulties in adolescence and young adulthood. When children get to know each other better, their social behavior probably achieve a better fit with one another as smooth and comfortable interaction replaces the stilled awkward exchanges of strangers.

Although there have been some very persuasive argument presented in educational literature to support the integration of children with disabilities into regular basic and secondary, there is some evidence that the benefits of integration may not be as great as expected. As has been alluded to, originally it was hoped that increasing exposure to non-disabled models would promote increased acceptance of children with disabilities by their peers(Fox, 2000).



Kauffman et al (1985), observed 300 children with mild intellectual disabilities and regular/ordinary class children with mild intellectual disabilities who were placed in ordinary classes displayed more anti-social and less friendly and cooperative behavior. However, at playground, behavior, Pipe, Redman and White (1983) found high level of social integration between children with intellectual disabilities and those without disabilities. It is for this reason that this study aimed at establishing the nature of social interaction of children with intellectual disabilities with their peers in the mainstream.

## **2.5 Effects of Integration**

At present, it is still not clear what the reason for low acceptance levels of the disabled pupils may be. In fact some research suggests that increased contact between children with disabilities and those without can reduce acceptance of the disabled pupils (Chambers and Kay, 1999). Researchers have suggested that access of aggressive behavior by disabled pupils is responsible for the lack of contact (Goltieb and Laysers, 1981).

Some studies on integration of children have found that integration of children with disabilities can be successful. A key factor appears to be the level of support that is given to the disabled, including the provision of sessions with non-disabled peers. Beltempo and Achille (1990) found that higher self-concept was associated with partial placement of children with disabilities than for either special placement or full integration. However, the differences in self-concept may not map into differences in social and academic behaviour.

One argument for the children with disabilities in mainstream schools was that it would result in the reduction of the stigma of segregated settings and increased level of acceptance of children with disabilities by their non-disabled peers (Zigler, 1986; Hall, 1986; Kalabula, 1991b) while some social benefits of integration have been documented for children with disabilities (Buysse and Bailey, 1993, Demchack and Dvinkwater, 1992; S19oper and Tyler, 1992). Findings reflecting acceptance of children with disabilities in integrated settings receive fewer positive and make negative nominations that their nondisabled counterparts and have lower social status (Garret and Crump, 1980, Nabuzoka and Smith, 1993) and are devalued more (Bickett and Milch, 1990). Other studies have found no significant differences in attitudes towards

peers with disabilities, neither between mainstream and non-mainstream children (Archie and Sheriil, 1989), nor in proportions of children with disabilities and non-disabled children across accepted and unpopular, socio-metric groups (Juvonen and Bear, 1992).

Centre and Curry (1993) observed in their study that fully integrated pupils spent more time playing with their regular peers than did disabled children in segregated classes. This increased contact, however, did not lead to greater popularity or to better social interaction (as rated by teachers). Self-rated social interaction was actually more negative for integrated pupils than for segregated class children. Integrated pupils also reported lower satisfaction with peer relationships. These pupils seemed to be aware of their lack of acceptance and their inability to cope with the challenges of social situations they encountered. Observations that integrated children rate themselves lower in social adaptation even though their teachers noted no difference between integrated and segregated children struck a similar chord to results obtained by Eshel et al (1994). Both aspects are important. Even if objective behavioral achievements were equivalent across groups, lower self-efficacy could induce dysphasia and could undermine determination at activities, while active encouragement might help keep these children participating in social and academic activities if they lacked confidence in their abilities they might be less likely to maintain unprompted involvement (Bandura, 1986).

Contrasting findings raise questions as to the actual effects of integration on attitudes of non-disabled children to children with disabilities. It may be that such findings reflect variations in the degree of integration. Some research indicated that attitudes of non-disabled children towards those with disabilities can be enhanced if there was more social interaction between them (Newberry and Parish, 1987; Townsend et al, 1993; Voeltz, 1980, 1982), rather than mere placement of children with disabilities in integrated units within the ordinary school (Taylor et al, 1987).

The study sought to establish the nature of social interaction of children with disabilities with their peers in the mainstream.

Effect of interaction may, however, only apply to children with the severe disabilities and not those with mild to moderate disabilities. One could argue that while non-disabled peers may be “tolerating” towards the former and thus make allowances for

differences in behavior, differences with the latter may not be so apparent. Non-disabled children may thus have socio-behaviour expectations for those with mild to moderate disabilities as they do for non-disabled friends such that, when the children with mild moderate disabilities fail to live up to expectations, they are rejected or isolated. Newberry and Parish's (1987) findings support this view. Children who have interacted with peers with different types of disabilities, compared to those who had not showed more positive attitudes towards the children with all types of disabilities except those with learning disabilities, whose handicap was not so apparent.

## **2.6 Challenges faced when interacting**

O'Moore and Hillary (1989) conducted a study on disabled pupils in Dublin where they studied 783 pupils in four schools and found that in comparison to mainstream pupils, pupils with learning disabilities reported more often than they had experienced acts of bullying. When considering acts of bullying as occurring at least once a week or more, 12 percent of pupils with disabilities reported being bullied as compared to 7 percent of mainstream pupils.

Children who have disabled siblings or relatives may experience bullying and children who stay in the communities but attended special schools may also experience bullying by their peers in the community. Children with an obvious physical disability may experience more bullying but children whose disability becomes apparent through odd behavior or learning difficulties can also be bullied (Cartwright, 2005).

Nabuzoka and Smith (1993) in their research found children with special needs to be less popular and more rejected than peers who had no special needs. Children who had disability or special educational needs (SEN) were prone to encountering bullying. They were 2 to 3 times more likely to be victims of bullying and were more likely themselves to bully others. One such study involved 186 children aged between 8 and 16. Ninety three of these were identified as having special educational needs and were matched to a child without special educational needs. Children with special educational needs were more likely to be bullied than were the mainstream children with whom they were compared. This was directly related to their special educational needs. A higher proportion of children with moderate learning difficulties were bullies more than children with the mild learning difficulties. The study found that bullying was the main

reason disabled children moved from mainstream schools to special non-inclusive schooling.

A similar finding was obtained by Martlew and Hodson (1991) who conducted a comparison study on children with special needs within three mainstream schools in Sheffield which had integrated resources. They found from interviews and observations that children with special needs were teased significantly more than mainstream children and formed fewer friends.

In another but related study, Nabuzoka and Smith (1993) examined social relationships in two schools with integrated resources in Sheffield in the United Kingdom. Children totaling 179 were interviewed and in these, 36 had been segmented as having special needs. Each child was asked to nominate individuals from their class who best fitted eight behavioural descriptions, including 'bullying'. The findings in this study confirmed that children with moderate learning difficulties were significantly more likely to be selected as victims (33 percent) than were those without moderate learning difficulties (8 percent). Evidence shows that some pupils become both victims and bullies. (Ross (2003) refers to these students as bully-victim. Stephenson and Smith (1989) confirmed a report previously reported by Olweus (1985) that 6% of victims become bullies. Ross (2003) showed that three of the studies done in the United Kingdom addressed pupils with disabilities being bullies. O'Moore and Hillary (1989) found that while pupils attending remedial and special classes were more likely to be bullied than non-remedial pupils, there was a higher percentage (54.3) of the pupils in the remedial and general education classes. Ross (2003) found that the academic performance of victims decreased significantly. In addition, Reid (1990) determined that the low morale and acute despair experienced by victims lead to truancy. Other effects included chronic illness (Ross and Ross, 1988) running away and even suicide (Beck, 1986, Besag, 1989, Elliot 1991). Additionally, studies conducted showed that victims of bullying endured anxiety, depression, poor-esteem, impaired concentration and avoidant behavior (Austin and Joseph, 1996; Kochenderfer and Ladd, 1996, Olweus, 1993).

Plessis (2007) observed that in South Africa, boys and girls used different methods to bully fellow pupils. Boys were likely to engage in direct bullying in a physical manner, girls took a spreading rumors or reinforcing social isolation. He further reported that,

teachers in South Africa bully pupils verbally and psychologically. Direct physical assault among pupils seemed to decrease with age; verbal abuse appeared to remain constant. Pupils in junior levels were particularly at risk as bullying was found to be at the peak.

Phiri (2002) carried out a study on mentally retarded pupils to assess the nature and establish the extent of bullying in primary schools in North-Western Province of Zambia. The findings showed that 20% of pupils interviewed reported being bullied. The result also revealed that it was the younger and weaker pupils who were mostly bullied and that being bullied frequently decreased with higher grades.

Maiba (2011) carried out a research on the nature and extent of bullying among pupils with disabilities in selected special residential schools in Zambia. The findings showed that bullying existed among children with disabilities. It indicated that name calling, hurting, teasing and severe verbal bullying were some of the commonly reported forms of bullying and these affected most of the victims academically. Teachers in the mainstream contributed a lot to the bullying of the disabled pupils.

Banda (2007) did a research on social interaction of mentally retarded learners in the classroom in Zambia and the findings showed that there was minimal interaction between the mentally retarded learners and their mainstream peers. In Zambia-Chingola, bullies worry pupils and their parents (Zampost, 2014). There is a group of *Chondo* boys who are bullying school going children. School children are losing interest in school.

## **Summary**

This chapter presented a review of literature relevant to the study on effects of social interaction between intellectually disabled learners and their mainstream peers. It reflected a global picture because it involved international organizations discussing the objectives of Education for All. This meant considering the fundamental policy to promote the approach of inclusive education, that mainstream schools should accommodate all pupils regardless of their physical, intellectual, emotional, social, and linguistic or other conditions.

Available statistics showed that there were special units opened in the mainstream schools all over the country. Many studies indicated that although these special children interacted with their peers who were non-disabled, they did face challenges. The commonly reported forms of bullying were name calling, hurting, teasing and several verbal bullying and these affected most of the victims academically. The literature also showed that pupils in lower grades were more bullied (especially boys) than those in higher grades. It also showed that there was more bullying among boys and with disabilities than girls. The bullying contributed their social withdrawn behaviour and rejection.

Some of the literature revealed that the intellectually disabled pupils did interact with their mainstream peers and they later did improve in their academic work and showed improvement in social skills.

The following themes derived from objectives were used in the presentation of literature review, interaction of pupils with other pupils who are in the mainstream, challenges faced by their intellectually disabled when interacting with the non-disabled pupils in the mainstream and the effects of interaction between intellectually disabled pupils and the non-disabled counterparts.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Overview

This chapter is an explanation of the various aspects of methodology that were employed in this study. They include: the research design; target population, sample size; sampling techniques; research instruments; data collection procedure and data analysis.

#### 3.1 Research Design

The plan or model for this study was based on the survey research method to investigate the effects of social interaction between the unit pupils and their non-disabled counterparts. Travers (1978: P17) describes the survey as: “*An attempt to build a body of knowledge through direct observation, seeking opinions and determining attitudes among people.*” Other scholars like Upagade and Shende (2012: P58) view the survey method as: “*A fact-finding exercise for discovery of facts whose objective is to explain and provide information for formulation of hypothesis*”. Therefore, it is a system of collecting information about a certain problem or case seeking a solution. The information might be collected from oral or written sources.

The survey method was chosen because it was appropriate for collection of opinions from a cross section of respondents. The researcher interacted with the subjects by administering questionnaires, conducting focus group discussions, and holding face-to-face interviews, to collect data. The use of interview schedules during face-to-face interviews and focus group discussions enabled the researcher to make follow-up questions to ascertain some information and assess the feelings, emotions, attitudes, and opinions of the respondents towards the research problem. Equally, the respondents were able to express their opinions freely. They further shared some ideas and experiences with the researcher, and among themselves. These qualitative methods of data collection were highly interactive and self-expressive between the interviewer and interviewees. Miron (1998) described the methods as responsive adaptable, having holistic emphasis, and humanizing the research activity.

### **3.2 Target Population**

The target population comprised all Special teachers in the Units, Unit pupils and their non-disabled counter parts. Best and Kahn (2009: P3), defined a target populations: “*A specific group of people identified from the general population to whom the researcher plans to generalize the funds.*” The common characteristics of individuals in the target group for this study was that they were all stake-holders in the education of special education. It was assumed by the researcher that this population was familiar with issues and situations associated with the problem of the study and would to some extent provide necessary information.

### **3.3 Sample Population**

From the target population was drawn the sample population which represented the rest of the population in terms of providing answers to the research problem which was being investigated. One of the research theories known as [N.G.] Cochran’s theory of sampling, cited in Sidhu (2003: P252) State that; *For studying any problem it is difficult to study the whole population of the universe. It is therefore convenient to pick up a sample of the universe proposed to be covered by the study.*

A Population is a groups of elements of causes whether individuals, objects or events that conform to the specific criteria and to which we intent to generalize the results of the research (McMiller& Schumacher, 2001:169). The total sample population was 17 special teachers, (11) special unit pupils and (4) non-disabled peers.

### **3.4 Sampling Procedure**

This was a process in which the sample, which was a small part of the big target population, was selected from the rest of the population.

The purposive sampling technique was used to select the special teachers teaching in the units which are attached to the main stream schools. Those teachers were selected on the basis of their positions as there are the ones teaching in these units in the mainstream schools, creating some homogenous groups within the sample population. Best and Kahn (2009: P17) observe that: *2At times it is advisable to sub-divide the population into smaller homogenous groups to get more accurate representation2.*



Using the purposive sampling model, all special teachers teaching in units and attached to mainstream schools were represented. Purposive sampling was further employed to select pupils with intellectual disabilities from the units and non-disabled from mainstream schools.

### **3.5 Research Instruments**

The main instruments that were used to collect data from respondents were questionnaires and interview schedules.

### **3.6 Questionnaires**

The questionnaire is one of the common data collection instruments used by researchers. Several writers on research methodology have defined the questionnaire in many ways but providing similar ideas. For instance, Sidhu (1984: P13) views the questionnaire as: *“A form of inquiry which contains a systematically compiled and organized series of questions that are to be sent to the population samples for the purpose of securing answers to the same questions”*. Other scholars like Bet and Kahn (2009: P312) define the questionnaire as: *An inquiry form used as a data- collection instrument through which the respondents answer questions.*

All these definitions stress the point that the questionnaire is an inquiry document that contains questions that are carefully designed by the researcher so that those questions can be answered by the target group. The questions are prepared according to the problem objectives, purpose, and target group of the study.

### **3.7 Interview schedule**

In this study, semi-structured interview schedules were used. They provided guidance to the research during the face-to-face interviews and focus group discussions to maintain a systematic way of asking questions and getting responses. The researcher was also able to compare and confirm certain data or information provided by the same category of respondents in the questionnaire. It was also easy to directly interact and exchange views with the respondents through the questions in the schedule, and follow up questions where it was necessary. Miron (1998) also points out that the advantages of qualitative research methods are that they are responsive and adaptable, have holistic emphasis and do humanize the research activity.

Due to their openness, the interview schedules provided an opportunity for interviewees to express their opinions in a more divergent manner. In the process of interaction between the researcher and the interviewee(s), some rapport was built between the two parties and eventually, this encouraged freedom of expression and increasing flow of responses and sharing of ideas.

The investigator would also make follow-up questions using the schedules and improve on the questioning techniques as the interviews and discussions progressed. This helped to collect more and reliable data from the respondents. Further, both the interviewees and interviewer gained some knowledge and certain skills through sharing different opinions, ideas, and experiences.

### **3.8 Data Collection Procedure**

The questionnaires were administered at three different schools where units are attached to main stream schools. At every session where questionnaires were administered, the topic and purpose of the exercise were explained to the respondents so that they would answer the questionnaire freely. For instance, they were advised not to indicate their identities such as their names, student numbers, or service number. They were further advised not to treat the questionnaires as a test or examination paper, but an instrument of inquiry that was seeking their personal and sincere opinions or answers to each question, and that every response they provided was important to the study.

Face-to-Face interviews were conducted to Learners with intellectual disabilities and their non-disabled peers. During all the focus group discussions and interviews, the researcher took notes of the important responses in the note book.

### **3.9 Analysis of Data**

Qualitative data in this study was collected from the respondents through focus group discussions and Face-to-face interviews that were conducted in the research sites using the interview schedules as guides in the two activities. Descriptive analysis was employed on this form of data in order to identify common inferences, Statements, and themes. The salient opinions provided by the respondents in various categories on each research question were identifies, interpreted, and summarized in order to establish themes. The interpretation of opinions was based on the objectives of the study.

### **3.10 Ethical Consideration**

The researcher sought permission to conduct research from school authorities responsible for their respective school stations. The researcher then explained the purpose of the study to pupils and teachers. Assurance of confidentiality was given to all respondents because the exercise was purely academic and therefore the entire verbal, written, voice recorded information and all identities of respondents kept in high confidentiality. Mugenda and Mugenda (2003) noted that awareness of ethical issues protects the integrity of the people involved in the research, some of whom may not be able to represent themselves in the event of being misrepresented and also protecting the integrity of the researcher and ensure authentic results.

### **3.11 Reliability of instruments and validity of results**

Reliability focuses on the degree to which empirical indicators or measures of theoretical concepts are stable or consistent across two or more attempts to measure the same concept. (Ndhlovu, 2010)

In this study, indicators or measures were the instruments that were used to collect data on the effects of social interaction between the disabled pupils and non- disabled peers in the mainstream schools. Those schools were Woodlands A, Aurther Wina and Vera Chiluba primary schools. In order to ascertain reliability of the instruments used, respondent validation was done and it was done by verifying the results with respondents and by relating the findings with the evidence from the available literature.

In order to ensure that the results were valid, the researcher cross checked the respondents' responses with those of other respondents obtained by a different instrument. For example, data collected through questionnaires were cross checked with data collected by focus group discussion guide.

### **Summary**

This chapter presented the methodology used in the study, which included the research design, target population, sample size sampling techniques, research instruments, data collection procedures and data analysis. Ethical consideration were addressed and reliability of instruments and validity of results was done. The next chapter presents the findings.

## CHAPTER FOUR

### FINDINGS

#### 4.0 Overview

This chapter presents the findings of the study. As may be recalled, the objectives of this study as stated in chapter 1, were, firstly, to establish the nature of social interaction of children with intellectual disabilities; secondly to identify the challenges faced by the intellectual disabled pupils when interacting with non-disabled pupils and thirdly to identify benefits of social interaction between intellectually disabled pupils and their non-disabled counter parts. The findings are presented under the same three headings namely, nature of social interaction of children with intellectual disabilities, challenges faced by the intellectual disabled pupils when interacting with non-disabled pupils and benefits of social interaction between intellectually disabled pupils and their non-disabled counter parts. The findings presented in this chapter are responses from both pupils (disabled and non-disabled) and teachers (special education teachers and non-special education teachers). Data were collected using focus group discussion and questionnaires.

#### 4.1 Demographic characteristics of the respondents.

This section present the characteristics of the teachers and pupils by age, gender, disability of the pupils, academic professional qualifications and the years of service of the teachers. These are presented in the tables below.

**Table 4.1: Teacher respondents by gender and age**

| Age Group | Female | Total |
|-----------|--------|-------|
| 20-29     | 0      | 0     |
| 30-39     | 4      | 4     |
| 49-49     | 8      | 8     |
| 50-over   | 5      | 5     |
| Totals    | 17     | 17    |

The distribution of the sample by gender shows that only females took part in the study. It also shows that teachers for the disabled children ranged from 30 years old to 50 years old.

**Table 4.2: Teachers respondents by their academic and professional qualifications**

| <b>Qualification</b> | <b>Female</b> | <b>Total</b> |
|----------------------|---------------|--------------|
| Degree               | 5             | 5            |
| Diploma              | 11            | 11           |
| Certificate          | 1             | 1            |
| Grade 12/Form 5      | 17            | 17           |

The table shows that all the special teachers in the study had an academic qualification of either form 5 or grade 12 certificates.

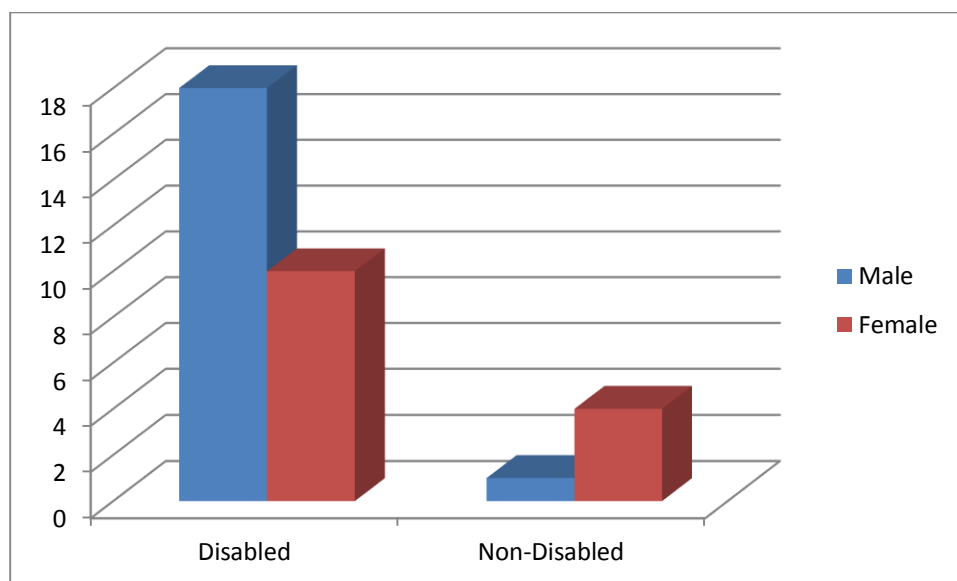
In case of professional qualification, five (05) had degrees, eleven (11) diplomas and one (1) had a certificate in special education.

**Table 4.3: Teacher respondents by the years of service in the unit which are in the mainstream**

| <b>years of service</b> | <b>Female</b> | <b>Total</b> |
|-------------------------|---------------|--------------|
| 0-5                     | 2             | 2            |
| 6-10                    | 6             | 6            |
| 11-15                   | 9             | 9            |
| 16-20                   |               |              |
| Totals                  | 17            | 17           |

The table above has shown that teachers who participated in the study were grouped into four groups according to the years of service. The table indicated that no teacher in the unit with the experience of 16 years and above. The highest number of years of service was 15 years and the lowest was 2 years.

**Fig 4.1 Distribution of pupil respondents by gender and status (n=32)**



The diagram above shows that 18 male and 10 female intellectually impaired pupils participated in the study, among the participants also were 3 females and 1 male non-disabled pupils. All together the study had 32 pupils in number.

#### **4.1 Nature of social interaction of children with intellectual disabilities**

During this study pupils were asked about the nature of social interaction between the disabled and non-disabled pupils. This study established that there are many forms of social interaction between the two categories of the pupils. Therefore this section is going to present the findings of the effects of social interaction on the intellectually disabled pupils and non-disabled pupils in the mainstream in some schools in Lusaka, Zambia.

##### **4.1.1 Evidence of interaction between pupils with intellectual disabilities and non-disabled**

Respondents from both units and mainstream classes were asked if there was social interaction between disabled pupils and non-disabled pupils. 19 (68%) of the respondents indicated that they interacted and 9 (32%) indicated that they did not interact. Findings are presented in table 1 below.

**Table 4.4: Evidence of interaction between non-disabled and disabled pupils**

|       | <b>Frequency</b> | <b>Percentage</b> |
|-------|------------------|-------------------|
| Yes   | 19               | 68                |
| No    | 9                | 32                |
| Total | 28               | 100               |

The following excerpts from teachers and pupils amplify the message in the previous table:

**Category A (Special teachers)**

Participant 1

*“The unit pupils and mainstream peers interact well especially during class work.”*

Participant 2

*“Both the unit and mainstream peers play different games together at the playground”.*

Participant 3

*“The unit pupils and the mainstream pupils are put together to compete with each other.”*

Participant 4

*“Non-disabled call their disabled names during the competition”*

Participant 5

*“Organized games can increase the rate of interaction amongst the pupils (unit) and the mainstream pupils”.*

Participant 6

*“We see the mainstream pupils and unit pupils’ play during break times and lunch times. Even during school assemblies, they are seen mixing with the other children that are the unit pupils and the mainstream.” “Those who walk to school are at times seen walking together home”.*

### **Category C (pupils with disabilities)**

Participant 7

*“We do play with our friends from the mainstream at break time at the playground”.*

Participant 8

*“We play different types of games with our friends at the playground during break time and when we are off from classes”.*

Participant 9

*“Tumasowela pamozi nabanzatu kuground. Tumasowela maningi pama sports day”.* (Meaning “we play together at the playground and mostly during sports days”).

Participant 10

*“We play with our friends from the mainstream during sports. We do competition with other grades. The school arranges sports which involve us also.”*

Participant 11

*“The teachers encourage us to play with our peers from the mainstream.”*

Participant 12

*“TImasowela chiyato banamu grade 4”, “Ba teacher bamatiuza kusowela na:banzatu ku ground”*

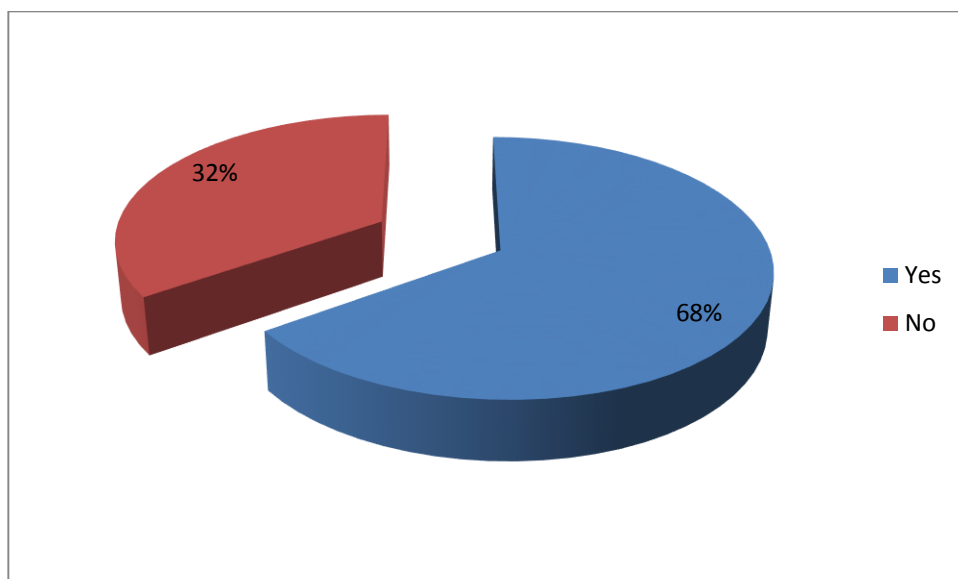
(Meaning “we play games with our friends in grade 4. Our teacher tells us to play with our peers at the playground.”)

#### **4.1.2 Programmes that encourage interaction among pupils**

Programmes that encouraged interaction are important in schools. The respondents were asked if there were programmes that encourage interaction in schools. From this study, it was established that some schools had no programmes that could encourage social interaction between learners with disabilities and those without disabilities while other schools had deliberately come up with programmes to encourage social interaction amongst learners with disabilities and those without disabilities.



**Fig 4.2: programmes to encourage interaction among pupils (n-28)**



The figure above shows that nine 32 % (9) of the respondents out of 28 said that there were no programmes to encourage social interaction while 68% (19) of learners agreed that there were programmes to encourage interaction. The following excerpt from teachers and pupils amplify this message:

#### **Category C (pupils with disabilities)**

Participant 1

*“Tumayimilila pamozi ku assembly nabazatu.” (Meaning “We line up at the assembly together with our peers from the mainstream) “We play a lot of games during break time.”*

Participant 2 (pupils with disabilities)

*“We play with our friends from the mainstream during sports. We do competition with other grades. The school arranges sports which involve us also.”*

#### **4.2: Rate/Time of interaction among pupils**

Participants were asked to tell what time pupils with disabilities and without disabilities interacted. Respondents reported that pupils interacted at all times. They indicated that they (pupils) interacted during academic and non-academic time. This are comment from the respondents:

### Category C (pupils with disabilities)

Participant 1

*“Tumayimilila pamozi ku assembly nabazatu.”* (Meaning *“We line up at the assembly together with our peers from the mainstream) “We play a lot of games during break time.”*

Participant 2

*“We play with our friends from the mainstream during sports.”*

### Category B (pupils without disabilities)

Participant 3

*“We play different types of games with our friends at the playground during break time and when we are off from classes”.*

Participant 4

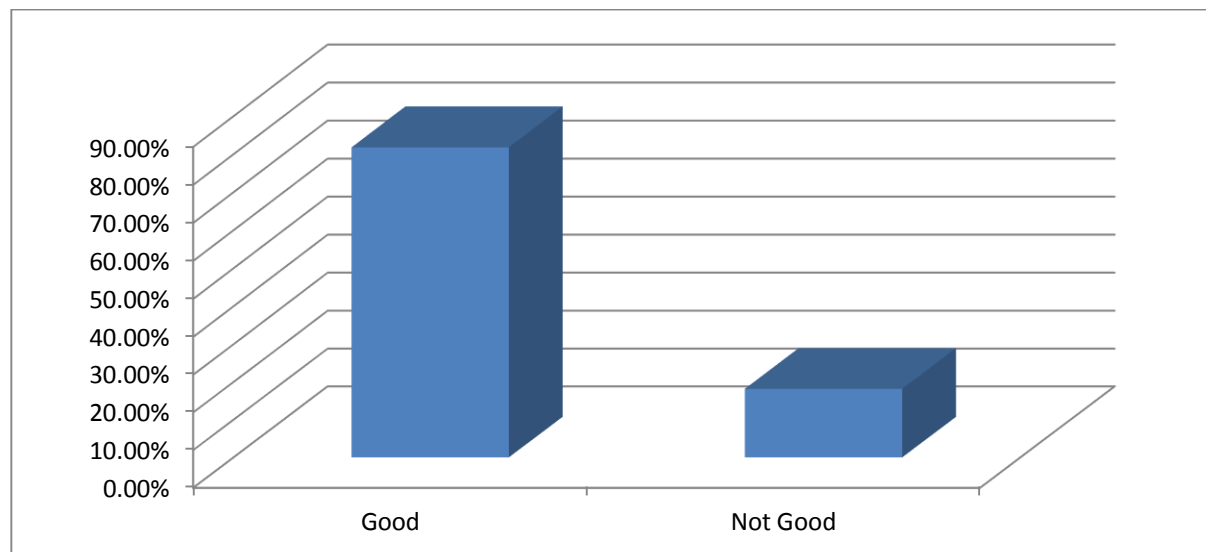
*“Tumasowela pamozi nabanzatu kuground. Tumasowela maningi pama sports day”.* (Meaning *“we play together at the playground and mostly during sports days”*).

Participant 5

*“We play with the unit pupils at break time, lunch and during assemblies in the morning.”*

From both interviews and observations, it was established that the levels of interaction between learners with intellectual disabilities and those without disabilities was good. The findings on the rate of interaction are amplified on figure 4.3 below.

**Fig 4.3: Rate of Interaction among pupils**



(20) 81.8% showed good level of interaction while (4) 18.2% did not interact.

In this research it was also imperative to establish the time of interaction between learners with intellectual disabilities and learners without disabilities. Participants reported that learners interact at all the time. They (pupils) interact at academic time (during learning in class) and also at non-academic time (extra-curricular activities). The table 5 below indicates the perception of participants concerning their interaction time.

**Table 4.5: Time of Interaction**

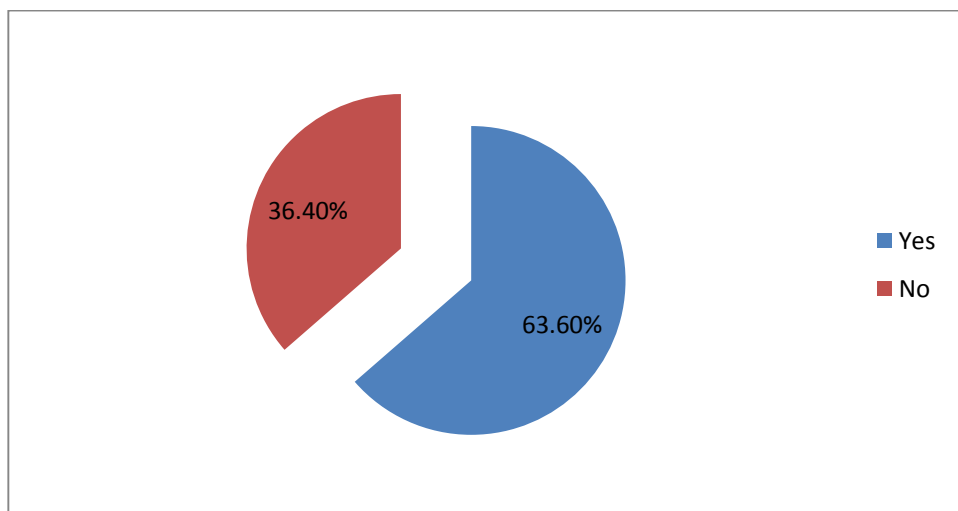
|               | Frequency | Percentage |
|---------------|-----------|------------|
| Academic time | 3         | 13.6       |
| Nonacademic   | 19        | 86.4       |
| Total         | 22        | 100        |

The above figure revealed that 3(13.6%) interacted during academic time while 19 (86.4%) interacted during non-academic time that is during break and at playground.

### 4.3 Issues of interactive motivation from teachers

Participants had a view that teachers had a vital role to play in the interaction of learners in class and school at large. Throughout the observation and interviews, the researcher found out that the special teachers encouraged pupils with disabilities and those without disabilities to interact socially in classroom and outside the classroom. The evidence of whether the teacher encourage interaction are presented in figure 4.2 below.

**Fig. 4.4: Whether teachers encouraged the pupils to interact (n=28)**



14(63.6%) of the respondents said teachers encouraged them to interact while 8 (36.4%) said teachers did not encourage learners to interact. The following quotations from teachers and pupils amplify this message:

### **Category C (pupils with disabilities)**

#### **Participants 1**

*“We do competition with other grades. The senior teachers arrange games which involved us also.”*

#### **Participant 2**

*“The teachers encourage us to play with our peers from the mainstream”*

#### **Participant 3**

*“The teachers encourage us to play with our peers from the mainstream.”*

#### **Participant 4**

*“Tumasowela chiyato banamu grade 4”, “Ba teacher bamatiuza kusowela na banzatu ku ground” (Meaning “we play games with our friends in grade 4. Our teacher tells us to play with our peers at the playground.”)*

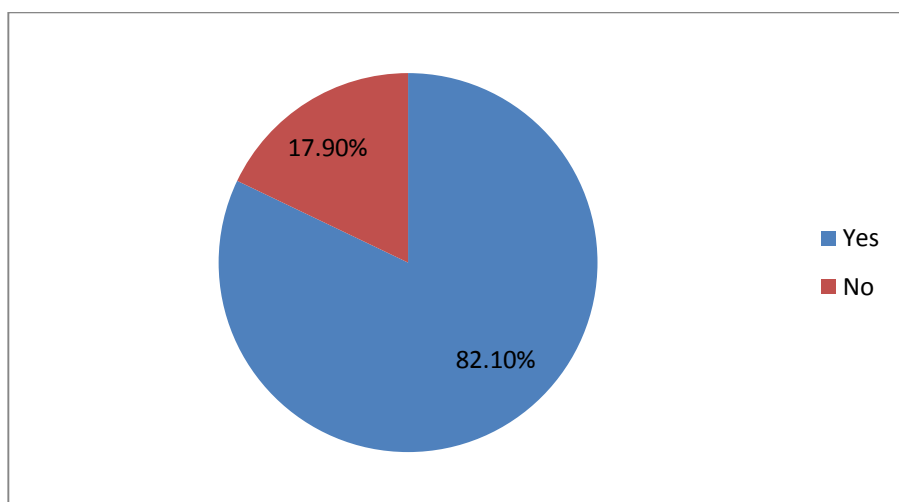
## **4.4 Challenges faced by the intellectually disabled pupils when interacting with their non-disabled pupils in the mainstream**

This study established that there was interaction between the disabled and non-disabled pupils. Despite the existence of this interaction among pupils, there faced a lot of challenges. These challenges are presented below:

### **4.5.1 Mobility**

Respondents were asked to agree whether they had mobility problems or not. The results are presented in figure below.

**Figure 4.5: Whether pupils had physical problems in movement**



The findings on the above figure shows that 82.1% have physical problems while 17.9% have no problems in movement.

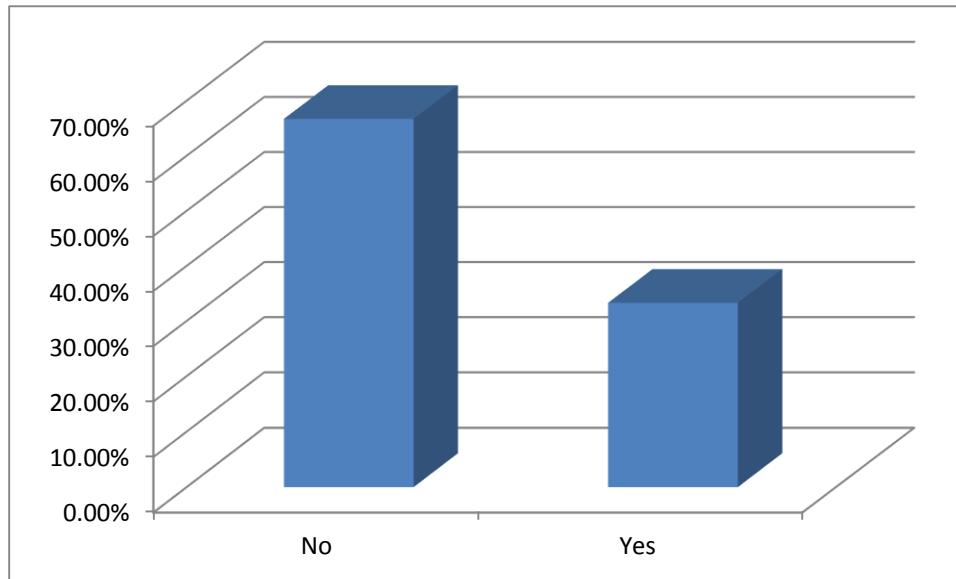
Participants were then asked to tell what their greatest challenge on mobility was. They (participants) cited distance between their classes and non-disabled classes as the greatest challenge. This findings are further amplified by the following verbatim:

*“The class or unit is very far from the mainstream classes.”*

#### **4.4.2 Acceptance by non-disabled pupils**

The respondents were asked to indicate if they were accepted by their peers from the mainstream. This study established that some of the learners with intellectual disabilities were not accepted by their peers. This was established through interviews and observations. Participants indicated that some learners were running away from them and only the few agreed that they were accepted by their peers. The figure below shows the number and percentage of those who indicated that they had been accepted by their peers and those who totally refused that they had not accepted by their peers.

**Figure 4.6: Whether disabled pupils feel accepted by the non-disabled**



As can be seen from the figure above, the majority 18 (66.7%) of the disabled said that they were not easily accepted by the non-disabled peers. Only 9 (33.3%) of the disabled indicated that they were accepted. The next verbatim (from pupils with disabilities) seems to explain the message above even better:

**Category C (pupils with disabilities)**

Participant 1

*“We play with the mainstream peers but they tease us when we make mistakes during games.”*

Participant 2

*“We want to play with the mainstream peers but they don’t want us and they say we are not normal. They tease us and bully us.”*

Participant 3

*“We do not play with them because they call us names, we don’t like.....names like abnormal”*

Participant 4

*“Teachers didn’t want us near our friends they called us funny names and bad names. I didn’t like the mainstream teachers.”*

Participant 5

*“The mainstream teachers chased us back to the unit whenever we mixed with the mainstream peers. The teachers from the*

*mainstream said we were disturbing our friends in the mainstream”.*

Participant 6

*“They called us nicknames like ‘chidangwaleza, abnormal’. We ate from our classroom because those from mainstream laughed at us. Even at the playground we were not allowed to play but just watch mainstream children play games because we don’t follow game rules”.*

These findings from disabled pupils from the units were later confirmed by pupils from the mainstream. Pupils from the mainstream showed their non-acceptance behavior towards their peers from the units. This is clearly reported in the following quotations:

### **Category B (pupils without disabilities)**

Participant 1

*“We don’t play with the unit pupils because they don’t have good manners.”*

Participant 2

*“The unit pupils scare us at times”.*

Participant 3

*“They appear funny, mainstream pupils said; they don’t listen when you tell them to stop doing something they don’t stop. We want to play with them but they don’t follow any rules on the games we play.”*

The special teachers were asked on the challenges faced by the unit pupils when interacting. These teachers confirmed that disabled learners faced rejection and they gave various reason why the unit pupils faced rejection. The following citations seems to explain better what the findings were:

### **Category A (Special teachers)**

Participant 1

*“The mainstream pupils are scared of the unit pupils because of their physical appearance”.*

Participant 2

*“The unit pupils face a lot of personal hygiene problems especially girls especially when they have their monthly periods. They don’t know how to take care of themselves”*

Participant 3

*“They suffer rejection from their peers in the mainstream because of their behaviours.”*

Participant 4

*“The unit pupils are nicknamed and they are bullied a lot by the mainstream pupils.”*

Participant 5

*“The unit pupil suffer rejection from home and school. Some of the parents have no other children accepted their disabled children. As a result, s one unit children don’t interact with the”.*

Participant 6

*“The unit pupils are teased every time they make a mistake when they try to participate in games especially those with rules”.*

The special teacher was also asked how the mainstream teachers treated the unit pupil.

In response the respondents said the following words:

*“The mainstream teachers contribute to the peer rejection of the unit pupils in mainstream peers. They label them, nickname calling and they also tease and bully them”.*

#### **4.4.3 Person hygiene**

Personal hygiene was another problem faced by learners with disabilities. Participants (Teachers) indicated that if this was not properly handled it may result into rejection among peers. Throughout the observation process and interview, it was established that personal hygiene among learners with disabilities was the problem. Most of the intellectual disabled learners had problems of bathing, washing, using the toilet and cleaning their environment. This is more serious to girls. The similar message is communicated in the next excerpt:

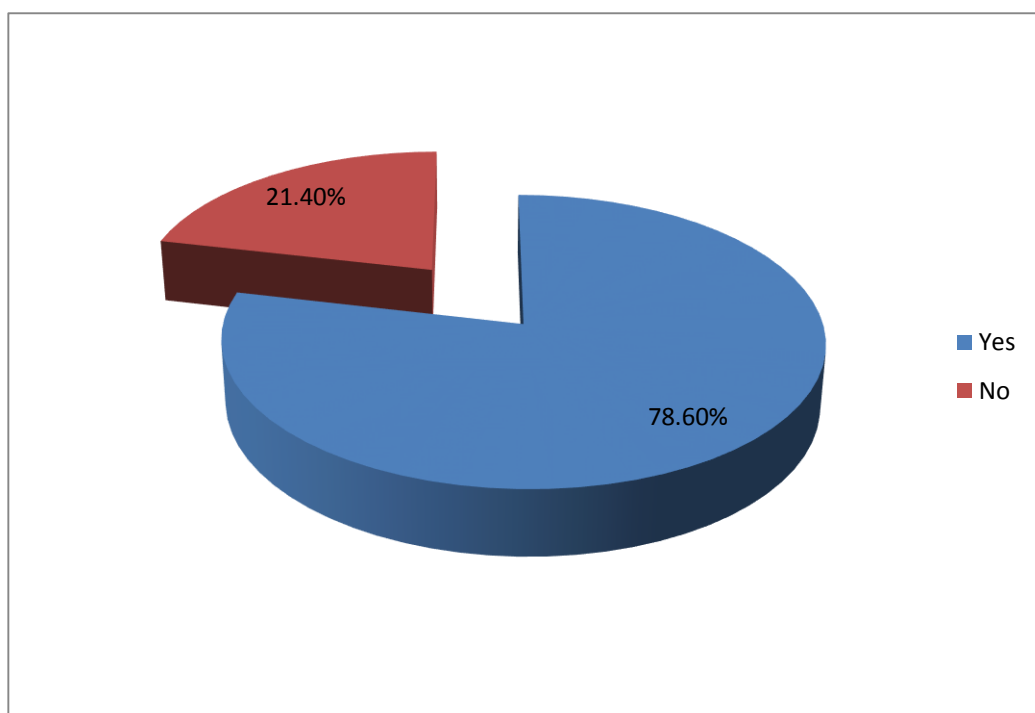
*“The unit pupils face a lot of personal hygiene problems especially girls especially when they have their monthly periods. They don’t know how to take care of themselves.”*

#### **4.4.4 Speech problem**

Respondents were asked whether pupils with intellectual disabilities had speech problem or not. The results are presented in the figure below.



**Figure 4.7: Whether pupils had speech problems**



The figure shows that 22 (78.6%) of the pupils with disability said they had speech problems while 6 (21.4%) of them said no they had no problems. This means that the majority of the intellectually disabled pupils were posed with speech problems which affected their interaction with the normal pupils in the school. On the other hand a few number of them had normal speech and enjoyed the social interaction with peers.

#### **4.5 The benefits of social interaction between intellectually disabled and non-disabled pupils**

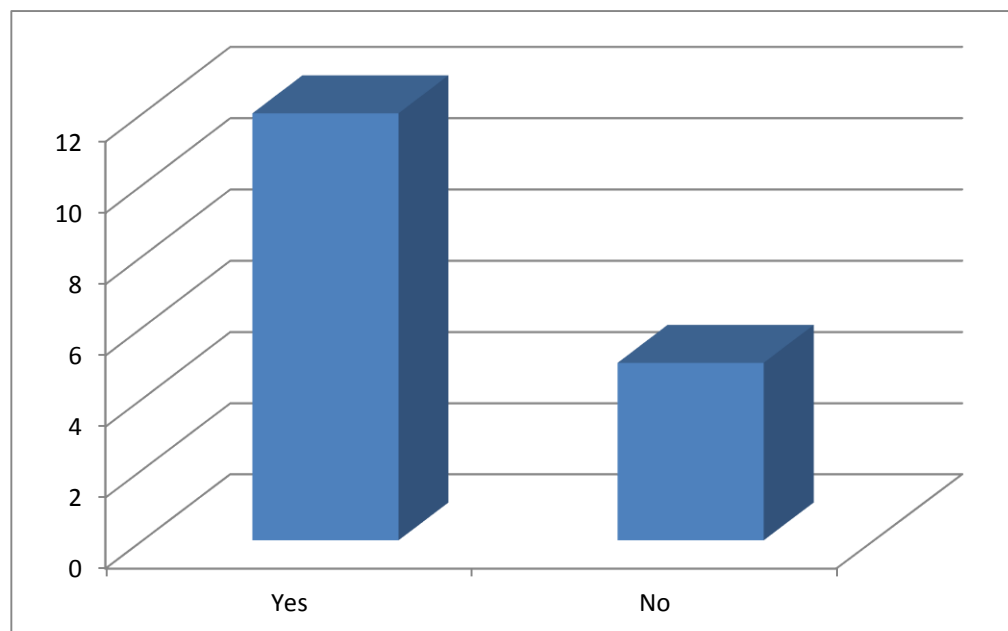
From this study it was established that despite the challenges which existed between the disabled and non-disabled pupils, social interaction have benefited disabled learners in some ways. Therefore, this section presents the findings on the benefit of social interaction between the disabled (intellectually disabled) and non-disabled learners in mainstream schools. The similar message is communicated in the next quotation from special teacher:

*“Interaction of the unit pupils and mainstream pupils has great positive effects especially on the unit pupils”*

#### 4.5.1 Peer tutoring among disabled and non-disabled pupils

Participants were asked if social interaction between the intellectually disabled and non-disabled pupils in mainstream schools had brought about peer tutoring among peers in the mainstream. The results are presented on the figure below.

**Figure 4.8: Whether non-disabled taught their disabled peers**



From the above figure, 12 out of 28 said 9 disabled taught their peers who were disabled while 6 said non-disabled did not teach their disabled peers.

#### 4.5.2 Academic improvement

In the focus group discussion, respondents were asked if there were some benefits of peer tutoring mentioned above. In response, some participants reported that disabled pupils have improved academically. Specifically, they indicated that disabled pupils have improved in Mathematics, English and Science while some said there were no benefits. The results are presented below in table.

**Table 4.6: Whether Pupils had improved Grades in Mathematics, Science and English**

| RESPONSE | MATHS     |         | SCIENCE   |         | ENGLISH   |         |
|----------|-----------|---------|-----------|---------|-----------|---------|
|          | frequency | percent | frequency | percent | frequency | percent |
| Yes      | 22        | 68.8    | 20        | 62.5    | 17        | 53.1    |
| No       | 10        | 31.2    | 12        | 37.5    | 15        | 46.9    |
| Total    | 32        | 100     | 32        | 100     | 32        | 100     |

From the table above, 22 (68.8%) said they had improved their grades in mathematics while 10 (31.25) said their grades have not improved. On the same table the performance of pupils in English was also indicated. There were about 17 (53.1%) who said they had improved their grades in English while 16 (46.9%) had said they did not improve their grades in the same subject (English). Participants further indicated that the performance in Science for some pupils improved. The table above indicated that 20 (62.5%) had improved their grades in science while 12 (37.5%) did not improve their grades. Participants attributed this improvement to a good social interaction among the pupils.

#### 4.5.3 Improved speech

Respondents were asked if social interaction of intellectually disabled learners has resulted in improved speech among the disabled pupils. Respondents reported that there has been an improvement in speech. To cite one participant:

*“Those with speech problems have improved a lot by listening and imitating what others say and do.”*

In addition the table below confirms the views of teachers on the benefits of social interaction on social behavior of the pupils.

#### 4.5.4 Improved social behaviour

Respondents were asked as to whether they agreed or not with the notion that social interaction between the disabled and non-disabled has been resulted behaviours amongst learners with disabilities. Results are presented in table in improved social below.

**Table 4.7: Teachers responding to improvement of pupils on social behaviours**

|       | Frequency | Percentage |
|-------|-----------|------------|
| Yes   | 22        | 68.8       |
| No    | 10        | 31.2       |
| Total | 32        | 100        |

From the table above 22 (68.8%) of the disabled pupils were said to have improved their social behaviours like asking for toys, greeting others, smiling back while 10 (31.2%) had not improved in their social behaviours.

#### **4.5.5 Improved mobility**

Finally, the participant indicated that they have seen some improvement in mobility amongst the disabled pupils in the mainstream schools. One participant observed:

*“Those with mobility problems have improved tremendously. The mainstream pupils help them walk around. This acts as physiotherapy since most of these unit pupils don’t attend physiotherapy sessions because of costs.”*

#### **Summary**

The findings showed that there was interaction between the unit pupils with disabilities and their mainstream peers without disabilities. The results confirmed the positive effects of the interaction. The unit pupils were improving both in their academic work and social behaviour. These findings also revealed the challenges the unit pupils and faced during their interactions which included social rejection, bullying and anti-social behavior exhibited by the unit pupils with disabilities. This study also revealed that the attitude of mainstream teacher towards the intellectually disabled pupils also contributed to social rejection exhibited by non-disabled pupils. The next chapter is aimed at discussing these findings.

## **CHAPTER FIVE**

### **DISCUSSION**

#### **5.0 Overview**

As a way of understanding the meaning, experiences and opinions that the participants had with regards to the effects of social interaction on learners with intellectual disabilities and non-disabled pupils in mainstream schools, an interpretation of the emergent themes was done by relating the participants' accounts to the available literature and by making social comparisons between and among participants' assertions.

#### **5.1 Evidence of interaction between pupils with intellectual disabilities and non-disabled**

This study revealed that unit pupils did interact with their non-disabled peers in the mainstream. In a focus group discussion with the unit pupils they confirmed interacting with the non-disabled peers in the mainstream. Non-disabled peers also confirmed the interaction with the disabled peers from the units. These findings are in line with the research conducted by Kemp's (2003) which reported learners with disabilities interact with other learners without disabilities. This eventually made Kemp to support inclusion of children with mild moderate intellectual disabilities.

##### **5.1.1 Rate/Time of interaction among pupils**

The study established that disabled and non-disabled pupils interacted during academic and non-academic time. Participants indicated that learners interacted during sports and games. The co-curricular activities were helping in making the disabled and non-disabled pupils to interact. This interaction took place at the playground because the environment had no restrictions. Kauffman et al (1995) argued that a least restrictive environment is key in supporting interaction between learners with disabilities and those without disabilities.

Another time for interaction was during assemblies and lunch time. But it can be argued that learners could not have enough time to interact during school assemblies because assemblies were made for announcements and not learners to talk to each other. Unlike assemblies, lunch time can provide opportunities for learners to interact.

Respondents in this study cited class time as another time when learners with intellectual disabilities and non-disabled interacted. It was clear that only those with mild intellectual disabilities were the interacting with pupils from the mainstream schools. Kauffman et al (1995) seemed to corroborate these findings. In his study he found that only those learners with mild intellectual disabilities were socially interacting with their peers from the mainstream. It can be argued here that this could be because of challenges which disabilities pupils face, hinder them from having meaningful interaction with other pupils.

### **5.1.2 Issues of interactive motivation from teachers**

The research further revealed that teachers encouraged the unit pupils and mainstream peers to play together besides being differently made. These findings were similar to findings of Neville and South Gale (1989) which revealed that most successful experiences of interaction are in schools which are prepared for integration or inclusive with teachers because, their support is very important. Neville and South Gale further argued that teachers were not instructors or individuals who impart knowledge or who manage classroom activities or lead their students to discover the mysteries of life, but they are advisors or counselors as well. Teachers can try to help other students in the classroom get along with and accept the maladjusted student (Kasambira, 1992). This confirms research findings about 18% never interacted because their teachers and school administrators never sensitized them about the existence of the unit in the mainstream schools.

### **5.1.3 Programmes that encourage interaction among pupils**

Participants cited games and sports as some of the programmes found in school that are met to encourage interaction among different learners. It was indicated that there are lot of benefits of game and sports which includes improvement in mobility and improved social behavior among the disabled. This is in agreement with Kakuwa (2005) who argued that games are played for different reasons and test different skills. Choice games for example test the effective domain of participants, which is brought by the change of attitude and value through mixing others. This is very important because it can help the children with intellectual disabilities who have low cognitive development and delayed language development.

The above findings were also in line with Lefrancois (1999) who confirmed in his study that some kind of play are useful in developing and exercising physical skills, others contribute significantly to social adaptation. He categorized play by its activity. He urged that there is sensory motor play whose principal characteristic is physical activity. This physical activity benefits the intellectual disabled learners because it consists of motor activities creeping, crawling, walking, running, skipping, hopping or waving a hand, a foot or any other part of the anatomy that is wovable. It also includes manipulating objects, people parts of one's own anatomy, or anything else that is manipulatable. He further reveals that children at play practice and master many of their sensory motor and cognitive skills and develop concepts, social awareness and social behavior. Children also improve on many cognitive activities while playing. Decision making memory, problem solving, stratagem observation, spatial reasoning and concrete thinking are some of these important cognitive skills. As such the researcher thought play will be more meaningful if the activities were monitored and evaluated by teachers.

## **5.2 The benefits of social interaction between intellectually disabled and non-disabled pupils**

### **5.2.1 Peer tutoring among disabled and non-disabled pupils**

Peer tutoring was found to be one of the benefits of social interaction between the disabled and the non-disabled pupils. Participants reported that non-disabled pupils were teaching some of disabled pupils. It was found that disabled were taught not only academic subjects, but also those issues that have to do with life. These findings seem to agree with France et al (1995) who states that peers are an important source of information about sex and age in appropriate behaviors as well as about how to do things.

### **5.2.2 Improved social behaviour**

Closely connected to the above, it was found that the interaction of the disabled and non-disabled has resulted in an improved social behaviour among the disabled pupils. Children learn social behaviours by observing the actions of important people in their lives, their parents, siblings, teachers, peers and TV heroes. These observations are stored in the form of mental images and other symbolic representation that help

imitation of behavior. Children acquire ways of observing others and doing as they do (Bandura, 1997). Bandura's Social Learning theory gives an important role to the child's ability to symbolize that is to reason, to imagine, to ferret out cause and effect relationships to anticipate the outcomes of behaviour. Thus it can be argued that an improved social behavior which was observed and reported by the respondents could have been as a result of exposure of the intellectually disabled pupils to good models who were their peers and teachers.

### **5.2.3 Improved speech**

Speech is vital in social interaction among peers. Speech is learnt and improved during social interactions among peers. From this present study, it was established that the unit pupils' speech improved greatly due to the interactions which they had with their peers which provides them with an opportunity to observe and imitate others. Therefore, this is regarded as the profit of interaction. These findings were in line with Beck (1989) who confirmed that social interaction benefit learners with speech problems. The other Social Learning theories set out to show that observational learning and imitation are powerful tools for childhood socialization. Bandura et al. (1977) recognized that from an early age, children acquire many of their responses simply by watching and listening to others around them, without direct rewards and punishment. In his research, Bandura has shown that children are drawn to models who are warm and powerful and who possess desirable objects and other characteristics. Behaviour modification refers to a set of practical procedures that combines reinforcement, modeling and manipulation of situational cues to eliminate children's undesirable behaviours and increase their adoption of socially accepted responses. These principles have largely been used with children who have behavior problems. Reinforcement and modeling have been used to teach social skills to those children who have few friends because they lack effective social behaviours (Asher, Odden and Gottman, 1976). The researcher thought that it was very important for the unit pupils to interact with their peers who are non-disabled because the non-disabled pupils would help improve their well-being. For example, the pupils with disabilities learn from their more competent.

The unit children observed and benefited from their mainstream peers as role models. Role models are individuals whose behaviours, styles and attributes are emulated by others. As such the researcher feels that interaction could benefit the disabled peers if programmes that train children in perspectives in social problems solving, such as how



to gain entry into peer play groups and sustain positive interactions with mate, were developed for children with interpersonal problems.

#### **5.2.4 Academic improvement**

This study established that the social interaction between the disabled and non-disabled pupils has resulted in academic improvement among the intellectually disabled pupils in mainstream. Participants reported that learners with disabilities have improved their grades in Mathematics, English and Science. This findings is in line with Kemp (2003) who argued that if learners with disabilities are to improve their academic grades they must be integrated. He concluded that the main purpose of integration is to improve the academic performance of learners. Other research studies by Buysse and Bailey (1993), Denmark and Drinkwater (1992), Sloper and Tyler (1992), support Kemp's position. They report that integrating children with intellectual disabilities or mental retardation into mainstream classroom benefits them academically. Pupils with disabilities may have improved their academic performance due to the help and encouragement which might have helped in keeping these children (pupils with disabilities) participating academic activities and gain confidence in their abilities (Bandura, 1986).

#### **5.2.5 Improved mobility**

Contrary to findings of other studies, this present study found that mobility problems of learners with disabilities improved tremendously. Participants reported that the mainstream pupils help disabled pupils by walking them around and play with them. This acts as physiotherapy since most of these unit pupils don't attend physiotherapy sessions because of costs. Centre and Curry (1993) observed in their study that fully integrated pupils spent more time playing with their regular peers than did disabled children in segregated classes. This can imply that if those pupils had remained in special schools, they could have not improved their mobility.

### **5.3 Challenges faced by the intellectually disabled pupils when interacting with their non-disabled pupils in the mainstream**

Intellectually disabled pupils who are in mainstream schools are faced with a lot of challenges as they interact with their non-disabled peers. Among the challenges were; being bullied and teased by their non-disabled peers and teachers from the mainstream, personal hygiene and mobility problems.

### **5.3.1 Acceptance by non-disabled pupils**

This study revealed that although pupils with disabilities interacted with their non-disabled peers some were not accepted by their non-disabled peers and teachers from the mainstream. In this study, 66.7% of the disabled pupils indicated that they were not accepted while 33.3% indicated that they were accepted by their peers and teachers from the mainstream. Researchers such as Robert and Zubrick (1992) cited by Salen and Duhany (1999), have also provided evidence to show that children with disabilities are rejected by their peers and teachers. Salen and Duhany concluded that the rejection that disabled pupils suffer is as the result of their peer's perception of their disruptive behaviours, high rates of conflict, aggression and hyperactivity. Lack of appropriate play behavior hinders children from developing friendship with others.

Another thing which was found to contribute to non-disabled pupils not accepting the disabled pupils is fear. Some participants indicated that some of the non-disabled pupils were afraid of the disabled pupils because of their physical appearance. Berk (1998) also states that physical appearance had an important bearing on peer acceptance. He further argued that unattractive children actually displayed some of the negative behaviour attributed to them by their peers.

Physical attractiveness has important bearing on peer acceptance. Children who deviate from society's ideal standards of physical beauty are less well acceptance by peers (Adams and Crane, 1980; Langlois and Stephan (1979). The physical appearance of some mentally retarded individuals may serve as a cue to their retardation and lead to stigmatization, discrimination and reaction (Alois, 1975, Sipertsein and Gottlieb 1977). Abnormal features that lead to labeling a subject as retarded include eyes, teeth and facial expression and hair style. Teachers should avoid labeling the children at all costs. Gidden (2006) stated that labeling children not only affects how others see an individual but also influences the individual's sense of self-esteem and belonging.

Another behaviour which was reported by participants which is an indication that the intellectually disabled pupils are not accepted by their peers in mainstream was bullying and teasing. The research findings indicated that the intellectually disabled pupils were bullied and teased by non-disabled peers. Participants (teachers) from the three schools reported that the most common form of bullying found in mainstream schools is both physical and verbal. Pupils in this study also reported physical bullying as being the major one. However, some pupils reported name calling and lack of sympathy by some

bigger pupils. Bullying and teasing were among the challenges pupils with intellectual disabilities faced as they interacted with the non-disabled peers.

The research findings were in line with what Sharp and Smith (1994), who found that the nature of bullying varied among the victims and those who victimize others. They found that school bullying takes a variety of forms. Some are physical hitting, tripping up, taking up belongings, name calling and sometimes unkind taunting about race or disability. There were also in nature indirect such as passing undesirable stories or rumors about someone behind their back or excluding someone from social groups. Dawkins (1996) also identified name calling as the most common form of bullying. Similarly, Plessis (2007) revealed that bullying comprised of direct behaviours such as teasing, threatening hitting and stealing. O' moore and Hillery (1989) reported forms of bullying such as name calling, teasing, physical attacks and severe verbal aggression. Research by other scholars such as Besag (1991) have also shown that name calling can be one of the most distressing teasing behaviours that children must cope with. Furthermore, a report by the Mencap (2001) revealed that eight out of ten have been bullied and six out of ten were involved in physical abuse.

The present study revealed that the priority of the teacher respondents indicated that bullying and teasing existed in the mainstream schools and also revealed that the occurrence of bullying differed from school to school. It was found that bullying and were more eminent at Arthur Wina and Vera Chiluba than Woodlands, 'A' primary school. This difference could be attributed to lack of sensitization and types of school administration, and also the way the teachers associated with pupils. Arthur Wina and Vera Chiluba were schools which had teachers who had knowledge about the existence of the unit in the school. Also pupils confessed that teachers called them nick names. The study also showed that the majority of the teachers were of the view that bullying was mainly done outside classrooms either during games, at break times and at lunch times. Woodlands 'A' children bullied and teased their disabled peers during assemblies and when coming from home. This is an indication that children who bully others are scared to do so when they are near teachers for fear of disciplinary action from the administrators. This finding is in line with that of Dawkins (1996) who compared the rates and types of bullying in two groups of pediatric out patients seen at child development Centre (CD) in London in which 50% of CDD children were bullied at school at least once during the school term in comparison to 21% of the (OPD) children. Furthermore his study revealed that CDC children were twice as likely to be

bullied regularly as compared to the OPD children and that boys in both groups were likely to be bullied than girls.

The present study has shown that girls were bullied more than boys. The findings of the study are in line with Nabuzokoka and Smith (1993) who state that children with special educational needs were 2 to 3 times more likely to be bullied and were likely themselves to bully others.

Aggressive children expect other children to react and in a manner towards them. This expectation causes them (aggressive children) to act aggressively. The consequence is that other children tend to be responded to the child's aggressive behaviour more aggressively, (Bell-Gredlar, 1986).

This is confirmed by the social cognitive theory that explains how individuals acquire complex skills and abilities through observing the behaviour of others, (Bandura, 1977). The intellectually disabled pupils learn from the non-disabled peers' aggression. Plessis (2007) revealed that pupils in primary schools were at risk of bullying. Verbal abuse appeared to remain at its peak. As regard to the extent of bullying in the present study there were more bullying in the main stream schools.

The finding is similar to that brought out by Cartwright (2004) who also reported that children and young people with learning or communication difficulties were especially vulnerable to bullying and that they may not have the ability to be assertive because they lack confidence. Mencap (2001) also reported nearly 90 percent with over 66 percent of them experiencing bullying on a regular basis. Nearly three quarters were bullied in public places. In additional, Cartwright (2005) argued that in the community, children who had disabled siblings or relatives may experience bullying even those who live in the community but attend special schools may also experience bullying by children in the community, including children whose disability becomes apparent through odd behaviour or learning difficulties. The findings by Cartwright have also been supported by studies done in Dublin by O' moore et al. (1989) who found that disabled pupils had experienced acts of bullying. At least 12 percent of pupils with learning disabilities reported being bullied as compared to 7 percent of their mainstream peers.

### **5.2.2 Speech problems**

The common problem of intellectual disabilities was found to be speech. Tarjan, Dingman and miller, (1960); Webb and Kindle (1967) also argued that high percentage of intellectually disabled pupils shows some disorders in articulation which impede the interaction among peers. Speech disorders not only may impede children's social relationship, but also may make it particularly difficult for them to make their needs known effectively. Retarded children with speech and language handicaps are likely to be less flexible in acquiring schools skills (Cambell, Moffat and Brackett, 1978; Ross, 1979; Taylor Thurlow and turnure, 1977) and dealing with their social environments (Cooke, and appolloni, 1976) than are normal children, who can express a discomfort, pinpoint dissatisfaction, or ask a question about something they do not understand.

This speech problem actually disadvantages the disabled pupils from expressing what they are going through in their daily living problems. Even when they try to express their minds the information put across is not clear hence the information is distorted and put away.

### **5.3.3 Hygiene**

Contrary from other studies, this present study found that hygiene also influence peer interaction of intellectually disabled pupils especially girls. Girls usually had rejection due to hygiene problems more especially when attending their monthly periods. The non-disabled felt embarrassed about their condition and rejected them socially. Also they had mood problems. At times they non-disabled could not predict their moods and that made it hard for the non-disabled to interact with them.

### **5.4 Intervention strategies**

There has been many strategies that have been adopted to reduce the prevalence of bullying and teasing in mainstream schools. The intervention included counseling sessions, sensitization programmes and also disciplinary actions. In line with the above findings, the Disability Discrimination Act (1995) of England placed a duty on schools to ensure that any person with a physical or mental impairment, which has 'a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities', is not subjected to discrimination. Nasel et al. (2001) highlights some of the interventions to promote interactions in the main stream schools which include exclusive skills training for victims of bullying, individual and ground counseling too.

The school where the units exist should have programmes specifically to promote good interaction between the disabled and non-disabled pupils.

### **Summary**

In this chapter the findings of the study were discussed based on the objectives. The discussion started by highlighting the interaction of the intellectually disabled pupils with their non-disabled peers. The study confirmed that pupils with disabilities interact with their mainstream peers especially during break, lunch and at play grounds. Their interactions yielded positive results as the disabled pupils improved in a lot of the areas. They improved on their academic performances their speech, personal hygiene and mobility problems. However, although they interacted with their mainstream peers, they faced a lot of challenges. These challenges included being bullied, teased and name calling by their peers in the mainstream and also at times by the mainstream teachers. In addition to name calling, they gave them labels which negatively affected their self-esteem. The disabled pupils suffered rejection from their mainstream peers. This rejection was attributed to their behavioural problems.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

This chapter gives the concluding remarks based on the findings of the study. It also points out some of the recommendations for improvement of social interaction practices, and for further studies the area the current study ventured on

#### 6.1 Conclusion

The aim of the study was to establish effects of the integration program on the social interactions between intellectually disabled pupils and their mainstream peers. The study was built around three specific objectives/research questions. The first objective was to establish the nature of social interaction of children with intellectual disabilities with their peers in the mainstream. To achieve this objective, focus group discussions with both teacher and pupils were conducted. Apart from that observations were also one of reliable form of data collection.

The findings indicated that, some pupils with intellectual disabilities enjoy social interaction in the mainstream. It was established that, pupils had interaction in classroom and outside the classroom. Participants reported that learners (disabled and non-disabled) had some interactions during academic and non-academic time. During the process of observation, it was noted that the pupils interacted more especially during break times and during extra-curricular activities at the playground. That interaction was facilitated by the less restricted environment outside classroom than the restricted environment in classroom.

Another objective was to identify the challenges faced by the intellectual disabled pupils when interacting with non-disabled pupils. Questionnaires, interviews and focus group discussions were employed in gathering the data concerning the challenges that are faced by the intellectual disabled in accessing social interaction. The findings revealed that some of the learners with disabilities experienced rejection from non-disabled learners (peers) because the disabled peers had mood swings, speech problems, mobility problems and personal hygiene problems. Their physical appearance also made them not to be accepted by their non-disabled peers. Further, it was found that the intellectually disabled were being teased and bullied by their non-disabled peers who called them funny names, belittling them and pushing them around.

The third and final objective was to identify the benefits of social interaction between intellectually disabled pupils and their non-disabled counter parts. Although some non-disabled pupils showed non-acceptance behaviors of the disabled peers, the disabled peers benefited. This present study revealed that the disabled peers had improved their academic performance in Mathematics, English and Science because of interacting with their peers academically. It was further found that the speech and their (pupils with disabilities) physical fitness had also improved. This was attributed to the efforts that non-disabled pupils were making to teach their disabled peers some skills for their survival. This information was gathered using interviews, focus group discussion and questionnaires. The interviews and focus group discussions were recorded using a tape recorder and other information were recorded on the research note book and were later analyzed and coded.

The study finally concluded that in as much as schools had seen unprecedented increase of inclusion of intellectually disabled pupils in mainstream, it equally experienced an increased challenges of ensuring that learners with disabilities are socially integrated. This indicates that there is much more to be done for Zambia to realize a meaningful integration of intellectually disabled pupils in mainstream.

## **6.2 Recommendations**

In as much as the schools are supposed to address the interaction needs of the intellectually disabled pupils there has been various short comings that have made it difficult for intellectually disabled learners to benefit in full from the provided social interaction opportunities. The following recommendations were made to address the factors that affect intellectual disabled pupils in mainstream schools.

1. The Ministry of General Education should collaborate with other Ministries such as the Ministry of Health in order for professionals like speech therapists and physiotherapists to be available in schools to help children with speech problems and mobility issues which made to be rejected by their peer from mainstream.
2. The school administrators should create opportunities through teacher group meetings to educate others teachers to know the needs of the pupils with intellectual disabilities. This will help all the teachers to enhance and facilitate the social interaction among the disabled and non-disabled pupils.



3. Schools should develop more co-curricular activities (games) which would make intellectually disabled pupils have more interaction opportunities with non-disabled peers at school

### **6.3 Suggestions for future Research**

The present study focused on the effects of social interaction between intellectually disabled pupils and the non-disabled peers in the mainstream schools. It would therefore be necessary for the following future studies to be carried out on:

- Effects of social interaction between special schools and those unit pupils in the mainstream.
- Effects of social interaction among children with different disabilities.

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## APPENDICES

### APPENDIX 1

#### QUESTIONNAIRE FOR SPECIAL TEACHERS IN THE UNITS IN THE MAINSTREAM SCHOOL.

This questionnaire is intended to collect data on the effects of social interaction of intellectually disabled pupils with non-disabled peers in the mainstream. The study is purely academic hence your confidentiality is assured. Answer the question as honestly as possible and assist us to come up with a true reflection on this topic.

**INSTRUCTION: Answer all the questions by a tick or writing in the space provided**

1. Sex

Male

Female

2. Age

24-35 Years Old

36-45 Years Old

46 Years And Above

3. Years of Service.....

4. How long have you been teaching in an inclusive School.....

5. Highest Academic Qualification.....

6. Highest professional qualification.....

#### DO THE INTELLECTUALLY DISABLED PUPILS INTERACT WITH THE NON- DISABLED PEERS?

7. Do the children with disabilities interact with those without disabilities in the mainstream?

A) Yes

B) No

If 'no' give reasons for your answer .....

8. When do the children usually interact?

A) Break time

B) Lunch time

C) Assembly/parading

D) Classroom

9. How do you rate children's interact?

A) Very good

B) Good

C) Poor

d) Very poor

10. Do you think as a School organized programmes can increase social interaction between the two groups of the children?

A) Yes

B) No

C) If 'yes' give reasons for your answer.....

.....

11. How often do teachers encourage the two groups to interact?

a) Very often

b) Often

c) Not often

d) Not at all

12. Which grades interacted more?

a) Lower section

b) Middle section

c) Upper section

d) Middle upper section

13. Which sex of children interacted more?

a) Male

b) Female

c) Both

d) None

14. Give Reasons for your answer in question 12.....

.....

15. Which group of children tried to initiate interaction?

a) Special children

b) Mainstream peers

c) None

d) Both

**WHAT ARE THE EFFECTS OF THE SOCIAL INTERACTION BETWEEN THE DISABLED AND NON-DISABLED?**

16. As teachers do you think the interaction between the two groups is necessary (unit pupils and mainstream peers?)

a) Yes

b) No

If 'yes' give reasons for your answer .....

.....

17. Do you think as teachers the mainstream peers acted like peer tutors?

A) Yes

B) No

If 'yes' support your answer by giving your reasons.....

.....

18. Can you agree that the interaction has yielded positive results?

a) Yes

b) No

If 'yes' give your reasons.....

.....

**WHAT ARE THE CHALLENGES FACED BY THE INTELLECTUALLY DISABLED PUPILS WHEN THEY INTERACTED WITH THEIR MAINSTREAM PEERS?**

19. Did the disabled pupils feel free to interact with their mainstream peers?

a) Yes

b) No

If 'no' give reasons.....

20. Would you say that unit pupils are socially isolated?

a) Yes

b) No

If 'yes' give reasons for your answer.....

21. Have you ever seen unit pupils being teased or bullied by other pupils?

a) Yes

b) No

22. What is the attitude of mainstream teachers towards unit pupils?

a) Very good

b) Good

c) Fair

d) Not fair

23. Have you noticed any other frustration in unit pupil's social contact with their mainstream peers?

A) Yes

b) No

If 'yes' then give reasons for the answer.....

24. Do you think the intellectually disabled pupils are benefiting academically and socially from interacting with their non-disabled peers?

A) Yes

b) No

If 'yes' give reasons for your answer.....

.....

25. Is personal hygiene a problem among the disabled children?

a) Yes

b) No

26. Do you think the classes and the units far apart?

a) Yes

b) No

27. Do boys at any time bully girls?

A) Yes

b) No

28. Which grades are bullied more?

a) Lower

b) Upper

C) Middle

29. What type of bullying is mainly done?

A) verbal

B) Name calling

C) Hurting

30. Does the physical appearance of the disabled pupils scare the mainstream peers?

a) Yes

b) No

31. Does the schools have any intervention programmes?

a) Yes  b) No

32. If 'yes' name the intervention programmes which are in the school.

.....

This questionnaire is intended to collect data on the effects of social interaction of intellectually disabled pupils with non-disabled peers in the mainstream.

The study is purely academic hence your confidentiality is assured. Answer the questions as honestly as possible and assist us to come up with a true reflection on this topic.

## **APPENDIX 2**

### **Focus group discussion guide for the Unit Pupils (pupils with disabilities)**

#### **Objective 1: Do the intellectually disabled interact with non-disabled peers?**

1. Do you have friends in the mainstream?
2. Where do you go during break time?
3. Do you enjoy playing with your friends during break and lunch break?
4. Are you included in the games when you are playing?
5. Do the teachers encourage you to play with your friends in the mainstream?

#### **Objective 2: What are the effects of social interaction between the disabled and non-disabled?**

6. Do you find other pupils kind and helpful to you?
7. What happens when you fail to do something?

### **APPENDIX 3**

#### **WHAT ARE THE CHALLENGES DO DISABLED PEERS FACE WHEN INTERACTING WITH THEIR NON-DISABLED PEERS?**

9. Do you enjoy playing with the mainstream peers?
10. Are you ever bullied or teased at school because of your disability?
11. Are the teachers in the mainstream kind to you?
12. Are the classes for the mainstream pupils near your unit?
13. Do the boys bully girls?
14. What grades are bullied more?
15. What kind of bullying is common?
16. Where is bullying mainly done?

## **APPENDIX 4**

### **Focus group discussion guide for the mainstream peers (pupils without disabilities)**

This questionnaire is intended to collect data on the effects of social interaction of intellectually disabled pupils with non-disabled peers in the mainstream. The study is purely academic hence your confidentiality is assured. Answer the questions as honestly as possible and assist us to come up with a true reflection on this topic.

1. Do you know that there is a unit in the school?
2. Do you play with these children from the unit?
3. Do you help those children to certain things they don't manage on their own?
4. Are the unit pupils friendly?
5. Do those children bully you?
6. Are you afraid of the disabled pupils?
7. What happens at the playground?



## **APPENDIX 5**

### **Focus group discussion for the special teacher**

1. Do the unit pupils and mainstream interact?
2. Where do they usually interact from?
3. Do they include both groups in the games during competitions?
4. Do they think organized games can help the pupils interact more?