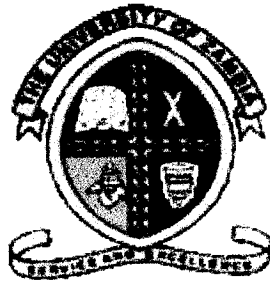


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**SCHOOL OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL, PSYCHOLOGY, SOCIOLOGY AND  
SPECIAL EDUCATION.**

**TITLE**

**TEACHER PERCEPTIONS OF INCLUSIVE EDUCATION:**

**CASE OF SOLWEZI DISTRICT BASIC SCHOOLS.**

**BY**

**THOMAS MBUNJI NDONYO**

**A dissertation submitted to the University of Zambia in partial fulfillment of the  
requirements for the award of degree of Master of Education (Special Education)**

**The University of Zambia.**

**Lusaka.**


**2007.**

## **TITLE**

**Teachers' perceptions of Inclusive Education: Case of Solwezi District Basic  
Schools.**

## DECLARATION

I, Thomas Mbunji Ndonyo, do declare that this dissertation is my own work which has not been submitted for a degree at this or any other University.

Signature : 

Date : 31/01/07

## **DEDICATION**

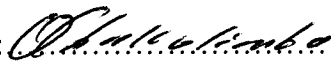
The dissertation is dedicated to my wife Lillian, sons Chivunda, Chanyika and Chinyemba my daughter Kamwengo, my niece Kapyra and my nephew Michelo for their patience, encouragement and perseverance during the course of my study.

## APPROVAL

This dissertation by Thomas Mbunji Ndonyo is approved as a partial fulfillment of the requirements for the award of the degree of Master of Education (Special Education) of the University of Zambia.

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## ABSTRACT.

*Inclusive education is a new phenomenon in the Zambian education system. It has been implemented in some districts of North-Western Province. One of the districts implementing it is Solwezi. Since it is a new phenomenon, it has had some problems in its implementation.*

*The purpose of the study was to find out teachers' perception of Inclusive Education being practiced in some schools in Solwezi District of North-western Province of Zambia. In the study, Inclusive education is the practice of integrating pupils with disabilities in the mainstream where they learn side by side with the able-bodied and are taught by the same teachers, use the same equipment, use the same curriculum, the same timetable and the same environment.*

*The study was made up of 80 respondents. The respondents were made up of Ordinary teachers (N=40), Specialist teachers from special Education Schools and Units (N=20) and Teacher Training Lecturers (N=20) from Solwezi College of Education (Solwezi Teachers Training College). Questionnaires were used to collect information from respondents. Emerging themes were established from the coded and grouped data. Simple graphs, tables and charts were used to record the qualitative data obtained.*

*The study found that ordinary teachers, specialist teachers and the teacher trainers were all not in favour of including pupils with disabilities in mainstream schools, Ordinary basic school teachers have no expertise to handle pupils with disabilities who are included in the ordinary schools, ordinary schools are not yet ready for the inclusive Education programme, the location of the school does not affect the teachers views of Inclusive education, Ordinary schools do not have the necessary equipment and facilities to help in the implementation of the programme, ordinary non-disabled pupils have not accepted pupils with disabilities, Pupils with disabilities are teased by the non-disabled pupils, teachers prefer the inclusion of pupils who are physically disabled, the curriculum for both the Basic Schools and the Teacher Training Colleges should be changed to enable them cater for pupils with disabilities, schools have no teaching and*

*learning aids and other educational resources and that the schools' infrastructure and environment are not conducive for Inclusive Education programme.*

*In view of the findings, it is recommended that specialist teachers should sensitise and train the ordinary teachers in methods of handling pupils with disabilities. The schools should be made disability friendly and be provided with all the necessary school requisites for effective provision of Inclusive Education. Both the Basic school and teacher training curriculum should be modified to enable them have the aspect of special education.*

## **CHAPTER ONE**

### **1. INTRODUCTION**

In the world population today, it is estimated that at least about ten percent is made up of people with disabilities of one kind or another. They range from sensory to physical disabilities. According to the findings of Haggis, at least in any population ten percent of it will be made up of persons with disabilities (Haggis, 1995). In many cases very few of the disabled in the ten percent are able to access education in the formal schools. The United Nations report of 1994 estimated that eighty percent of about six hundred million children with disabilities are found in developing countries or the third world, and less than two percent of the number receive special services. Many of the disabled are excluded from mainstream education for one reason or another. The reasons mainly range from the attitudes of both parents and teachers. The other major contributing factor is the lack of political will by the Government especially the Ministries of Education, Youth and Child Development and Community and Social Services. This is supported by Hegarty (1998) who postulates that persons with disabilities are often excluded from mainstream society and denied equal access to education, employment, family life, leisure and other necessities of life. The other contributing factor to the education of the disabled is the infrastructures that in many cases hinder their enrolment. The pupils with disabilities in the past were educated in special schools and units where they were excluded from the mainstream schools. This made the persons with disabilities feel they were either a special group or they were isolated because of their disabilities.

The new trend in special education provision is inclusion of the children with disabilities in mainstream classes where they must learn side by side with the able bodied pupils using the same teacher, curriculum, environment, infrastructure and all other facilities. In order to achieve inclusive education the ministry of education must provide all the necessary support to schools and teachers to enable them provide education to the pupils with special educational needs. However a lot needs to be done to change the mind set of

people towards persons with disabilities. Many people still believe persons with disabilities are incapable of contributing positively in any development and they are excluded in many issues that society encounters. In their findings, Kasonde-Ngandu and Moberg (2000) observed that sometimes the negative attitude could be attributed to lack of information, illiteracy and cultural beliefs. Among the people whose attitude must change are the teachers as they are the most important people in the life of any learner. The attitude of the teachers towards the pupils with disabilities will not only have an effect on the disabled pupils but also on the able bodied pupils, the administration, the parents and society at large. Their positive or negative attitude will be translated in the same way by the other stakeholders in the education of the pupils with disabilities. Pupils with disabilities maybe denied access to education because of negative attitudes of teachers based on their lack of awareness and understanding of the needs of the disabled. Including pupils with disabilities in the mainstream schools is a new trend and in many cases may meet a lot of resistance especially from people who still do not understand the reasons behind the idea and those who do not understand disabilities. Society therefore needs to be sensitised in order for them to understand that persons with disabilities are able to get educated and contribute positively to the development of the community and the country as a whole.

## **2. BACKGROUND TO THE STUDY.**

Children with disabilities need education just like the able bodied children. They need this education for their development and also so that they can become active participants in the development of their schools, communities and the nation as a whole. It is documented that, the United Nations as far back as 1948 had declared that education is a human right. Many of the children with disabilities have all along been discriminated against and have not been attending school. Those who were lucky were educated in special schools. In 1990, there was a world conference in Jomtien in which the countries of the world agreed to introduce inclusive education. This came about after the realization that the disabled were being discriminated against. This policy was adopted in 1994 after the Salamanca World Conference on special education. The concept of inclusive education entails children with disabilities learning side by side with the able bodied in the mainstream classes. This policy of inclusion it is hoped, will enable as many disabled children as possible access education in ordinary schools. They will be able to enter school anywhere where schools exist and will not be limited by lack of teachers and special schools or units.

In Zambia, the missionaries started special education. The first school was established by the Botes family of the Dutch Reformed Church at Magwero in 1905 ( Snelson, 1970). The school was for the blind and offered mainly bible study, writing Braille and basic handicrafts (Kalabula, 1989). The Roman Catholic Church in Northern Province and the Christian Missions in Many Lands in Luapula Province thereafter opened many other institutions (Snelson, 1970). It can however be noted that the schools which were opened were for the hearing impaired, visually impaired, physically handicapped and the mentally retarded. By 1971, there were only the following schools in existence: the blind with seven (7) Primary schools, six (6) Secondary school Units and one (1) unit of Home Economics in a secondary school; the deaf – one (1) Primary school and four (4) units in Primary schools; the physically disabled- one (1) Primary school and two (2) leprosaria; the mentally retarded- units in primary schools and five (5) hospital teaching services units, (Education Reform Document (1977), Kalabula, (1989) and Kasonde-Ng'andu and Moberg (2001). The schools only catered for children with physical and

mental retardation and did not offer any services to the children with learning disorders who were considered able bodied.

The government took over the running of special education in 1971 and since then a number of special education schools and units have been opened and a college to train teachers in special education has been opened. The government also introduced a degree programme at the University of Zambia. The number of schools and units cannot however, accommodate all the children with disabilities of school going age. Distances from schools and units is another factor contributing to the failure of pupils with disabilities access education, since nearly all schools and units are found in the towns apart from those that offer boarding facilities. To mitigate the lack of access for the pupils with disabilities in most parts of the country, the ministry of education came up with the inclusive schooling programme. The programme aims at educating the pupils with disabilities side by side with the able-bodied in mainstream schools and classes using the same teacher, infrastructure, environment, curriculum and many other facilities.

Special education in North- Western Province is relatively new as it only started in the early 80s. The early missionaries who settled in North-Western Province unlike other missionaries who settled in Northern, Luapula and Eastern provinces did not pay much attention to education, including special education. The whole Province has no special school with boarding facilities to talk about. There are very few school units in the whole Province that cater for very few children with disabilities. This could be the reason why most parents are ignorant about the education of the children with disabilities in North-Western Province. Most of the schools in the province have not enrolled children with disabilities as was discovered in the baseline study carried out in 2001 which showed that about 10,593 children of school age going were not in school due to disabilities and this was prior to the introduction of Inclusive Education in the Province. (Kasonde-Ng'andu and Moberg (2001: p 88). Most pupils in the mainstream schools cannot read or write and this has created concern to administrators, parents and the Government in Zambia. Very little is done to help the pupils who have problems in



learning. Teachers and parents call pupils who cannot read and write as dull and this has frustrated the pupils and most of them are forced to hate and leave school untimely. This situation is worse for pupils with disabilities who may be found in the mainstream classes as the low performance is attributed to the disability and no-one pays attention to them and are considered time wasters. This view is shared by Dyson et al (2003) who claim that, “ most schools continue to resist the pressure to become inclusive because they are concern that to do so will have a negative effect on the academic progress of the pupils and/ lower academic standards.” This attitude has contributed to the parents believe that their children are uneducable and this has discouraged them from sending their disabled children to school for fear of being stigmatized. This view is shared by Kasonde-Ngandu and Moberg (2001) who discovered in their study that parents of the disabled fear to send their children to ordinary schools as they are not sure whether their children will be safe and accepted by the able bodied pupils. The parents usually think their children will be ignored and teased.

North-Western Province is one of the provinces of Zambia. It has seven (7) districts namely Solwezi, Kasempa, Mwinilunga, Mufumbwe, Kabompo, Zambezi and Chavuma. The province has seven (7) units for the children with disabilities made up of three (3) units for the hearing impaired, three (3) for the mentally retarded and one (1) for the physically handicapped. Solwezi district has three (3) units catering for the hearing impaired, physically disabled and the intellectually challenged. Mwinilunga district has one unit (1) for the hearing impaired. Kabompo district has one (1) for the intellectually challenged and Zambezi has two (2) units, one for the hearing impaired and the other one for the intellectually challenged. Kasempa, Chavuma and Mufumbwe have no schools and units for special education. Special education in the province as can be seen is a new phenomenon and the units cater for less than two hundred (200) pupils with disabilities. very few disabled children. The province has thirty (30) practicing specialist teachers mostly found in Solwezi.

Inclusive Schooling Programme (INSPRO) was introduced in Zambia in 1997 when it was *piloted on the Copperbelt in Kalulushi District of Zambia*. INSPRO has spread to

other districts of the country with the ministry of education's intention of having it in all the schools in the country. Some districts have implemented the programme and there is need to find out how it has fared since its inception.

North-Western Province is one of the two provinces in which inclusive education was piloted. A baseline study was undertaken in the province in 2001. The study was done in all districts of the province and from the study, a sample figure of 10,593 children of school going age was found to be out of school due to disabilities (Kasonde-Ng'andu and Moberg (2001:p 88). The province, with the aid of the Finnish government introduced the inclusive schooling education programme in the province in 2002 in Solwezi, Mwinilunga, Kabompo, Kasempa and Zambezi districts. Specialist teachers were used to train administrators, headteachers and teachers. Those trained were expected to go back and train others using the cascading method. In their training programme, the trainers from the five (5) districts were trained in ways of identification, screening and assessment. They were expected to go back and train the other teachers and stakeholders on inclusive education programme in their districts so that all the schools would be in a position to implement the inclusive education programme in their respective schools. Kabompo was used as a pilot district in the province and later the other four (4) districts were also involved in the programme. Each of the districts started with ten (10) schools apart from Solwezi that started with sixteen (16) schools. Chavuma and Mufumbwe districts are expected to introduce the programme in 2006. Sensitisation of the teachers in the two (2) districts and the training of the trainers has already been done. The districts are expected to sensitise the communities and schools before the district trainers could train teachers in selected schools as a start. Since the introduction of the programme, no evaluation has been carried out to find out the teachers' perceptions of the programme and also to find out the problems being encountered by the schools, administrators and teachers in the implementation of the programme in the five districts of the province. Studies done in countries like Finland, Israel, Canada, Australia and the United States of America had shown that different views had arisen as professionals are divided as to which is the best setting for the pupils with disabilities. The findings of studies done in some countries like Finland and Israel

have shown that the Inclusive Education arrangement has been a problem, as the pupils with disabilities have not benefited from the arrangement as expected. The views of the teachers in most of the countries that had carried out the studies show that the teachers are divided according to the type of training they had undertaken. In investigating the teacher's views, the study used Stanovich and Jordan (1998) theory that postulates that; "teachers were likely to use effective teaching behaviour in Inclusive schools when Inclusion was perceived positively." Therefore the study was carried out to investigate the perceptions of ordinary Basic School teachers on Inclusive Education being practiced in some Basic Schools of Solwezi District.

### **3. THEORETICAL FRAMEWORK**

The study used Stanovich and Jordan (1998) theory. The theory states that:

*"Teachers are more likely to use effective teaching behaviour in a classroom when inclusion is perceived positively and teachers have skills and abilities to influence learning of all pupils."*

The theory predicts the occurrence of effective inclusion in a school where teachers hold different attitudes on the roles and responsibilities regarding the teaching of all pupils in ordinary classroom. The main focus of the present study however, was to establish teachers' views on the inclusion of pupils with disabilities in ordinary schools based on the theory described above.

### **4. STATEMENT OF THE PROBLEM**

In Zambia, inclusive education is a new phenomenon and it has just been practiced in some schools for a few years. There is very little information or literature on whether it is succeeding or not. Studies done by Kalabula (1991) and Kasonde-Ng'andu (1986) had focused on specific groups of disabilities and integration of the children in mainstream classes and some information on the problems faced by the schools and teachers came out of their studies. There are, however, other studies done by Mandyata (2002) and

Chilufya (2005) on the subject and information is slowly coming out on how it is fairing in areas where it has been introduced. The studies have provided suggestions and recommendations on what should be done. However, in the case of North-Western Province, the views of the teachers who are the main players in education and their perceptions on inclusion of children with special educational needs in the ordinary classroom in the province are not known. There is need to find out how they perceived inclusive education having implemented it for the past four years in some selected schools of the province.

## **5. PURPOSE OF STUDY:**

A lot of literature on the learning and teaching of children with disabilities can be accessed in books and through the inter-net. The literature is not very consistent and the authorities in special education have differed on the best way of teaching the pupils with disabilities. Some of the authorities like Madden and Slavin (1983) and Avissar (2000) advocate for inclusive education while others like Lieberman (1985) and Kaufman (1993) are for exclusive education. Each of the groups claim their stand is the best and has given reasons for advocating for it. The authorities have given their reasons based on their findings from studies done on the pupils and the teachers. This study made an attempt to investigate the perceptions of ordinary and specialist teachers about inclusive education. The study also attempted to find out the views of the teacher trainers at Solwezi Teachers College on Inclusive Education.

## **6. OBJECTIVES OF THE STUDY.**

The objectives that guided the study were as follows:

1. Investigate the perceptions of the ordinary teachers on inclusive education.
2. Find out the views of specialist teachers on including pupils with special educational needs in mainstream classes.
3. Identify factors influencing the teachers' views on inclusive education in ordinary classes.
4. Determine the perceptions of lecturers teaching the trainee teachers at Solwezi teachers college on inclusive education.

5. Establish teachers' preferred disabilities for inclusive teaching in ordinary schools.

## **7. RESEARCH QUESTIONS.**

The study was guided by the following questions:

1. Are ordinary and specialist teachers in favour of inclusive education?
2. What problems are teachers facing in implementing inclusive education?
3. Do teachers' colleges prepare trainee teachers in inclusive methodologies?
4. Are there differences in perceptions between specialist teachers and ordinary teachers towards inclusive education?
5. What disabilities are teachers comfortable to handle and which ones are they uncomfortable to handle?

## **8. SIGNIFICANCE OF THE STUDY.**

The inclusive education concept has been introduced in the schools and is being implemented by ordinary basic school teachers trained to handle pupils in the mainstream. These teachers have not been trained on how to handle the pupils with disabilities from their initial teacher training colleges. The study therefore attempted to bring out the challenges the ordinary basic school teachers face when teaching pupils with special educational needs (CSEN). The study also attempted to bring out the challenges faced by the teacher trainers who train the would be teachers at Solwezi Teachers Training College. The findings, it was hoped, would help school administrators to plan and budget for inclusive education in their respective schools. It was further hoped the study would help the educational planners and policy makers to review the basic school curricular and the policy on special education. It was also hoped that the findings would help the Teacher Training Colleges review their curriculum on the training of basic school teachers and help change the ordinary teachers' attitudes towards pupils with special educational needs.

## **9. LIMITATIONS OF THE STUDY.**

The research was restricted to Solwezi District due to financial constraints. Remote schools could not be visited due to lack of transport and time.

## 10. DEFINITIONS OF TERMS

<b>Assessment</b>	- A process for identifying a child's strengths and weaknesses Using special equipment.
<b>Disabled</b>	- A term describing children with physical problems that limit their ability to perform certain tasks.
<b>Disability</b>	- The restriction or inability of the part of the body or organ so affected to perform its intended function.
<b>Exceptional</b>	- A term describing children whose performance deviates from the norm to the extent that special education is needed.
<b>Impairment</b>	- The absence or malformation of a part or organ of the body.
<b>Inclusion</b>	- The process of bringing children with exceptionalities into the regular classroom where they learn side by side with the able bodied pupils using one teacher.
<b>Mainstreaming</b>	- The return to the regular classroom, for all or part of the school day of exceptional pupils previously educated in self-contained special classroom.
<b>Ordinary Teacher</b>	- A teacher who has been trained to teach the pupils in the mainstream classes.
<b>Perception</b>	- Understanding of something.
<b>Screening</b>	- The process of removing the pupils with disabilities from the able-bodied.
<b>Sensitisation</b>	- The process of making people aware of disabilities.
<b>Special Schools</b>	- A school specifically for pupils with disabilities where they are taught by specialist teachers.
<b>Special Units</b>	- A day school, organised within a school system, for a group of pupils with specific exceptionalities.
<b>Specialist Teacher</b>	- A teacher trained to teach pupils with disabilities.
<b>Stakeholder</b>	- Anyone associated with the day to day living of the pupils with disabilities as an interested party.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

The literature related to this study has been reviewed critically. It has looked at the studies and literature on the teacher's perception of inclusive education. The literature begins with a critical analysis of teacher's perceptions of including children with disabilities in mainstream or ordinary classes. It also looks at other related variables of inclusive education.

The issue of mainstreaming or inclusion has raised a lot of debate amongst the specialists and the people in educational administration. Some ordinary and specialist teachers are for inclusion while others are for exclusion. However most specialist teachers in many cases are against the inclusion of children in inclusive classes. The attitude of the ordinary teachers towards the children with disabilities is also an issue, which has prompted a lot of debate on whether the children with special educational needs (CSEN) should be in ordinary schools or in special schools and units. Not much has been researched on the topic. A teacher is one of the most important people in the educational life of any pupil. Borich and Kash (1978), claim that, apart from parents, the teacher constitutes the second strongest influence on a student's life. Purkey (1970) also points out that the teachers' attitudes and opinions regarding his students have a significant influence on their success in the school. According to Shea and Bauer (1994), there has not yet been a great deal of research regarding the attitudes of practitioners towards inclusion.

A recent synthesis of research by Scruggs and Mastropieri (1996) which dated back to 1958, indicated that approximately, two thirds of the 10 560 general educators surveyed across the years agreed with the concept of mainstream /inclusion. Many educators agree that the idea of inclusion is good but they seem not to be ready to have the pupils in their classrooms due to their lack of skills and experience to handle such children. However, Kirk et al (1996) citing Evans (1995) points out that the inclusion philosophy requires the application of a variety of other strategies that can maintain a diverse group of students in the general education environment. These strategies he claims must

include consultant teacher models, collaborative consultation, collaborative teaching, co-operative professional development and pre-referral consultation. He claims it is not enough merely to decree that all exceptional children will be placed in the general education environment. He says if inclusion is to work, there must be a wide variety of support personnel to help the general education teacher to provide a healthy educational environment for all pupils. Kirk et al (op.cit) report that in the study carried out by the Learning Disabilities Association of America (LDA) on the attitudes of people towards inclusion, the association believes that the regular class is not the appropriate place for many students with learning disabilities.

Moberg (2000) in his study on the development of teacher perceptions in Finland, found that Finnish teachers' perceptions of inclusive education is multidimensional and remain still rather negative although the policy of inclusion has been officially approved and supported since the 70s. He however noted some changes in attitudes towards inclusion, indicating more willingness among teachers to take students with special educational needs to their classroom than 20 years ago.

Yaffe (1979) carried out a survey on teachers attitudes in a school system where mainstreaming had been a policy for a number of years. He found that teachers were rather ambivalent towards mainstreaming. While teachers agreed with the philosophy itself and saw the positive gain in mainstreaming for both children with special educational needs and the able bodied children, mainstreaming appeared to have made their jobs more difficult and in some cases, more frustrating. This view is supported by Croll and Moses (2000) who in their study found out that professional views of inclusion in the primary sector of teachers and headteachers revealed support for inclusion as an idea but considerable reservation about the feasibility of inclusion based on the types and severity of children's difficulties and the insufficient capacity of the mainstream schools to address them.

Kasonde – Ngandu (1986) in her study found that, 67% of her respondents felt that the best place for the handicapped is separate provision in special schools, because in a



separate school the children are free from being laughed at, stared at and teased by the normal children. She however, found that 33% of the respondents thought that the best learning environment was in regular schools. The reason was that, the handicapped are not made to feel different from the normal. The children feel accepted and part of the able bodied children as they learn side by side and help each other in class. In her study, she found that when ordinary teachers were asked if they could teach in a class with handicapped children if the class teacher fell ill, the teachers said they would not do so because they did not have the right training or experience to enable them do so irrespective of the age of the disabled children. Heward and Orlansky (1988) claim that teachers are for the view that pupils with disabilities should be taught in schools where their needs will be met. They claim teachers want to see each exceptional child educated in the most suitable least restrictive environment. Ajzens (1988) in his study found that people had different views about disabilities, his findings showed that people held different beliefs towards persons with disabilities, which often influenced their attitudes and determined their behaviour towards others.

Lieberman (1985) calls for special education to maintain its separate identity because among other reasons, he claims in regular education the system dictates the curriculum while in special education the child dictates the curriculum. In ordinary class, the ordinary class teacher will aim at finishing the syllabus and prepare the children for examinations at the end of the day, he/she will not pay attention to a child with special educational needs who would delay the whole class if much attention was paid to them. This is supported by Moberg (2000) who discovered that teachers in Finland were not in favour of inclusive Education. His findings reported that attitudes of teachers were generally unfavourable to mainstreaming and many teachers and other professionals were found to perceive pupils with special needs in a negative light. Dyson et al (2003) claim that most schools continue to resist the pressure to become more inclusive because they are concern that to do so will have a negative effect on the academic progress of the pupils and / or lower academic standards. McMahon et al (1995) however point out that, how well mainstreaming works depends on many factors, but they claim it can be remarkably successful. They however point out that this can only work when both the

parents and the teachers are truly committed to making it work and the child is not severely impaired.

Madden and Slavin (1983) postulate that mainstreamed children learn much more than anyone thought they were capable of and a number go on to become completely self-sufficient adults. This in a way shows that, inclusion can work for the benefit of the pupils with disabilities and the community at large.

Tibebu (1995) carried out a study to examine the meanings attached to disability; attitudes towards disabled people and towards integration in ordinary schools with particular attention to Ethiopia. Findings revealed that teachers' attitudes towards integration depended on the nature of the disability group. Teachers perceive some disabilities as being easy to handle than other disabilities. They also look at the severity of the disability. Hegarty et al (1992) explored the attitudes of both the experienced teachers and trainee teachers towards pupils with special educational needs. He discovered that both groups of teachers had least preference for having hearing impaired and the maladjusted pupils in their classes. In addition, experienced teachers were reluctant to accept the visually impaired, and trainee teachers, pupils with speech problems. This agrees with the findings Hegarty et al (op.cit) who discovered that most of the teachers were of the view that most of the emotionally disturbed and educably mentally retarded pupils should not be placed in ordinary classes but in special schools. However Hegarty et al (op.cit) reported that teachers respond more or less favourably to different groups of pupils. For example they discovered that the physically handicapped were more favourably perceived than those with learning difficulties, either severe or moderate. Children with mild learning difficulties were generally favourably perceived, being regarded as comparable to the school's existing slow learners. Those with severe learning difficulties were wildly regarded as entirely different, particularly if they had associated behaviour problems.

Coates (1989) and Savolainen et al (2000) observed in their studies that teachers with more years of service did not approve of inclusive practices in schools as compared to new teachers. This could be because old teachers have been used to the old traditional

way of teaching and were not equipped with the skills of handling children with special educational needs. They are not ready for change. However, UNESCO reported that Hala T. Ibratrim in his study of teachers in Jordan found that teachers who are new to the school often object to having a student with special educational needs in their class. Often this is because they do not understand the needs of these students and simply do not know what to do. This view is supported by Avramidis et al (2000) and Garner (1996) who indicate that research has found out that many newly qualified teachers entering the professional arena perceive themselves as ill-equipped to teach the pupils with disabilities. Some new teachers may be coming from colleges where they are not inculcated with the skills of teaching children with special educational needs; they therefore are not ready to handle such children. However, Jenkinson (1997) in his study on the attitudes of the teachers towards disabilities found that teachers report a change of attitude after some experience of integration. They discovered that teachers of students with severe and multiple disabilities in the regular classes describe their initial experience of integration as primarily negative. Their first reaction to having a student with disability in their class was to have a minimal involvement with the student in the expectation that someone else would take responsibility. Chantamani (1992) claims that teachers must have a clear concept of special education and integrated education as the education of the exceptional child depends on the efficiency of the teacher and that teachers of the disabled play other roles apart from that of teaching as they also guide both the pupils.

Jenkinson (1997) postulates that a study of Israeli teachers disputed the conclusion that positive attitudes towards integration are necessarily dependent on the availability of adequate support. Jenkinson (op.cit) cited Schechtman et al (1993) who in their study found that concerns about the difficulties of the class teachers in providing for students with disabilities were unrelated to attitudes towards integration. Positive attitudes were more likely to be determined by school policy and a personal conviction of the importance of integration. Teachers who saw the success of integration as being dependent on external support were more likely to hold negative attitudes, but those who perceive themselves as having more control through their conviction that integration

could be made to work were more likely to hold positive attitudes. However, Center et al (1985) in Jenkinson (1997) found a high level of support for integration into the regular class among school principals in the New South Wales, with over 88 per cent favouring integration as a desirable goal. Principals of Catholic Schools and country schools showed slightly more positive attitudes, and slightly less positive attitudes were found among those who had been a principal for more than seven years, who had a special class on the site or who had previous experience with a special class.

In Mauritius, UNESCO cited the Association de Parents d'Enfants Inadaptes de l'Île Maurice (APEIM) who found in their study that training for teachers from private schools was introduced, and they include information about special schools. Teachers are taught that children with disabilities should be placed in special schools and it therefore became quite difficult to achieve any level of integration. This case however, is restricted to teachers undergoing training from private schools; it does not include those undergoing training for Government schools. In any case the same concept is found in Zambia in that the teacher coming from initial teacher training colleges believes that pupils with special educational needs are supposed to learn in special schools. Special education is introduced to them but the skills of imparting knowledge are not, the students therefore know that upon completion of their training the children with special educational needs should be referred to special schools where there are specialist teachers who can handle them.

Berryman and Neal (1980) in their study discovered that when teachers are questioned on their preference on the two types of service delivery models, the 'pull-out' model referring to separate education and the 'in-class' model which indicated inclusion. Most of the respondents out of 382 teachers preferred the pullout model. This included the specialist teachers and the ordinary teachers. The results agreed with those of Coats (1989) Kauffman (1993) and Kasonde – Ngandu and Moberg (2001) who established in their studies that most of the teachers did not agree with including children with special educational needs in ordinary classroom.

Sarolainen et al (2000) in their study established that one of the barriers to inclusion in Latin American is that teachers have lower expectations of children from low background, children with disabilities, and have different expectations between boys and girls depending 'on curricular areas. This low expectations leads to teachers having a negative attitude when it comes to handling the children with special educational needs whom they already underrate, Savolairien et al (op.cit) also established that some Latin American countries had a rigid and homogenizing educational approach. Teaching-learning methods are still too traditional generating barriers to learning and participation. Teachers are not ready to meet the needs of the diversity of learners because they have been trained in a homogenizing approach. The findings agree with the UNSECO report on inclusive education, which established that the effectiveness of the curriculum depends in the long run on the skills and attitudes of classroom teachers. However, teachers may prefer to work with a traditional curriculum for a number of reasons. They may have little training, or have been trained in the "frontal method" where they simply stand at the front of the class and pass on information.

Jordan-Wilson and Silverman (1991) in their studies found that teachers believed that the children's; learning from inclusive classes were partly constrained by inadequate teacher-pupil interaction. This could be because the ordinary teachers lack the skill and knowledge to create the interactions and relationships with children with special educational needs in ordinary classrooms. The findings are supported by Shea and Bauer (1994) and Heward and Orlansky (1988) who claim administrators and teachers do not receive adequate training in special education and thus are not confident to handle the pupils with special educational needs and that the teachers receive very little support when exceptional children are placed in their classes.

Hegarty et al (1982) cited a study by More and Fine (1978) on the attitude of teachers towards children with disabilities which revealed that the disabled are stereotyped by both specialist and ordinary teachers. However, a study by Lerser et al (1994) confirmed that cultural influences are likely to affect teachers' attitudes to integration. Panda and Bartel (1972) found that teachers when asked to evaluate pupils along various dimensions, rated those with special needs lower than others on all factors.

A report on the experiences of TDI in India established that teachers have few reservations about meeting special educational needs in the ordinary classroom, if they are provided with the necessary training and support. The findings agree with those of Simpkins and Mittler (1995) who established in their survey of special education teachers that, most classroom teachers are willing and co-operative. However, if the administrations in the school are not supportive, the staff usually is not either. The members of staff in many cases prefer to work in places where they are supported and appreciated and if the support and appreciation is not forthcoming, they also tend to relax and eventually get frustrated.

UNESCO cited Bruder who established in her study on the collaborative service project in Mauritius that, teachers felt that inclusion is a great start for young children with special needs. They have the opportunity to interact with children who have no disabilities. Inclusion helps the young with self-esteem. It helps the children in the classroom be more accepting and understanding of children and people with disabilities; it helps the disabled children feel accepted and a part of a regular group. They can learn positive normal behaviors from other children. However, one area of concern, which surfaced in the teacher's comments, was that of children who exhibit 'unmanageable' behaviour. Several teachers felt such children were disruptive to the class. These problems were the most common reason behind requests for technical assistance.

UNESCO cited McKenzie (1996) who in his work with the community and Child Development Center (CCDC) in South Africa found that there is a mistaken belief that special educational needs affect a small number of children and that educators must keep their vision focused on the needs of the majority. This factor has created a negative attitude towards inclusion. Moberg (1997) suggests that a more welcoming inclusive education policy is that which leads to a better recognition of the needs of all children in an ordinary class.

Kasonde-Ngandu and Moberg (2001) carried out a survey on the attitudes of teachers towards inclusive education in Northwestern and Western provinces of Zambia. Their findings revealed that head teachers and ordinary teachers had more positive attitudes than special education teachers. The specialist teachers preferred separate education.

This could be understood as the specialist teachers know what goes with teaching children with special educational needs and have great concern for the children and thus would not want them to be handled by people who are not trained to teach them. Other researchers such as Leyer (1988) and Horton (1988) felt that ordinary teachers were not trained in Special Education hence a child with special needs in a mainstream class was seen as an unnecessary burden. However, Stainback and Stainback, (1984) conducted a survey on the attitudes of head-teachers towards integrating children with special needs in ordinary schools and the support services they are provided. The results indicated that head-teachers were positive only about integrating children who demanded neither extra competences nor extra curricular duties from ordinary teachers. Avissar (2000) and Chinies-Ross (1984) established that teachers were willing to have the children with disabilities in their classrooms so long as adequate educational resources were provided to enable effective learning to take place. However Kaufman (1993) in his study of United States teachers, established that ordinary education teachers in the United States did not agree with the inclusion but preferred exclusion from the mainstream of education because teachers felt ill prepared to handle such children with disabilities in ordinary classroom.

McGregor and Vogelsberg (1998) report that more recent investigations of teacher's perceptions about inclusion deal with actual rather than hypothetical situations. In a sample of 1,152 elementary school teachers who reported to have at least one student with a disability in their class, large discrepancies were noted between the availability and the necessity of training and resources to support these students. In each area queried, needs perceived by teachers greatly exceeded the support they had reportedly received. Furthermore, unmet needs increased relative to the severity of the disability of the student in their classroom. Most of the teachers are very ready to have children with special educational needs as long as they are given the needed support.

Kalabula (1991) in his study found that teachers were unwilling to support inclusive schooling because of several practical and technical problems. These include; lack of educational resources, inadequate level of information and teaching skills to meet the individual needs of all pupils in ordinary schools. Kalabula (op.cit) in his study found

that 83% of class subject teachers have had no training in dealing with the visually handicapped pupils and therefore they were not experienced enough to effectively deliver to the visually impaired pupils. The findings are supported by Lipsky and Gartner (1989) who found in their study on mainstream teachers that the teachers were ill-equipped for the success of inclusive schooling programmes. Teachers were found to lack skills, methods and strategies to meet the diverse needs of all pupils in ordinary schools. Moberg (1997) found that teachers in the mainstream of education were ill prepared for the success of inclusive schooling programmes. Teachers lacked skills, methods and strategies to meet the diverse needs of all pupils in ordinary schools. This agrees with the results of Mandyata (2002) who established in his study that 56.2% of specialist teachers and 75.5% of ordinary teachers felt that ordinary teachers were not skilled to teach children with special educational needs in the ordinary classrooms.

Mandyata (2002) in his study found that teachers regardless of their training were not in favour of having pupils with disabilities in Ordinary Schools. Their argument has been that opportunities for effective participation in academic work, availability of resources and support services in ordinary schools were not enough for all pupils to benefit from inclusive schooling.

Avramidis and Norwich (2002) postulate that the negative attitudes of the ordinary teachers is further cemented by the fact that there are limited opportunities for professional development of the serving teachers in form of in-service training and retraining of the serving teachers.

Kirk and Gallagher (1993) cited Goldstein et al (1965) and Cegelka and Tyler (1970) who discovered in their studies that there seems to be little evidence to suggest that educable retarded children placed in special classes improve their IQ scores when compared to similar children in the regular programme. They however point out that others have reported that regular class placement have had positive effects on handicapped students. Mercer and Mercer (1989) cited Gottlieb (1981) who discovered in his study that mainstreaming has not resulted in significant social and educational growth for the handicapped learners.



Coates (1989) and Mittler (1995) are quoted to have claimed that research suggests that the teachers with little experience of people with disabilities are likely to have negative attitudes to inclusion. This is supported by the findings of Marston and Leslie, (1983) who conducted a study in which experience with children with special needs was another variable which appeared to have an influence over some teachers' attitudes towards children with special educational needs in ordinary schools. The study established that teachers who had earlier contacts with children with special educational needs tended to perceive greater benefits from inclusion than those with no experience. Hoover (1984) agrees that experience tends to change attitudes of teachers and people towards inclusion. The majority of teachers agreed that the education of learners with special needs was primarily not the role of ordinary teachers but of special education teachers teaching in ordinary or special settings. The above view is shared by the findings of Avramidis (2001) who discovered in his research in primary settings that a culture where teachers were pressurized by a standard agenda felt they were responsible only for the learning outcomes of 80 percent of the children in their classes, the remaining 20 percent being the responsibility of the specialist teachers. The same view is held by Avramidis et al, (2000b) who claim that research has also reported that experienced teachers have been reported of lacking necessary knowledge and teaching skills to support the inclusion of the pupils with disabilities.

Simpkins and Mittler (1995) in his findings reported that regular teachers at junior high level classes are least receptive to working with visually impaired pupils. However, Heward and Orlansky (1988) reported that regular teachers have much less fear of visually impaired. They claim the teachers find students to be independent and have a sense of humor.

A report on support materials for managers and administrators to UNESCO points out that although small-scale or one off training initiative are important in the early phases of the move towards inclusion, there is eventually a need to establish a longer term structure for teacher education. This has to be capable of delivering a steady supply of teachers capable of working in an inclusive way. A major barrier to the establishment of such a structure in many countries is that training for special educators is organised

differently from training of mainstream educators. The result is that the special needs education teachers and teacher-trainers see themselves as working in a quite different system to their mainstream counterparts and find it difficult to share their experiences with them. At the same time the mainstream teachers and teacher-trainers become diskilled. They tend to feel that they have no alternatives other than to refer students with difficulties on to the special needs education system. The report goes on to assure the mainstream teachers not to be intimidated by the way they view the delivery of the curriculum to the children with special educational needs in relation to assessment. It points out that a greater curriculum and classroom focus in assessment means that the teachers have to develop the ability to carry out assessment alone or in collaboration with other professionals. The skills teachers need for assessment are not different in kind from the 'skills they use in their daily practice with all of their students. Indeed, the more assessment is curriculum based, the more teachers can call upon those generic skills. This means that there is no need for teachers to be trained in the use of highly specialist assessment techniques, provided, of course, that they know when they should call in specialists who are able to use such techniques.

Many teachers who join the profession and had not undergone any training in special needs provision usually have problems in identifying the children with special educational needs. UNESCO cited Vaughn and Schumm (1994) who in their study established that the general education teacher in their sample did not even know who the special education students were until the second or third month of school. This could be attributed to the fact that many teachers from ordinary classrooms have no basic skills of identifying children with special needs. In many cases, these children are termed 'dull' and the teachers have no time and interests to find out what the pupils' problems are. Goodland and Field (1923); claim there is considerable amount of evidence that general educators have their teacher education programme unprepared to respond to the range of student abilities represented in most classrooms today.

Teachers need not only adequate methods and materials but also the time available for instruction and knowledge and skills acquired through training and experience. Some people or teachers may show some positive attitudes towards the children with special

educational needs but this is not enough, as they need training to equip them with knowledge on how they can handle the children with special educational needs. However Thomas (1985) found in his study that the best single predictor of class teachers' attitude was the perceived attitude to integration of the special educator who taught or acted as advisor in the school and with whom the class teacher had contact. If the special educator was perceived to have a positive attitude, then the class teacher also showed a positive attitude. Negative attitudes were related to a perception that special educator held either a negative or a neutral attitude to integration.

Kasonde-Ngandu and Moberg (2001) in their study of Northwestern and Western provinces of Zambia found that on average, about 30% of ordinary teachers said they had knowledge and skills needed for teaching pupils with disabilities. This could be because the province had teachers undertaking a programme with a private teacher training institution called TOPSUP, which was equipping their students with skills in special education. However, when the ordinary teachers were asked, "Overall, how they would rate their knowledge and skills for teaching pupils with disabilities. Quite a substantial number of teachers (38%) said that they have excellent, or good. The majority 62% said their knowledge and skills were fair or insufficient. Kalabula, (1991) investigated the views of secondary school teachers in Zambia regarding integration of visually impaired pupils in ordinary secondary schools. He observed that teachers had many obstacles to overcome in meeting the needs of the children with special educational needs in an integrated classroom. Teachers confirmed that they lacked training and guidance in reaching the visually impaired children in their class. The teachers generally felt that visually impaired children should be taught separately, unless teachers in ordinary schools were adequately skilled for integration. Kasonde-Ngandu (1986) agrees with Kalabula and in her study on aspects of the up-bringing and education of children with special education needs in a rural Zambian Bemba culture observed that the general feeling of her respondents were that the handicapped children need to be educated in separate special education schools because the majority respondents had not been to any in-service training and their initial training course did not include anything on the handicapped children with special learning difficulties.

Horton (1988) postulates that quality education depends more on trained teachers, administrators, and availability of materials, books and so forth than whether the programme is either in special schools or is in an integrated programme in regular school. To him the most important are the provisions and not the type of programme and a good teacher given the best provisions will deliver irrespective of the nature of the programme. The curriculum in schools does not seem to take into consideration the needs of the pupils with disabilities. According to Brennan (1985) pupils with disabilities face more time pressure and are affected by their disabilities which delays their learning. They find themselves being forced into the pattern of curriculum suited for the able-bodied. This finding is supported by Kirk and Gallagher (1983) who point out that the curriculum for the visually impaired is the same as that of the sighted children. Chantamani (1992) points out that a special curriculum should be prepared to match the needs of the exceptional children

In the report from Cameroon to UNESCO (1998-2001) inclusive schools and community support programmes, APEHAM/UNESCO (2000) observes that teachers in regular classes did not feel themselves ready to manage difference in their classrooms. This is because they lacked the know-how of handling the children with special educational needs. (UNESCO 2001) observes that, teachers need more than just subject knowledge. They also need to know how children learn, how to understand individual differences and how to match teaching to those differences. Teachers also need practical experience and knowledge together with ongoing support to help them embed effective techniques into their daily practice. This can only be achieved if the teacher has basic knowledge on how to handle children with special educational needs.

One area which needs a lot of attention is the provision of educational resources to the schools where pupils with disabilities are placed. Chantamani (1992) points out that special teaching facilities are required to meet the personal and social needs of the exceptional children. Brennan (1985) and Mercer and Mercer (1989) state that children with special educational needs show greater variation in learning and to meet their needs, the teacher must have a greater variety of teaching and learning materials. If the

teacher is not supported in the provision of the teaching and learning aids he may resent the pupils with disabilities. This is the view taken by Shea and Bauer (1994) who claim that general education teachers may not be ready to meet the needs of learners with mild disabilities without some support.

Critics of full inclusion assert that general education teachers see the heterogeneity that characterises the population of students with disabilities as overwhelming. (Fuchs and Fuchs (1994) and Kauffman et al (1988), They maintain that the reason special education came into being in the first place was that regular educators were unable to handle students with special needs. Critics believe that regular educators are in no better position today to accommodate the needs of these children. They claim that regular teachers are already overburdened and that the current emphasis on producing higher academic achievement in their pupils is at odds with accepting more students with disabilities into their classes. However Gearheart et al (1988) stated that it's a myth to claim that mainstreaming handicapped students will detract the educational progress of the non handicapped. Chantamani points out that in special education each child should be allowed to move at his/her own pace of learning according to his/her unique growth and that treatment of slow learners should be given individual attention. Teachers in the mainstream may not be ready to attend to individuals as they think its an extra burden and they have no time to spend on one individual at the expense of a larger class.

Liberman, (1992) claims regular classroom teachers attempt to meet physical-motor, cognitive-intellectual, and social-emotional needs just as special educators do. Yet, their focus tends to be different. Regular class teachers are given an agenda called the curriculum. They are provided with it prior to seeing any student. They are told that this is what they have to teach, and sometimes what book to use and even how to use it. This however, cannot be the case with the children with disabilities as the teacher has to plan according to the assessment done on the child and thus one cannot predetermine.

Kalabula (2000) points out that Zambia, which cannot afford even basic resources for those children already in boarding schools, cannot be considered as ready to take up such a demanding responsibility as including children with special needs in ordinary classes. Students/Pupils with special educational needs need to be provided with

appropriate facilities and materials such as hearing aids, Braille paper, brailion and others. These things are very expensive and not locally obtained. It will be difficult and expensive therefore to buy these materials and supply them in all schools in Zambia as this should be the case if inclusion is to be effective. Heward and Orlansky (1988) however point out that special educators should devote increased attention to making general education administrators and teachers more aware of the key principles involved in providing an appropriate education to exceptional students in the least restrictive environment.

From the review of literature, it can be seen clearly that there is still some controversy as to which school setting is the best for the pupils with disabilities. The opposing groups for and against inclusion all have good reasons as to why they think in the way they propose. The teachers who are the main players in the pupils' education also have different views about the education of the pupils with disabilities. The reasons given by the teachers for their views are highly supported by some authorities on special education who have undertaken studies on the subject of inclusive education. In most countries there seems to be no direction as to whether the pupils should be in inclusive classes or in special schools and units. This is compounded by lack of policy especially in developing countries like Zambia where the policy seems to change whenever there is a cooperating partner involved in the field of special education.

## **CHAPTER THREE.**

### **METHODOLOGY.**

This chapter is made up of nine sub-sections. The first four sub-sections discuss the study design, target population, sample and sampling procedure and the research instruments used. The last five sub-sections describe pre-testing of research instruments, data collection procedure, data analysis, data interpretation and problems encountered in the field.

#### **STUDY DESIGN**

The researcher employed a qualitative research design. The researcher used this design as the design helps in obtaining the insiders' views of the situation and events which may help to tackle problems facing the school system and its roots (ERNIKE 1995). Cohen and Manion (1998) postulate that qualitative research helps in the understanding of the way in which the individual creates, modifies and interprets the world in which he or she finds himself or herself.

#### **TARGET POPULATION.**

The target population comprised basic schoolteachers in some selected ordinary schools that have implemented the inclusive education programme, the specialist teachers who have undergone training in special education and lecturers from Solwezi teachers training college.

#### **SAMPLE AND SAMPLING PROCEDURE.**

The study sample consisted of forty (40) or 12% of ordinary basic school teachers selected from schools that have implemented the inclusive education programme. The schools were picked using random sampling in which each of the sixteen (16) schools practicing inclusive education in the district was assigned numbers and ten (10) schools were picked randomly by one of the specialist teachers. The teachers in the ten (10) schools were picked using purposeful sampling in that only those who had undergone training were picked and these were those who had included pupils with disabilities in

their classes. This was done in order to allow the practicing teachers give out their experiences that they have had in their teaching. The twenty (20) specialist teachers were drawn from within Solwezi basic schools that have units, the specialist teachers were picked using purposeful sampling as these were the only teachers practicing in the district and were drawn from different units in the district. Twenty lecturers from Solwezi Teachers Training College also participated in the research. These were picked through random sampling as each lecturer was assigned a number and numbers were picked at random. This was done to give all the lecturers equal chance of being picked as participants in the research. The number twenty (20) was 50% of the total number of lecturers at the teachers' training college. The total sample was made up of eighty (80) respondents. These were made up of twenty (40) ordinary basic school teachers, twenty (20) specialist teachers and twenty (20) College lecturers.

### **RESEARCH INSTRUMENTS.**

Open- ended questionnaires or unstructured questionnaires were used to collect data from the eighty (80) respondents. The questionnaires were made up of open- ended questions to allow the respondents put forward their perceptions and express themselves thoroughly. Three different questionnaires were used for ordinary teachers, specialist teachers and college lecturers. A questionnaire was preferred as it gave chance to the respondents to answer without being psychologically affected by the presence of the interviewer and it gave the respondents confidence in answering without any anxiety. It is also faster in instituting than the other techniques of data collection.

### **PRE-TESTING OF RESEARCH INSTRUMENTS.**

Pre-testing of the research instruments for ordinary teachers and specialist teachers was done in Kasempa district. It involved four (4) schools all of which are practicing inclusive schooling programme. The schools involved were Kasempa, Kalusha, Kateete and Lufupa basic schools. Ordinary teachers were involved in the pre-test and all the sixteen (16) teachers involved in the pre-test had been sensetised in inclusive schooling. Three (3) specialist teachers were also involved in the answering of the questionnaire *that was prepared for specialist teachers. The schools were picked from the ten (10)*



schools, which were used as pilot schools in the district. The questionnaire for the teacher trainers was pre-tested at the University of Zambia and it involved one (1) lecturer from Charles Lwanga Teachers College, Mufulira Teachers College, Mufulira Professional College, Kitwe teachers College, Kasama Teachers College, Chipata Teachers College and Mongu teachers College. The lecturers from different colleges answered the questionnaire and this was deliberately done so as to allow a variety of respondents answer in the pre-testing of the questionnaire for lecturers. Pre-testing was done in order to test the validity, reliability and consistence of the instruments.

### **DATA COLLECTION PROCEDURE:**

Data was collected by the researcher through an open-ended questionnaire. Data was collected in the first term of the school calendar( March of 2006) when teachers and lecturers were in schools and college. The questionnaires were administered during the teachers' spare time. This was done in order to give the teachers ample time to attend to their classes and thereafter answer the questionnaire. The researcher distributed the questionnaire all by himself and did the collection after the respondents answered. The respondents were instructed to answer the questionnaire without any assistance from other people and also to be honest in their answering in order to help in finding ways and means of helping the pupils. They were also assured of their anonymity and confidentiality of their responses and that their responses were going to be given the respect they deserved. The questionnaires were answered at school and the teachers were not allowed to take them home. This was done in order to stop the respondents from discussing their answers with other people. The questionnaires were answered in less than two (2) hours and this depended on the type of questionnaire, as they were different in length.

### **DATA ANALYSIS.**

Data was analysed qualitatively. This was done by describing and explaining the responses from the respondents using simple tables, charts, percentages and simple graphs. The analysis of data followed the procedures suggested by Lincoln and Guba

(1985) and Miles and Huberman (1984). The final scores were arrived at by classifying the responses and expressing them in percentages.

### **DATA INTERPRETATION.**

In the study, data was interpreted through the use of percentages. The collected data was organised and coded according to emerging themes. The responses were categorised according to similarities and differences. The responses were reflected in form of tables, charts, graphs and descriptions of the findings.

### **PROBLEMS ENCOUNTERED IN THE FIELD.**

The researcher had problems in finding volunteer respondents as some of the respondents wanted to be paid and others were reluctant. Some trained teachers who had been sensitized had been transferred to other schools and most of the schools had trainee teachers who could not be relied on since they were still undergoing training. Some targeted schools could not be reached due to bad roads, distances and the weather since it was during the rainy season. There seemed to be some exaggerations in some responses, as it seemed the respondents wanted to impress the researcher, as they knew he was in charge of Special Education in the Province.

## CHAPTER FOUR.

### 4.1. FINDINGS OF THE STUDY.

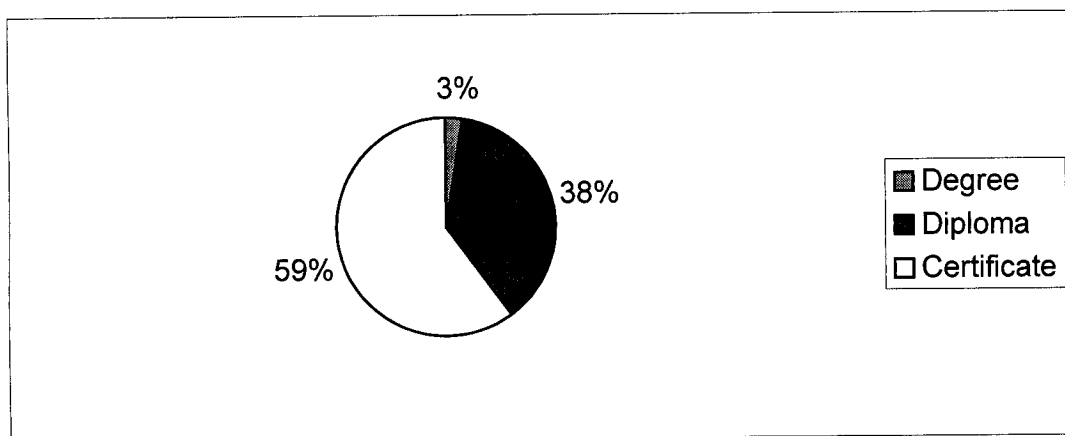
The findings of the study conducted to establish the teachers' perceptions of inclusive education in some selected schools practicing inclusive education in Solwezi district are presented. The findings are those collected from the ordinary and specialist teachers. They also include the perceptions of lecturers handling the pre-service trainee teachers at Solwezi Teachers' College. The findings are given under full sub-headings derived from the study's objectives and research questions.

#### 4.2.0. TEACHERS' QUALIFICATIONS.

In this area the study looked at three respondents' qualifications, namely the Ordinary teachers, the Specialist teachers and the College lecturers.

##### 4.2.1. Ordinary Teachers' Qualifications.

Figure 1:



Of the forty ordinary teachers, twenty-four (59%) of them were certificate holders trained to teach able-bodied pupils. Fifteen (38%) of the respondents were teachers holding diplomas in secondary teaching of the able-bodied pupils. One (3%) of the respondents were degree holders trained to teach pupils from the mainstream. The highest number of responding ordinary teachers had certificates.

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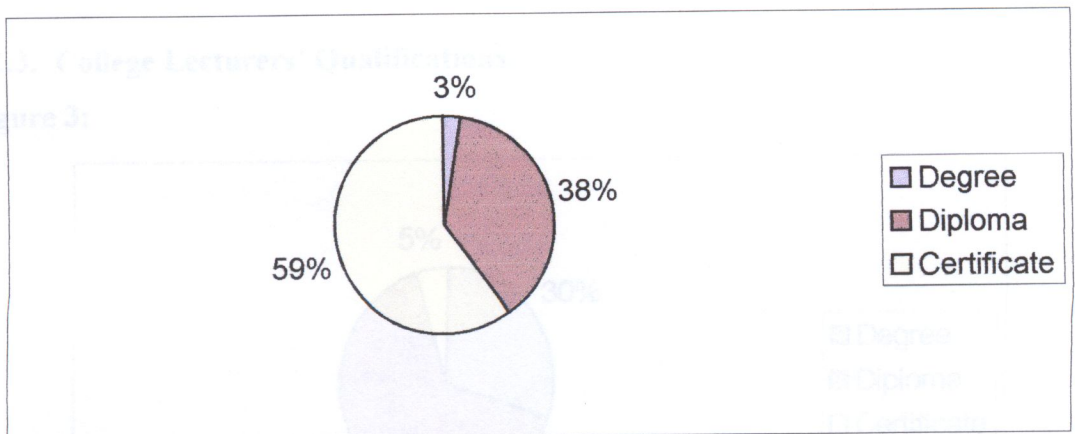
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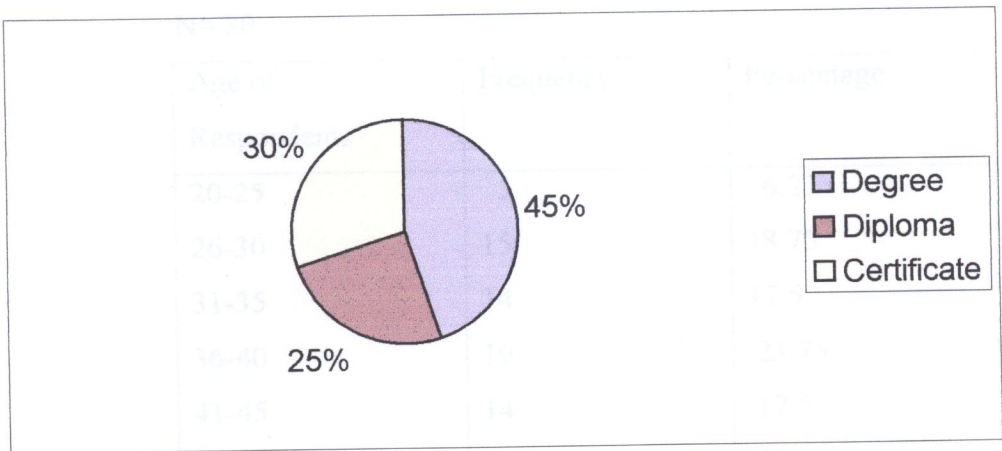
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4.2.2 . Specialist Teachers' Qualifications.

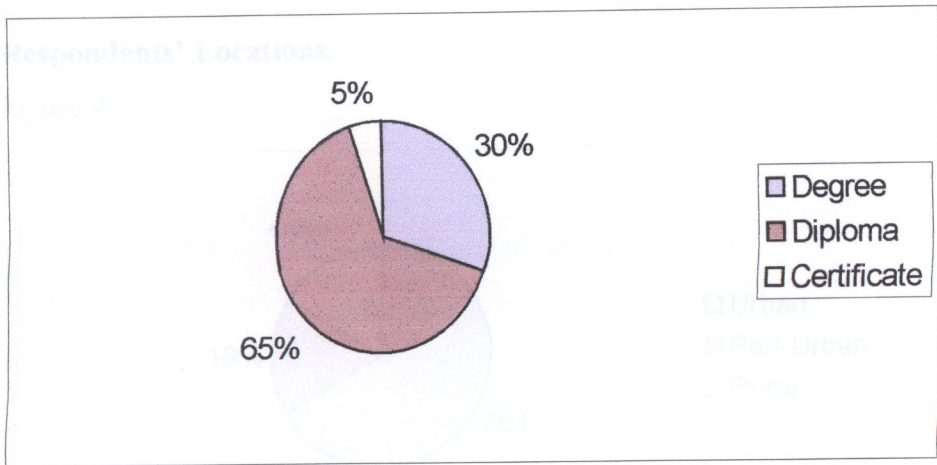
Figure 2: Respondents' ages



Of the twenty specialist teachers, nine (45%) were certificate holders in special education and also held certificates in primary school teaching. Six (30%) of the teachers were holders of diploma in special education, while five (25%) were holders of degrees in special education. Most of the specialist teachers had certificates.

4.2.3. College Lecturers' Qualifications.

Figure 3:



Of the twenty teacher training college lecturers, one (5%) had a teachers' certificate. Thirteen (65%) had diplomas in teaching and six (30%) had degrees. On the whole the largest number of lecturers had diplomas.

4.2.3 Respondents’ Ages

Table 1 Respondents ages.

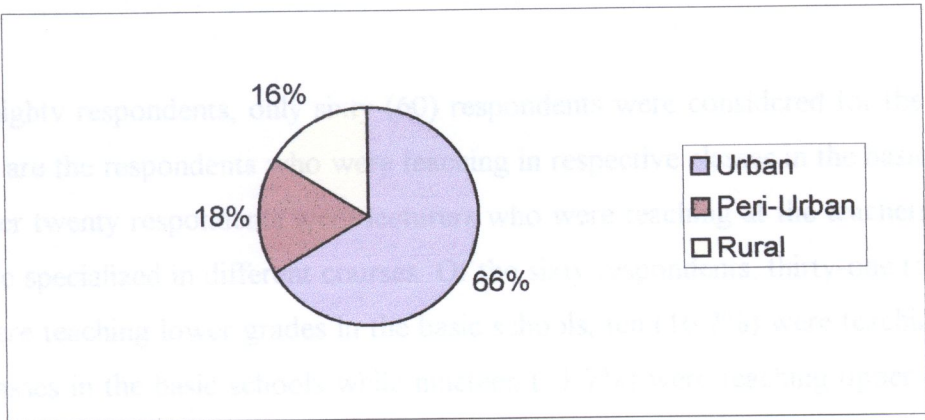
N= 80

Age of Respondents	Frequency	Percentage
20-25	5	6.25
26-30	15	18.75
31-35	14	17.5
36-40	19	23.75
41-45	14	17.5
46-50	12	15
51-55	1	1.25
Totals	80	100

From the above statistics, most of the respondents are in the age group of thirty-six to forty years (23.75%). This is followed up by those who are in the twenty-six to thirty years (18.75%). The smallest number of respondents fall in the age group of twenty to twenty-five (6.25%) and fifty-one to fifty-five (1.25%) respectively.

4.2.4. Respondents’ Locations.

Figure 4



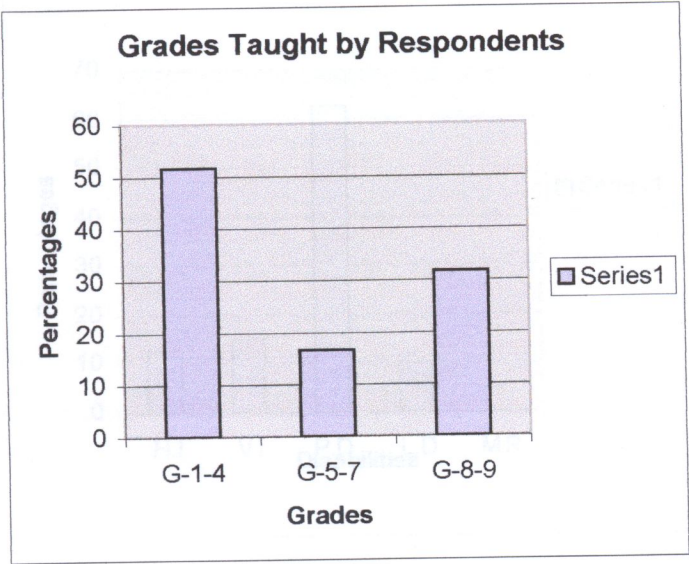


Most of the respondents fifty-three (66%) were found in the urban area. This number appears big due to the fact that all the specialist teachers and college lecturers are found within the urban area of the district This is so because all the special school units and the special schools are found within the central part of the district while the college is equally within the urban area of the town. Fourteen (18%) of the respondents were found in the peri-urban while thirteen (16%) were found in rural areas of the district. The other two groups of respondents were mainly made up of the teachers from the mainstream schools practicing inclusive schooling programmes in basic schools of Solwezi.

4.2.5. Respondents' Preferred distribution for teaching in inclusive classes.

4.2.5. Grades taught by respondents.

Figure 5



Of the eighty respondents, only sixty (60) respondents were considered for the analysis, as these are the respondents who were teaching in respective classes in the basic schools. The other twenty respondents were lecturers who were teaching at the teachers' college and were specialized in different courses. Of the sixty respondents, thirty-one (51.7%) of them were teaching lower grades in the basic schools, ten (16.7%) were teaching middle basic classes in the basic schools while nineteen (31.7%) were teaching upper classes in the basic schools.

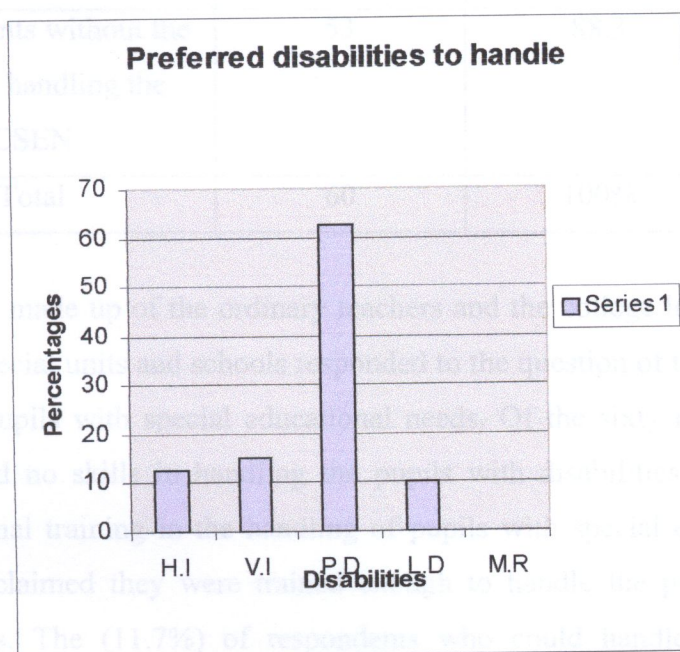
#### 4.2.6. Respondents' Preferred School Setting for Pupils with Disabilities.

Of the eighty respondents, sixty-two (77.5%) preferred that the pupils with disabilities be educated in special schools and units where the specialist teachers can handle them.

The other twelve (22.5%) were of the view that the pupils can learn side by side with the able bodied pupils as they have been sensitized on how to handle the pupils with special educational needs though they could only handle the pupils with mild impairments and those with learning disabilities.

#### 4.2.7. Respondents' Preferred disabilities for teaching in inclusive classes.

Figure 6.



Forty respondents made up of teachers in basic schools practicing inclusive education gave their views on the pupils with disabilities they would prefer to handle. Twenty-five (62.5%) of the respondents preferred handling the pupils with physical disabilities. They claimed the Physically disabled children or pupils had no major problems as they had all the senses and all that was needed was to give them assistive devices and they would fit in the classes. Six (15%) preferred handling the pupils with Visual impairments. Five (12.5%) preferred handling the Hearing impairment pupils while four (10%) preferred handling the pupils with learning disabilities. None of the respondents preferred handling the pupils with Mental retardation. All the respondents intimated that the



mentally retarded pupils are very difficult to handle and should only be handled by the specialist teachers.

**4.2.8. Respondents’ competencies in handling the pupils with disabilities.**

N=60

Table 2

Competencies in handling the CSEN	Frequency	Percentages
Respondents with skills in handling the CSEN	7	11.7
Respondents without the skills in handling the CSEN	53	88.3
Total	60	100%

Sixty respondents made up of the ordinary teachers and the college lecturers who were not teaching in special units and schools responded to the question of their competencies in handling the pupils with special educational needs. Of the sixty respondents, fifty-three (88.3%) had no skills in handling the pupils with disabilities, as they had not received any formal training in the handling of pupils with special educational needs. Seven (11.7%) claimed they were trained enough to handle the pupils with special educational needs. The (11.7%) of respondents who could handle the pupils with disabilities probably included some college lecturers who are specialists but are teacher trainers at Solwezi teachers college.

**4.2.9. Respondents’ Length of Service.**

N=80

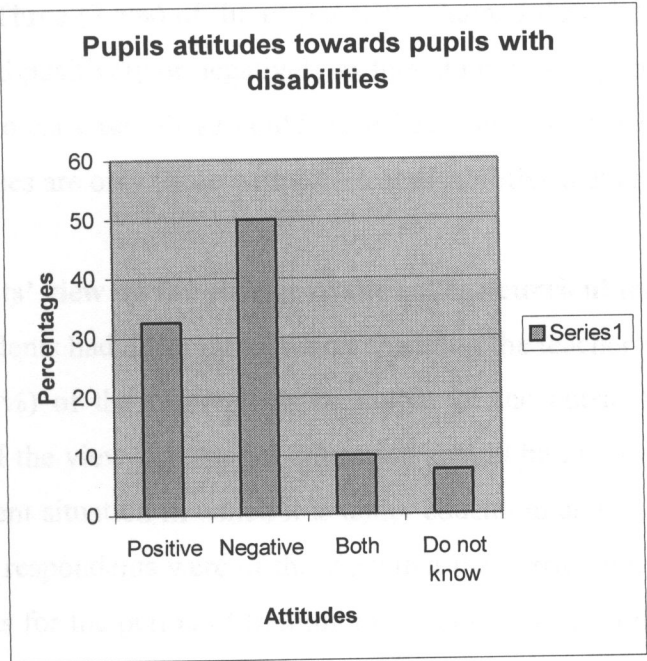
Table 3.

Length of service in years	Frequency	Percentage
0-4	21	26.2
5-9	25	31.2
10-14	11	14
15-19	13	16.2
20-24	7	8.7
25-29	2	2.5
30-34	1	1.2
Total	80	100

Of the eighty respondents twenty-five (31.2%) have served for between five to nine years. Twenty-one (26.2%) of the respondents have served for between zero to four years. Thirteen (16.2%) of the respondents have served for between fifteen to nineteen years. Eleven (14%) of the respondents have served for between ten to fourteen years. Seven (8.7%) of the respondents have served between twenty to twenty four years. Two (2.5%) of the respondents have served for between twenty- five and twenty-nine years while only one (1.2%) respondent has served for between thirty to thirty-four years. The highest numbers of respondents who have served for between one to nine years are those teaching in the lower and middle basic classes.

4.2.10. Pupils’ Attitudes towards the pupils with Disabilities.

Figure 7.



Of the forty respondents who were ordinary teachers handling pupils with disabilities, twenty (50%) claimed the able bodied pupils have a negative attitude towards the pupils with disabilities. Thirteen (32.5%) claimed the able bodied pupils have a positive attitude especially now that all pupils have been sensitized in their respective schools. One respondent pointed out that:

*“Able bodied pupils who have a negative attitude towards pupils with disabilities are coming with this attitude from their homes and mostly from homes that missed out on sensitization done by teachers.”*

Four (10%) of the respondents claimed pupils have both positive and negative attitudes towards pupils with disabilities and this depended on the circumstances. One respondent claimed the able bodied have positive attitudes when the disabled need help but the negative attitudes come in when the pupils are playing and the disabled are to be

selected in the competing teams as in most cases the pupils will not be picked and if at all they are picked, they will be picked last and if it is in football they will always be made goalkeepers. Three (7.5%) of the respondents claimed they did not know whether the pupils are treated positively or negatively as they do not have pupils with disabilities in their classes. In most cases these could have been unsensitised teachers who think pupils with disabilities are only those with physical disabilities that are seen.

#### **4.2.11. Respondents' view on the change of the college curriculum.**

The twenty respondents had different views on changing the teacher-training curriculum with seventeen (85%) of the respondents in favour of the curriculum change. Some respondents were of the view that special education should be introduced as a course on its own than the present situation in which it is under education and has very few periods. Three (15%) of the respondents were of the view that the curriculum was alright and all that was needed was for the period of training to be increased from the current one year to about two or three years. They were of the view that the education department has specialist lecturers who could ably handle the students as long as more time was given to them.

#### **4.2.12. Respondents' competencies in teaching students on how to handle pupils with special educational needs.**

Of the twenty respondents who were all college lecturers, fifteen (75%) of them were lacking the knowledge of teaching students on how to handle pupils with special educational needs. Five (25%) had the knowledge of imparting the skills of handling the pupils with special educational needs but were not doing so because there was no provision on the timetable for the it.

#### **4.2.13. Respondents' views on change of basic school curriculum.**

All the sixty respondents were teachers who were either ordinary or specialist teachers handling both able-bodied and disabled pupils using the same basic school curriculum. Forty-one (68%) of the respondents were in favour of changing the present basic school curriculum claiming it did not provide enough skills for the pupils with disabilities as it

prepared them for office work. Nineteen (32%) of the respondents were of the view that the curriculum is alright and there is no need for change. They claimed all that was needed was for the teachers to be re-trained in the handling of the pupils with disabilities.

#### **4.2.14. Respondents' preferred teachers to handle the pupils with special educational needs.**

Of the eighty respondents who participated in the research, sixty-six (82.5%) preferred the specialist teachers handle the pupils with special educational needs.

Fourteen (17.5%) of the respondents were of the view that ordinary teachers should handle the pupils with special educational needs so long they are sensitized in handling them. However the same respondents who were in favour of the ordinary teachers handling the pupils with special educational needs were of the view that severe cases should be referred to specialist teachers as one respondent explained it this way:

*“ Pupils with mild disabilities can be handled by ordinary teachers but the severe cases need those who have done special education to handle. ”*

#### **4.2.15. Sensitisation of respondents and practicing ordinary teachers.**

Of the twenty respondents who were college lecturers, fourteen (70%) of them had been sensitized on inclusive schooling programme while; six (30%) had not been sensitized on inclusive schooling programme. When the ordinary teachers were asked as to whether all of them had been sensitized on inclusive education programme, twenty four (60%) reported that not all the teachers in their schools had been sensitized in inclusive schooling programme. Sixteen (40%) reported that all the teachers in their schools had been sensitised on inclusive schooling programme.

#### **4.2.16. Respondents' views on the schools readiness for Inclusive Education.**

The twenty respondents all of whom were college lecturers had different views on the schools readiness for inclusive education. Eighteen (90%) of the respondents were of the

view that basic schools are not ready for inclusive education. Two (10%) of the respondents were of the view that the schools are ready for the inclusive education programme.

**4.2.17. Respondents' views on whether the disabled are teased by the able-bodied or not**

Of the twenty respondents, eighteen (90%) of claimed that the able-bodied pupils in mainstream schools tease the pupils with disabilities. Two (10%) claimed the disabled pupils are not teased by the able-bodied.

**4.2.18 Respondents views on whether the pupils with disabilities affect the learning process.**

Of the twenty respondents, seventeen (85%) claimed the pupils with disabilities affect the learning process. Three (15%) of the respondents claimed the learning process is not affected by the presence of pupils with disabilities.

**4.2.19. Respondents views on whether schools have the appropriate Educational resourcers for effective teaching of the pupils with disabilities.**

Of the sixty respondents, forty-eight (80%) of the respondents claimed ordinary schools have no educational resourcers to use for effective teaching and learning to take place. Twelve (20%) of the respondents claimed the ordinary schools have the educational resourcers to use for effective teaching and learning to take place.

**4.2.20. Respondents views on whether the pupils with disabilities improve their performance when included in mainstream classes.**

Of the twenty respondents, fifteen (75%) claimed that the pupils with disabilities do not improve when included in mainstream classes.

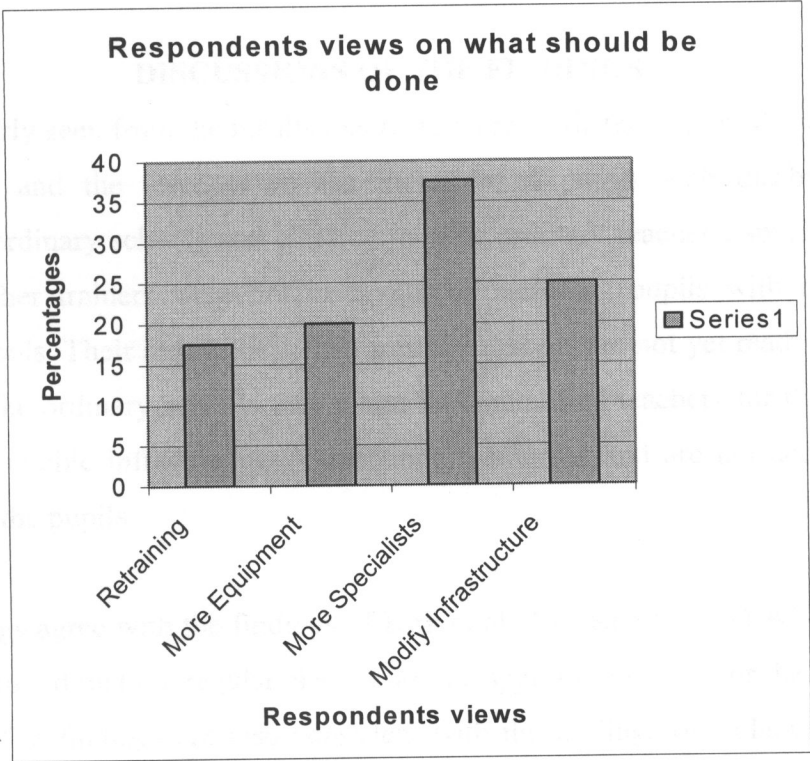
Five (25%) of the respondents claimed the pupils with disabilities improve when included in the mainstream classes.

**4.2.21 Respondents views on whether the pupils with disabilities are given Individual attention.**

Of the sixty respondents, fifty-five (91.66%) of the respondents claimed that pupils with disabilities are not given individual attention. Five (8.33%) of the respondents claimed the pupils with disabilities are given individual attention.

**4.2.22 Respondents' views of what needs to be done to make schools ready for Inclusive Education.**

**Figure 8.**



Of the forty respondents who were ordinary teachers teaching in inclusive practicing schools, seven (17.5%) were of the view that teachers need retraining in order for them to effectively handle the pupils with disabilities. Eight (20%) of the respondents were of the view that more equipment should be provided to schools. Fifteen (37.5%) of the respondents proposed that more specialist teachers need to be trained while ten (25%) of the respondents suggested that the schools need to be modified in order for them to handle the pupils with disabilities.

## CHAPTER FIVE.

### 5.1. DISCUSSION, CONCLUSION AND RECOMMEDATIONS.

Teachers' and Lectures' views on the inclusion of pupils with disabilities in the mainstream ordinary classes are discussed. Also discussed in this chapter are the views of the teachers and lecturers on the educational resources, teachers' competences, teachers' preferred disabilities for inclusion, respondents preferred teachers for the pupils with disabilities, teasing of the pupils with disabilities and how pupils with disabilities affect and are affected by the curriculum and their inclusion.

### 5.2. DISCUSSIONS OF THE FINDINGS.

It can be clearly seen from the results that there were no differences in the views of both the lecturers and the teachers on the inclusion of pupils with disabilities in the mainstream ordinary schools and classrooms. The ordinary teachers, specialist teachers and the teacher trainers were not in favour of including pupils with disabilities in ordinary schools. Their argument is that ordinary schools are not yet ready for inclusive Education. The ordinary schools they claim lack; qualified teachers for the pupils with disabilities, suitable infrastructure, Educational resources and are not accepted by the teachers and the pupils.

These findings agree with the findings of Kirk et al (19), Kauffman (1993) and Moberg (2000) who found that the regular class is not the appropriate place for the students with disabilities. The findings are also consistent with the findings of Kalabula (1991) and Mandyata (2002) who discovered in their studies that teachers regardless of their training were not in favour of having pupils with disabilities in ordinary schools. One of the respondents put it this way:

*“The pupils with disabilities are best handled by the specialist teachers who have been trained to handle them and who know the strategies to use and attend to individual needs.”*



Their argument has been that opportunities for effective participation in academic work, availability of resources and support services in ordinary schools were not enough for all pupils to benefit from inclusive schooling. These include; lack of educational resources, inadequate level of information and teaching skills to meet the individual needs of all pupils in ordinary schools. On the other hand, the findings agree with those of Centre and Ward (1987), Madden and Slavin (1983) and Scruggs and Mastropieri (1996) who discovered in their research that the general educators agreed with the concept of inclusion but they were not ready to have the pupils in their classroom. Madden and Slavin (op.cit) also found out that mainstreamed disabled pupils learn much more than anyone thought they were capable of and a number go on to become completely self-sufficient adults.

On the ordinary teachers' qualification, none of them had qualifications to teach the pupils with disabilities. They are only qualified to teach able-bodied pupils in the ordinary class. The teachers claimed they were not trained in methods of handling pupils with special educational needs from their pre-service colleges. This may be the reason as to why they are not ready to teach the pupils with special educational needs.

The findings also revealed that only a few (15%) of the teacher trainers at Solwezi Teachers College have qualifications to enable them teach the students methods of handling pupils with special educational needs. The majority of lecturers have no knowledge on special education and they had no idea on how to handle pupils with disabilities and as such they do not train their students in methods of handling pupils with disabilities. The few lecturers who had the knowledge of handling pupils with disabilities claimed they do not have enough time to train the pupils as they are controlled by the curriculum and there is no methodology in special education in the college curriculum.

The teachers' ages, ranged from 20- 55years and the majority of the respondents were in the age group of 26-50 years. The findings revealed that, irrespective of the age of the teachers, the respondents were not for the idea of including pupils with disability in the

ordinary schools. It also showed that both the new and old teachers had the same views about teaching and learning of the pupils with disabilities.

The findings on teachers' locations and how they perceived Inclusive Education showed that, the relationship was not significant as the study found that although the majority of the respondents (66%) were found in the urban areas of Solwezi, they still had the same views on the inclusion of pupils with disabilities in the ordinary schools. This is irrespective of them being near a special school and some units for pupils with disabilities. The findings were inconsistent with those of Hodgson (1984), Josson (1995) and Moberg (1997) which established that teachers in urban and commercialized settings were more willing to support inclusive schooling than those in rural settings. The findings clearly show that not much sensitization has been carried out to the teachers for them to understand the concept of inclusive Education and accept the pupils with special Educational needs.

The findings of the study in relationship to the grades taught by the teachers were that the highest numbers of respondents (51.7%) were those who were teaching in the lower grades and (31.7%) were teaching in the higher grades of the basic schools. However there was no difference in the views of both those teaching in the higher and lower grades of the basic schools. The findings are inconsistent with the findings of Simpkins (1987) and Larrivee and Cook (1979) who established in their study that teachers in lower grades are more supportive of inclusion than those in higher grades and that regular educators at the junior high level are least receptive to working with impaired pupils like the blind.

The results of the study also showed that the majority of the respondents 77.5% preferred the pupils with disabilities be taught in special schools and units than in inclusive schools in the mainstream. The findings are consistent with those of Heward and Orlansky (1988), Kasonde-Ngandu (1989) Kauffman (1993) and Kirk et al (1997) who reported that in their findings, the majority of their respondents believed that the regular classroom is not the appropriate place for many pupils with learning disabilities

and that most teachers want to see each exceptional child educated in the most suitable least restrictive environment. The findings however contrast the findings of Madden and Slavin (1983) and Scruggs and Mastropiere (1996) who discovered in their research that approximately two thirds of their study respondents surveyed over the years agreed with the concept of inclusive education and that mainstreamed children learn much more than anyone thought they were capable of.

Teachers' preferred disabilities for inclusion in the findings revealed that, the majority of the respondents preferred the physically handicapped pupils be included than the other disabilities. The results also shows that the mentally retarded or intellectually challenged are the least preferred disability for inclusion. The findings agree with the findings of Baker and Gottlieb (1980), Hegarty et al (1992) and Baylis and Avramidi (2000) who reported in their findings that most teachers in their findings preferred having physically disabled pupils than other disabilities in their classes. This is because the physically disabled had more intellectual abilities and that most teachers were of the view that most of the emotionally disturbed and educably mentally retarded pupils should not be placed in ordinary classes but in special schools. One respondent explained that:

*"It is very difficult to handle the mentally retarded because of the variety of behaviours that they portray and thus only teachers trained to handle them should do so."*

The findings however contradict that of Heward and Orlansky (1988) who reported in their findings that regular teachers have much less fear of visual impairment. They find students to be independent and have a sense of humor.

Respondents competences of handling pupils with special educational needs in the study revealed that, 88.3% of the respondents do not have the competence of handling the pupils with disabilities in the mainstream classes. The respondents claimed they had not undergone any training on how to handle the pupils apart from getting sensitized about disabilities. The findings agree with those of Lopez (1999), Kalabula (2000) and

Savolainen et al (2000) whose findings showed that teachers in the mainstream were ill-prepared for the success of inclusive schooling programme. Teachers lacked skills, methods and strategies to meet the diverse needs of all pupils in ordinary schools and that some teachers use traditional methods and are not ready to meet the needs of the diversity of learners because they have been trained in a homogenizing approach. This may be the more reason why the ordinary school teachers are reluctant to have pupils with disabilities in their classrooms and schools.

On the respondents' number of years served in the teaching profession in relation to their attitudes to including pupils with special educational need in the mainstream, the results show that the majority of teachers (87.5%) have served for between 4-19 years. The results also revealed that both the new and old teachers were of the view that the pupils with special educational needs be taught in special schools and not to be included in ordinary schools. The findings are inconsistent with those of Coates (1989) and Savolainen et al (2000) whose findings reported that teachers with more years of service did not approve of inclusion practices in schools as compared to the new teachers. This could be because old teachers have been used to the old traditional way of teaching and were not equipped with the skills of handling children with special educational needs. The results however indicate that both the new and old teachers have not been taught on how to handle the pupils with special educational needs.

The study revealed that the able bodied pupils' attitudes towards pupils with disabilities was mixed, the result show that most of the pupils (50%) have negative views while 32.5% have positive views. This is consistent with the findings of Kirk and Gallagher (1983) who reported in her findings that the mentally retarded pupils are not well accepted by the non- retarded pupils, whether they are in special class or the regular. The results however contradict the findings of Heward and Orlansky (1988) who reported that reports from teachers and students in their study as well as a growing number of data-based studies, indicate that many handicapped children are being successfully educated in regular schools and that, for the most part, they are well accepted by their non handicapped schoolmates. The pupils' views could be attributed to the different

beliefs that people hold towards disabilities, which often influence their attitudes and behaviour towards those with disabilities. It may also be due to lack of sensitization by the schools and communities by those with knowledge about disabilities.

Most of the lecturers (85%) thought that the curriculum needs to be changed or modified to accommodate pupils with special educational needs. The lecturers claimed there was need to have special education as a course on its own unlike the current situation in which it is integrated in educational studies. They also proposed that enough time be given to the few lecturers that had special education qualifications to teach the course to the would be students. The findings agree with those of Heward and Orlansky (1988) and Shea and Bauer (1994) who reported in their findings that the majority of Principals and teachers do not have adequate training in special education and are not confident making decisions with regard to the education of students with disabilities and that the regular teachers receive little support or training to handle exceptional children.

The study revealed that most respondents lacked competencies in teaching students on how to handle pupils with special educational needs, the results show that 75% of the lecturers who train the would be teachers at Solwezi teachers college have no knowledge about special education and thus do not train the students in methods of teaching pupils with special educational needs. 25% of the respondents had the knowledge but claimed they could not train the students in methods of handling the pupils with special educational needs because special education was not offered as a course and that there was very little time in the college year to teach the course.

On the change of the basic school curriculum to enable it accommodate pupils with disabilities, the results show that 68% of the respondents were for the idea that the curriculum be changed. They claimed the present curriculum is tailored to suit the able bodied pupils and it has disadvantaged the pupils with disabilities. Pupils with disabilities need a curriculum that will suit their special needs but the present curriculum is designed to make pupils pass the examination at the end of the year and thus teachers

teach to finish the syllabus so that pupils can write examinations at the end of the year. One respondent pointed out that:

*"Pupils with special educational needs should be handled by the specialist teachers as they have been trained in handling them and they understand the pupils better."*

The findings agree with those of Brennan (1985) and Chantmani (1992) who postulated that a special curriculum should be prepared to match the needs of the exceptional children and that pupils with special educational needs face more than time-content pressures. They are delayed in learning because of the effects of the disabilities, they however find themselves forced into the pattern of the curriculum developed to suit the majority of pupils who do not have special needs.

82.5% of the respondents were for the idea that specialist teachers should handle pupils with special educational needs. They claimed this is because specialist teachers have been trained in strategies of handling the pupils with special educational needs and can effectively teach the pupils than the ordinary trained teachers. The findings are consistent with that of Chantamani (1992) who pointed out that pupils with special educational needs need to be handled by a teacher who has a clear concept of special education and integrated education because the education of exceptional children either in special school or integrated set up depends on the efficiency of the teacher. He further states that teachers like those for the deaf and disabled have special roles in schools, besides some additional qualities, they must have the primary aim of teaching and guidance. The teachers of the pupils with disabilities do not only give guidance to the pupils with disabilities but also to their parents, siblings and the community. One respondent put it this way,

*"Pupils with special educational needs should be handled by the specialist teachers as they have been trained in handling them and they understand the pupils better."*

The study results show that 70% of the respondents who were college lecturers and 60% of the ordinary teachers reported that they had been sensitized. Sensitisation is very important and Heward and Orlansky (1988) encourages special educators to devote increased attention to making general education administrators and teachers more aware of the key principles involved in providing an appropriate education to exceptional students in the least restrictive environment.

Ordinary schools readiness for inclusive education was discovered to be negative, 90% of the respondents felt that the ordinary schools are not ready for inclusive education. They pointed out that a lot things need to be put in place before the implementation of the inclusive schooling programme. They pointed out that the schools lack; specialist teachers, proper infrastructure, teaching and learning materials, supportive administrations and they are understaffed. This finding is consistent with that of Kalabula (2000) who pointed out that Zambia, which cannot afford even basic resources for those already in the boarding schools, cannot be considered ready to take up such a demanding responsibility as including the children with special educational needs in ordinary schools. Some respondents however felt the schools are ready and only need assistance. One respondent pointed out that:

*“ There are schools practicing inclusive education and all that is needed is for the environments to be modified as most teachers have basic knowledge of special education.”*

It was discovered from the study that teasing of pupils with special educational needs is still very high, 90% of the respondents claimed the able-bodied pupils tease the pupils with disabilities. These views are consistent with the findings of Kasonde-Ngandu (1986) who in her study found that 67% of her respondents felt that the best place for the handicapped is separate provision in special schools, because in separate schools the children are free from being laughed at, stared at and teased by the normal children. However some respondents in the study also had different views. One respondent who claimed the disabled are not teased put it this way:

*“ the pupils with disabilities are no longer teased  
by the able-bodied pupils because of the sensitisation  
that had been done to all the pupils at school and the  
sensitisation done in the communities by the teachers  
in the school INSPRO committee.”*

The study revealed that respondents felt that the disabled affect the learning process in the ordinary schools and classrooms, 85% of the respondents claimed they did. The findings are consistent with that of Dyson et al (2003) who claims that most schools continue to resist the pressure to become inclusive because they are concerned that to do so will have a negative effect on the academic progress of the pupils or lower their academic standards. One respondent said;

*“learning is affected when pupils with disabilities  
are included because the teacher will be forced  
to either concentrate on the pupil with a disability  
or will ignore him/her and concentrate on the other  
able-bodied pupils.”*

However the results are in contrast with the findings of Gearheart et al (1988) who pointed out that it is a myth to state that, mainstreaming handicapped students will detract the educational progress of the non-handicapped students.

Respondents in the study claimed schools do not have appropriate resources to effectively implement inclusive education, 80% of the respondents claimed the schools do not have the appropriate resources for them to implement the programme. The findings agree with those of Shea and Bauer (1994) and Kalabula (2000) that the schools do not have the appropriate resources for the implementation of the programme. Most of the schools fail to provide the needed resources for the ordinary pupils for effective teaching to be carried out and it would be very difficult to provide the resources to the



pupils with disabilities, as the needed resources are more expensive than those of the able bodied.

On whether the pupils with disabilities improve their performance when put in inclusive schools and classes, the results show that 75% of the respondents felt the inclusion of pupils with disabilities in inclusive classes does not improve their performance. These findings are consistent with those of Kirk and Gallagher (1983) and Mercer and Mercer (1989) who discovered in their studies that there seems to be little evidence to suggest that educable retarded placed in special classes improve their IQ scores when compared to similar children in regular programme and that mainstreaming has not resulted in significant social and educational growth for the handicapped learners. One respondent put it this way;

*“Pupils with disabilities do not improve when included in the mainstream classes because the teachers want the pupils to pass at the end of the year and would not waste time on one individual.”*

However the results contrast that of Madden and Slavin (1983) who pointed out that mainstreamed children learn more than anyone thought they were capable of Kirk and Gallagher (1983) also point out that, there is evidence to suggest that educable mentally retarded children in the upper levels tend to make better educational progress in the regular grades. One respondent had this to say;

*“Pupils with disabilities improve when included in the mainstream classes as they come to realize that they are just as good as the other pupils and develop the sense of competition.”*

The majority of the respondents felt pupils with special educational needs are not given individual assistance, 91.7% of the respondents claimed the pupils are not given any individual assistance. One respondent said;

*“Teachers fail to give individual attention because they are pre-occupied with finishing the syllabus and be ready to write the examination at the end of the year.”*

The study revealed that a lot of things need to be put in place before implementing inclusive education. 37.5% felt more specialist teachers need to be trained. 25% felt that the schools needed to be modified so as to suit the pupils with disabilities. 20% felt that more equipment should be availed to the ordinary schools and 17.5% felt ordinary teachers need training in methods of handling pupils with disabilities. The findings are in line with those of Clunies-Ross (1984), Leyer (1988), Chantamani (1992) and Shea and Bauer (1994) who established that teachers were willing to have the children with disabilities in their classroom so long adequate educational resources were provided to enable effective teaching and learning. They also established that ordinary teachers were not trained in special education and thus do not have confidence of making decisions with regard to the education of pupils with special educational needs thus the need to train more specialist teachers.

### **5.3.**

### **SUMMARIES OF FINDINGS**

The study has revealed that 77.5% of both the ordinary and specialist teachers were not in favour of having pupils with disabilities in the mainstream schools and classes. The teachers were all in favour of having the pupils with disabilities in special schools and units. The study also revealed that 85% of the teacher trainers were also not for the idea of including the pupils with disabilities in mainstream schools but that they be educated in separate schools of their own.

The study has also shown that irrespective of the location of the teachers, they all had the same view that pupils with disabilities should be educated in special schools where specialist teachers could handle them. This could have been due to the fact that the teachers undergo the same training, which does not pay special attention to the learning of pupils with disabilities in their initial training programmes.

The ordinary teachers and the teacher trainers (88.3%) were discovered in the study to lack the knowledge of how to handle the pupils with disabilities leading to their not being in favour of including the pupils with disabilities in mainstream schools and classes. Though the ordinary teachers were found to have been sensitized, the study revealed that they still had little confidence of handling the pupils with disabilities, as the sensitization had not capacity built them to handle the pupils with disabilities.

The study revealed that 50% of the able-bodied pupils have negative attitudes towards the pupils with disabilities and this could be due to the fact that they have not been fully sensitized about causes of disabilities and the capabilities of pupils with disabilities. The pupils could also be influenced by the beliefs they come with from home.

62.5% of ordinary teachers preferred having pupils with physical disabilities in their classes than other disabilities. This is because the pupils with physical disabilities according to them were not difficult to handle and very little modification could be done to the teaching methods, teaching and learning aids and the curriculum. The ordinary teachers least preferred having the mentally retarded/intellectually challenged pupils in mainstream schools. The teachers claimed the mentally retarded were difficult to handle and needed to be handled by specially trained teachers.

The study revealed that the performance of the pupils with disabilities is not affected by placing them in mainstream schools. The pupils seem to perform the same way whether they are placed in the mainstream or learn in the special schools. The teachers also claimed that the performance of the ordinary pupils may be affected by placing the pupils with disabilities in the mainstream, this is because the teacher may pay attention

either on the pupil with special educational needs or the other pupils thus one of the two may suffer.

The findings also revealed that both the ordinary teachers and college lectures were in favour of specialist teachers handling pupils with special educational needs. This was because the specialist teachers receive special training in handling the ordinary pupils and those with special educational needs.

The results of the study also revealed that teachers and college lectures thought ordinary schools are not yet ready for inclusive education programme. This was because ordinary schools lack; proper infrastructure, qualified manpower to handle pupils with disabilities, financial and material support, teaching and learning aids, special curriculum to cater for pupils with disabilities, supportive equipment for the pupils with disabilities and a conducive environment as not all the pupils, teachers and the communities have been sensitized about the programme.

#### 5.4. CONCLUSION

The study has revealed that teachers and lecturers are against the inclusion of pupils with special educational needs in ordinary Basic schools without the schools being made disabled friendly. The study also revealed that Basic schools are not yet ready for inclusive education as they lack all the necessary requirements for the programme to be implemented. The basic school curriculum needs to be modified or reviewed so as to make it conducive for the pupils with disabilities. *Teacher trainers in colleges of teacher training need to be retrained and the college curriculum needs to be reviewed or modified to include methods of handling pupils with special educational needs. A lot of sensitisation needs to be carried out to both schools and communities to enable teachers, pupils and community members understand the inclusive education programme.*

## 5.5.

### RECOMMENDATIONS

In view of the findings and conclusions of the study, the following are the proposed recommendations.

1. More specialist teachers need to be trained so every school may have one teacher who may carry out in-service training of the other teachers who lack the skills of handling pupils with special educational needs within the school.
2. The specialist teachers must train the ordinary teachers in the schools where they operate from.
3. The schools' existing facilities should be modified so that they are made disability friendly. This in a way will help the institutions be disability friendly and allow the pupils with disabilities access to the schools.
4. More sensitization on Inclusive education needs to be carried out by the specialist teachers and the Ministry of education. This will help in changing the mindsets of teachers, pupils and the communities and help them have positive attitudes towards pupils with disabilities.
5. The Ministry of education must provide schools with the necessary teaching and learning aids and all other support services to the schools.
6. The teacher training curriculum for Basic school colleges should be changed or modified so that it can accommodate the pupils with special educational needs.
7. The teacher trainers in Colleges of teachers should be retrained in the skills of how to handle pupils with disabilities so that they can train the trainee teachers in ways and strategies of handling pupils with disabilities.
8. The basic school curriculum should be reviewed, or modified to include skills training and cater for pupils with disabilities unlike the present situation where the pupils with disabilities are forced to follow the curriculum for the able-bodied.

**5.6.**

**FUTURE RESEARCH**

1. Pupils' perceptions of Inclusive Education.
2. Perceptions of parents of pupils with disabilities on Inclusive Education.
3. Parents of the able-bodied pupils perceptions of Inclusive Education.

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## APPENDIX 1.

### TEACHERS' VIEWS ON INCLUSIVE PRACTICES IN SCHOOLS.

#### QUESTIONNAIRE.

This questionnaire is to be completed by the teachers involved in the Inclusive classrooms in basic schools involved in Inclusive Education Programme.

Province: .....

District: .....

Name of School.....

Type of School: ..... (Community, Private, GRZ or GRZ Aided )

Level of School .....

School Setting: ..... (rural, urban or peri-urban)

Grade Handled: .....

Number of Pupils in Class: .....

Number of Pupils with SEN: .....

Highest Professional Qualification:

.....  
.....  
.....

Any Additional Professional Qualification:

.....  
.....

Highest Academic Qualification: .....

Number of years served as a teacher:.....

Gender: .....

Age: .....



## ATTITUDINAL

1. Are there children with disabilities in your Community?.....  
.....  
.....
2. Do you think the children with disabilities are given chance to enter school?  
(Give reason for your answer)  
.....  
.....
3. What is the attitude of the parents of the children with disabilities towards school?.....  
.....
4. How are the disabled treated by your community?  
.....  
.....
5. Do the disabled take part in the everyday life of the community? If Yes or No how?.....  
.....  
.....
6. What is the attitude of the able-bodied pupils towards the children with disabilities?.....  
.....
7. Do you think the pupils with disabilities are treated equally by the teachers?  
(Give reasons for your answer)  
.....  
.....  
.....
8. Are all the teachers sensitised about inclusive education?.....  
.....  
.....

9. Do the able-bodied give any assistance to the children with disabilities?.....  
.....  
.....
10. Are the disabled pupils free to socialise with the able-bodied pupils both in class and outside? (Give reasons for your answer)  
.....  
.....

## PEDAGOGICAL

1. Do you think you are offering the pupils with the disabilities quality education?  
(Give reasons for your answer)  
.....  
.....
2. Have you had any problems in handling the pupils with disabilities in your class?  
If yes give examples.  
.....  
.....
3. Which disability are you uncomfortable to work with? (Give reasons for your answer.)  
.....  
.....
4. Which one of the groups with disabilities are you comfortable to work with.  
(Give reasons for your answer.)  
.....  
.....
5. Do you think ordinary teachers can meet the needs of the children with disabilities in the ordinary class-rooms? (Give reasons for your answer)  
.....  
.....
6. Are you trained enough to handle the children with disabilities? If No in what area are you lacking?  
.....  
.....
7. Does your school provide you with the educational resources and equipment for use in handling the children with disabilities?  
.....  
.....

8. Is your class-room disability friendly (Give reasons for your answer)  
.....  
.....
9. Are you able to give individual attention to the children with disabilities? If Not  
(Give reasons for your failure)  
.....  
.....
10. Do you think the present curriculum is conducive to the children with  
disabilities? (Give reasons for your answer)  
.....  
.....
11. Which educational setting in your opinion could be the best for the children with  
disabilities. (Give reasons for your answer)  
.....  
.....
12. Are the ordinary teachers in your opinion receiving enough training to handle the  
children with disabilities? (Give reasons for your answer)  
.....  
.....
13. Who do you think can appropriately handle the children with disabilities? (Give  
reasons for your answer)  
.....  
.....
14. Do you think there is effective and quality education taking place in inclusive  
classes? (Give reasons for your answer)  
.....  
.....
15. In your opinion, what is needed in schools for effective teaching and learning to  
*take place?*  
.....  
.....

## APPENDIX 2.

### TEACHERS' VIEWS ON INCLUSIVE PRACTICES IN SCHOOLS.

#### QUESTIONNAIRE.

**This questionnaire is to be completed by Specialist teachers.**

**Province:** .....

**District:** .....

**Name of School:**.....

**Type of School:** ..... (Community, Private, GRZ or GRZ Aided )

**Level of School** .....

**School Setting:** ..... (rural, urban or peri-urban)

**Grade Handled:** .....

**Number of Pupils in Class:** .....

**Number of Pupils with SEN:** .....

**Highest Professional Qualification:**

.....  
.....  
.....

**Any Additional Professional Qualification:**

.....  
.....  
.....

**Highest Academic Qualification:** .....

**Number of years served as a teacher:**.....

**Gender:** .....

**Age:** .....

**This questionnaire is to be completed by the Specialist Teachers only.**

1. Do you think the pupils with disabilities are receiving quality education when included in ordinary classes? (Give reasons for your answer)

.....  
.....  
.....

2. In your opinion, are the ordinary schools ready to effectively implement inclusive education? (Give reasons for your answer)

.....  
.....  
.....

3. Which school setting is the best for the children with disabilities and why?.....

.....  
.....  
.....

4. Is the school curriculum in your opinion appropriate to the needs of the pupils with disabilities in the inclusive classes? (Give reasons for your answer)

.....  
.....  
.....  
...

5. Do you think the ordinary teachers can meet the needs of the children with disabilities in ordinary classes? (Give reasons for your answer)

.....  
.....  
.....

6. Which group of disabilities in your opinion should be included in inclusive classes and why?
- .....
- .....
- .....
7. Are the educational resources and materials available in ordinary classes to cater for the children with disabilities? (Give reasons for your answer)
- .....
- .....
- .....
8. Do you think the pupils with disabilities are given individual attention in ordinary classes? ( Give reasons for your answer)
- .....
- .....
- .....
9. Can the achievement levels of pupils with disabilities increase when included in ordinary classes? (Give reasons for your answer)
- .....
- .....
- .....
10. Is having pupils with disabilities in ordinary classes likely to interfere with quality education offered to the able-bodied? (Give reasons for your answer)
- .....
- .....
- .....
11. Do you think time is taken away from the able-bodied when pupils with disabilities are included? (Give reasons for your answer)
- .....
- .....
- .....

12. Are the pupils with disabilities teased and stigmatised by the pupils who are able-bodied?.....  
.....  
.....  
.....
13. How are the pupils with disability affected positively and negatively when included in ordinary classes?  
.....  
.....  
.....
14. What in your opinion is lacking for effective inclusion to take place?  
.....  
.....  
.....
15. Do you think the ordinary teachers are given enough training in handling pupils in handling pupils with disabilities? (Give reason for your answer)  
.....  
.....  
.....



### APPENDIX 3.

## TEACHERS' VIEWS ON INCLUSIVE PRACTICES IN SCHOOLS.

### QUESTIONNAIRE.

This questionnaire is to be completed by the teachers involved in the Inclusive classrooms in basic schools involved in Inclusive Education Programme.

Province: .....

District: .....

Name of College: .....

Type of College: ..... (Community, Private, GRZ or GRZ Aided )

Level of College: .....

College Setting: ..... (rural, urban or peri-urban)

Course Handled: .....

Number of Students in Class: .....

Number of Students with SEN: .....

Highest Professional Qualification:

.....  
.....  
.....

Any Additional Professional Qualification:

.....  
.....

Highest Academic Qualification: .....

Number of years served as a Lecturer : .....

Gender: .....

Age: .....

## QUESTIONNAIRE ON INCLUSIVE EDUCATION IN BASIC SCHOOLS.

### TO BE ANSWERED BY LECTURERS AT THE TEACHER TRAINING COLLEGE.

1. Does your institution train students with disabilities? If it does, what disabilities  
Are catered for? -----  
-----  
-----
2. What type of disabilities are not catered for by your institution? (Give reasons for  
your answer) -----  
-----  
-----  
-----
3. Is your institution disability friendly? (Give reasons for your answer)  
-----  
-----
4. Do you have any knowledge in handling of pupils with disabilities?  
-----
5. Do you think your students are well trained to handle pupils with any disabilities?  
(Give reasons for your answer)-----  
-----  
-----
6. *Does your curriculum have the component of teaching methods for pupils with  
disabilities?*  
-----
7. Is the period of training for students enough for them to learn how to handle pupils  
with disabilities?-----
8. Which disabilities do you think your students are able to handle after their training?  
(Give reasons for your answer) -----  
-----

9. Have you ever received any complaints encountered by students in handling pupils with disabilities during their teaching experience? (Give the complaints if any)
- 
- 
- 
10. Have you ever been sensitized about inclusive schooling programme? -----
- 
11. Do you think there is need to change the current teacher training curriculum in relation to special education? (Give reasons for your answer) -----
- 
- 
12. Who do you think should handle pupils with disabilities effectively? (Give reasons)
- 
- 
13. Are you well trained in teaching students on how to handle pupils with disabilities? If not, in which area are you lacking? -----
- 
- 
14. Do you think special education should be introduced as a course in teacher training colleges in the country? (Give reasons for your answer)-----
- 
- 
15. Do you think schools are ready for inclusive schooling? (Give reasons for your answer) -----
- 
-

## **APPENDIX 4**

### **NAMES OF RESPONDENTS' INSTITUTIONS**

1. Cheshire Homes School Unit.
2. Kikombe Basic School.
3. Kimale Basic School.
4. Kimasala Basic School.
5. Kimiteto Basic School.
6. Kyabankaka Basic School.
7. Mumena Basic School.
8. Mutanda Basic School.
9. Mwajimambwe Basic School.
10. Rodwell Mwepu Basic School.
11. Solwezi Basic School.
12. Solwezi College of Education. (Solwezi Teachers' Training College)