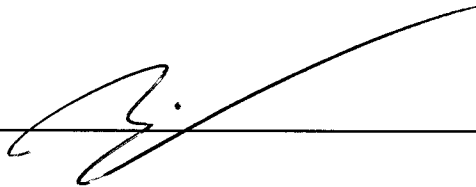


DECLARATION

I, LITIA NYAYWA, do hereby declare that this dissertation represents my own work and that it has not been previously submitted for a degree at this or another University.

Signed
by



(Student)

Date


31. 01. 07

APPROVAL

This dissertation of **LITIA NYAYWA** has been approved as fulfilling part of the requirements for the award of the degree of Master of Education (Special Education) by the University of Zambia.

EXAMINERS

Signature  Date 31/01/07

Signature  Date 31/01/07

Signature _____ Date _____

ABSTRACT

The purpose of this study was to investigate the views of teachers on early childhood special education in basic schools of Livingstone district of Zambia. In the present study, early childhood special education referred to an educational arrangement in which learners with special educational needs have access to early childhood care and development facilities in our education system from pre-school age.

Studies undertaken in other countries such as the United States of America, Canada, Australia, Japan, the United Kingdom and some parts of Europe and Africa have indicated that early childhood special education works well. This may be due to the fact that these nations have realized that early childhood special education, like any other education, pays off well in that these children find more success in later life. The study was therefore, carried out to investigate the nature of teachers' views on early childhood special education in the Livingstone district.

The study had 110 respondents who participated in it. The respondents consisted of the head teachers (N = 11), basic school teachers (N=36); special education teachers (N=29); pre-school teachers (N=26) and high school teachers (N=8).

Questionnaires and interviews were used to obtain information from respondents. Frequencies and percentages were used to analyse the quantitative data obtained. The responses from interviews were coded and grouped to establish the emerging themes in the study.

The study found that teachers were in favour of early childhood special education.

In addition, the study established that type of training teachers underwent was not a potent factor in teachers' views on early childhood special education. Length of service of a teacher, educational resources and information on early childhood special education were significant in teachers' views on early childhood special education. Teachers preferred learners with mild and moderate special education needs to be included in mainstream facilities. The teachers indicated that learners with severe and profound special educational needs should be cared for in separate facilities in the education system.

Arising from the results of this study, the present author therefore, would like to make the following recommendations for implementation:

- The government needs to put in place a set of laws and policies including a rational plan of action for learners with special education needs that strongly support early childhood special educational care and development.
- Localized training should be introduced to both pre-service and in-service teachers in order to support them with relevant skills and knowledge on early childhood special education through teacher training college curriculum and introductory short intensive courses run by colleges of education, standards officers and other stakeholders.
- Existing facilities in ordinary schools such as classrooms, furniture, equipment, sanitation and the distribution of resources should be improved and strengthened to enable early childhood special education programmes to be run smoothly.

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LIST OF ABBREVIATIONS

BESSIP	Basic Education Sub-Sector investment Programme.
CSEN	Children with special education Need.
DALICE	David Livingstone College of Education.
ECCDE	Early Childhood Care Development and Education.
EFA	Education for All.
ESIP	Education sector Investment Programme.
MFNP	Ministry of Finance and National Planning.
MOE	Ministry of Education.
NPA	National Programme of Action.
OMEP	Organization Mondiale Pour Education Préscolaire (World organization for Early Childhood Education)
PRSP	Poverty Reduction Strategy Paper.
SEN	Special Education Needs.
SNE	Special Needs Education.
TESSP	Technical Education Sub-sector Investment Programme.
UNESCO	United Nations Educational, Scientific and Cultural Organization.
ZPA	Zambia Pre-school Association.

CHAPTER ONE: BACKGROUND TO THE STUDY

1.1. INTRODUCTION

The early childhood special education profession has matured a great deal during recent decades in a few countries. Peterson (1987) points out that the field is becoming increasingly important to parents who want their children to have an educational experience in an early childhood educational centre before it is time for them to attend lower basic education schools.

Early Childhood Care, Development and Education (ECCDE) as it is referred to nowadays, is ordinarily known as pre-elementary, pre-school or nursery education. It is a type of development support services provided to children of 0 – 6 years of age.

The importance of early intervention through early childhood education for all children, including those with special educational needs, was endorsed in the World Declaration on Education For All (Jomtien, Thailand, 1990) and the Convention on the Rights of the Child (UNESCO 1989).

The Convention on the Rights of the Child proclaims that:

“Children have the right to life and the best possible chance to develop fully” (Article 6), and “Disabled children must be helped to be as independent as possible and be able to take full and active part in everyday life” (Article 23).

Furthermore, the World Conference on Special Needs Education (Salamanca, Spain, 1994) highlights early education as a priority area. In addition, the Ministry of Education through Educating Our Future Policy document (MoE, 1996), in endorsing the international perspectives, has given substantial priority to

the early intervention for children with special educational needs through meaningful early intervention strategies (MoE, 1996).

This early stage in life is, in the writer's view, not only crucial to a child's future development, it can also be time for children to discover differences in a positive light, learning to live, to play and to learn together early enough. These first early intervention efforts may be extremely important in facilitating inclusion throughout schooling.

1.2. BACKGROUND TO THE STUDY

1.2.1 GLOBAL DEVELOPMENTS

In 1979 the United Nations- declared rights of the child were reaffirmed world wide during the celebration of the international year of the child. These rights were adopted unanimously by the General Assembly of the United Nations in 1959.

During 1979, citizens around the world made assessments of the problems and concerns related to children's health, education and status relative to these ten rights. The United States adopted the Children's Charter in 1930. Many of the same concerns appear in both the children's charter and the United Nation's declaration. By the year 2000, with the help of dedicated teachers and parents around the world, great progress could have been made on many of these problems crucial to the well-being of children in the world.

Early childhood education around the world shares a common concern for young children. Many professionals are united through the Organisation Mondiale Pour L'Education Prescolaire (OMEP) the World Organisation for Early Childhood Education. Linked to the United Nations as a Non- governmental Organisation, OMEP frequently lends it expertise on international issues affecting children and families.

Some programmes for young children's care and education began in Europe in the 1800s. Prominent leaders were among others, Robert Owen in England, Frederich Froebel in German, the McMillan sisters in England and Maria Montessori in Italy. Today one finds evidence of these early roots as one visits in early childhood programmes in various countries.

1.2.2 NATIONAL DEVELOPMENTS

The History of Early Childhood Care, Development and Education (ECCDE) in Zambia has shown that no government (both pre and post independence) has ever taken it as one of its main responsibilities.

In colonial days, sub-zero education was offered for one year and included learning to write the letters of the alphabet on the ground (earth), for the African children. This was the closest the system came to offering Early Childhood Care, Development and Education (ECCDE).

Later, the colonial government came up with the Day Nurseries Act of 1957, which saw the introduction of ECCDE for the local children. After independence, the Government of the Republic of Zambia (GRZ) established nurseries and pre-schools through the Ministry of Local Government and Housing. These were mainly located welfare halls.

Upon realization of the need for an independent institution to take care of such schools, the Zambia Pre-school Association (ZPA) was established in 1972. However, membership of the association by ECCDE providers has not been mandatory to date.

In as far as ECCD was concerned, the Ministry of Education, took the position that the provision and funding of ECCD and pre-school education would be the

responsibility of councils, local communities, non – government organizations, private individuals and families (MoE 1996).

However, the Ministry of Education's role has, to date, remained that of encouraging and facilitating the putting in place of pre-school programmes and training of teachers for the sub-sector.

In a number of studies and reviews carried out in 2004, the most recurring challenges facing ECCDE in Zambia were cited as follows:

- Lack of common curriculum.
- Absence of set standards.
- Lack of clear ECCDE policy.
- Lack of monitoring and supervision.
- Inadequate training/trained human resources for ECCDE.
- Lack of mechanism for coordination and collaborating among ECCDE providers and stake holders.
- Lack of responsible authority for moving ECCDE forward.
- Greater emphasis placed on pre-school and not on the other lower levels of ECCDE.
- Most ECCDE facilities do not accept children with special education needs or with disabilities.
- Poor buildings and teaching materials for ECCDE. (MoE 2005).

Synopsis of policy milestones and assumptions indicate that Zambia's vision to provide education for all, education that is accessible, equitable, of acceptance quality and relevant to the needs of the country emerged in the early 1990s when the Ministry of Education for All (EFA) landmark targets. These were later taken up and exemplified in Focus on Learning (MoE 1992), the National Programme of Action (NPA) (1994), the Education Sector Investment Programme (ESIP 1995) and the National Policy of Education, Educating our Future (MoE 1996).

In order to ensure that the country was on course towards attaining EFA targets, the Ministry of Education has put various operational frameworks and interventions in place since 1996. Notable among these have been the Basic Education Integrated Investment Programme (BESSIP – 1999 – 2004) the Technical Education Sub-Inspectors Investment Programme (TESSP – 2003 – 2007) and the Education Sector Strategy Programme (2003 – 2007).

However, the critical milestones that are taken into account in the above policies are the projected attainment of target which state that by 2006 government will commence to offer early childhood education.

1.2.3. PROVINCIAL DEVELOPMENTS

In response to the Educational Reforms (MoE, 1978). Focus on learning (MoE 1992) and Educating our Future (MoE 1996) education policies, Southern Province and Livingstone District, in particular ,decided to take strides in the provision of early childhood education.

With church sponsorship, many early childhood education centers are housed within the facilities of the churches or church run schools. Sometimes the facilities are merely rented on a business basis, and the church exerts no influence over the programmes.

In these instances, the programmes are up to the people who have organized them and they are independent from the church. However, churches often establish and run day care or pre-school programmes of their own. In these cases, religious instruction may be part of the programmes. More than likely, instructors will want to avoid any programme that involves elements that conflict with their own religious views.

Sometimes parents have developed and administered childcare programmes of their own. This is often done in areas where good facilities are not available. In these cases the parents found, control and do participate directly in the programmes. Although they may all be very concerned, they may also have very definite and conflicting opinions, and varying amounts of training in or exposure to early childhood education. They often hire a trained and experienced teacher to guide them and to help deal with their differences.

Proprietary schools or private early childhood education centers which run as businesses are numerous in the Southern Province and in Livingstone in particular. Generally, they are licensed by the Pre-school Association of Zambia and must meet Council health, safety, fire and building codes. These centers usually charge tuition, thereby excluding poor families and those with disabilities from their benefits.

Such schools may be owned by an individual or a group of individuals. Sometimes the owners are involved in the actual direction of the programmes, but sometimes they hire others to do the job. In these schools, it is important for the teachers to know who owns and controls the facility.

The World Bank (2001) report points to the fact that privately owned schools can be good or bad, as it is true of the other varieties. Many of them are excellent despite their being susceptible to certain unique difficulties. For example, profit is more or less, the prime incentive behind the private school.

The Province has yet to put in place successful efforts to bring about childhood education programme into public school system, according to government vision in the Poverty Reduction Strategy Paper (MFNP 2004). This will enable many children in the province to begin their early childhood education experiences not in churches or private pre-schools, but also in publicly financed early childhood education programmes.

1.3 THEORETICAL FRAMEWORK

The study used Friedrich Wilhelm Froebel's (1837) theory. This theory states that early childhood special education pays off well in that these children find more success in later schooling. Froebel believed, as do many modern psychologists, that a child's early experiences have a profound effect upon the development of an adult personality. He believed that childhood has value in itself and is not just something we all pass through on the way to adulthood.

According to Froebel, children deserve the same rights and respect as adults and must be treated as individuals passing through unique phase in life. He understood, as did Pestalozzi, Brofenbrenner (1974) and Montessori, that the emotional quality of a child's life is important, and that the child's emotional life is heavily affected by the quality of parental love and early childhood experiences.

Froebel realized and individual differences in interests and capabilities should be considered in devising a curriculum, and that any educational curriculum has to be related to the child's own experiences. Finally, he proposed that play is a most important activity, for the optimum development of a child. In my opinions, all of these are ideas that still permeate early childhood educational though today. However, the main focus of the present study was to establish teachers' views in early childhood special education in Livingstone.

1.4. STATEMENT OF THE PROBLEM

From the review of the available literature, one of the features that surface is that very few studies have been done on views for early childhood special education in Livingstone. The few studies that have been carried out in the field of special education, such as Kalabula (1991), Katwishi (1995) and Mandyata (2002) have mainly focused on integration of such children in ordinary schools, activities

existing in special schools and early childhood education and perceptions of teachers on inclusive education respectively in Kalulushi, Kasama and Lusaka. These studies have further provided suggestions on how best to run special education schools and units as a way of improving education provided to children with special educational needs. However, the views of teachers on early childhood special education are not known. Therefore, there was need to find out their views on the early childhood special education.

1.5. PURPOSE OF THE STUDY

Literature on the teaching of the children with special educational needs is inconsistent. On one hand, advocates of early childhood special education perceive that such programmes could be held only in integrated mainstream (UNESCO) 1999), while non-advocates of early childhood special education believe that segregated programmes are appropriate and more viable (Verna 1986).

In the light of the foregoing, the general purpose of the study was to investigate whether teachers are in favour of early childhood special education in Livingstone. Further, the study made an attempt to establish the presence of differences in perceptions on early childhood special education practices in the schools between special and ordinary teachers.

1.6. OBJECTIVES OF THE STUDY

The objectives that guided this study were as follows:

1.6.1. General objective

To investigate the views of teachers on early childhood special education in ordinary basic schools in Livingstone.

1.6.2 Specific objectives

To investigate ordinary and special education teachers' views on early childhood special education.

- Find out opinions of school administrators on early childhood special education.
- Ascertain teacher's expectations of early childhood special education.
- Identify factors influencing teachers' views on early childhood special education.

1.7. RESEARCH QUESTIONS FOR STUDY

The following questions will guide the study:

- Are teachers in favour of early childhood special education?
- Are there differences in perceptions towards early childhood special education between special and ordinary teachers?
- What factors influence teachers' and administrators' views on early childhood special education?

1.8. SIGNIFICANCE OF THE STUDY

Teachers are more likely to work for an innovation such as early childhood special education if they feel they have been consulted and have contributed to the change.

It was hoped therefore, that this study would provide literature on views of teachers on early childhood special education hence contributing to the changes taking place in our education system.

Further, it was hoped that the information obtained from this study, would be of use to both national leaders and educational planners in Zambia and that it will reveal the kind of services currently existing in ordinary schools, and what should be added to them for the purpose of early childhood special education.

The information might as well provide a base on how early childhood special education ought to be integrated in Livingstone and other schools in Zambia.

The Ministry of Education has so far not carried out any formal evaluation or study concerning the early childhood special education in schools of Zambia. It was therefore hoped that this study may bring to light vital knowledge concerning views on early childhood special education and the aspirations of teachers in ordinary and special schools.

1.9. DEFINITION OF TERMS

1.9.1. Children with special educational needs (CSEN). These are learners who, because of their physical, intellectual, social, economic, economical or linguistic conditions, are not included in the mainstream or do not receive adequate attention in the education system (UNESCO 1997).

1.9.2. Early intervention refers to planned and organized efforts to enhance the development of children under school age who are at risk of development delay or further delay due to intellectual, physical, sensory or other disabilities. (UNESCO1999).

1.9.3. Early childhood special education is educational programmes for children with special educational needs from birth to 7 years of age or pre-school age (Hewett 1984).

1.9.4. Perceptions are personal views or expressed opinions, felt or beheld by individuals. Some kind of orientations or some knowledge that one has about something or a notion about phenomenon (Leady and Omrod 2001).

1.9.5. Special education needs. These may include blindness, partial sightedness, mental retardation, learning disabilities, hearing impairment (Hewett 1984)

1.9.6. Teachers, male or female head teachers, pre-school teachers mainstream teachers and special education teachers.

1.9.7. Teacher needs are teachers' expressed desire for services to be obtained or outcome to be achieved (Dunst, Trivette and Deal, 1988).

1.10. LIMITATIONS OF THE STUDY

The study could have extended to other provinces in Zambia, but due to financial constraints and limited time; the study will be restricted to Livingstone Urban District only.

Due to the above limitations, life data that could have been better obtained from parents and guardians was obtained from teachers because they were easily accessible. As a result therefore, the study may exhibit some inadequacies.

1.11. ETHICAL CONSIDERATION

Regarding issues of ethical consideration and confidentiality, the names of the participants are not mentioned in this study. Therefore, all participants in this study remain anonymous.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

This chapter reviews literature related to various aspects of the views of teachers on early childhood special education.

The review attempts to locate, study and evaluate reports of relevant studies. It aims at studying of published articles, going through related portions of encyclopedias, research abstracts, textbooks and manuscripts (Leedy and Omrod 2001).

2.1. LITERATURE REVIEW

United States of America Federal Legislation has mandated implementation of early childhood special education for children with special education needs. This was the result of research by Hains, Fowler and Chandler (1988) that had demonstrated the effectiveness of early childhood special education. However, the study did not make it quite clear just how effective early childhood special education tends to be.

In view of the above, therefore, another study by Thurlow, Lehr and Yesseldyke (1987), had indicated that socialization and self-help as variables generally formed the content for such early childhood programmes, though readiness and academic variables were often included (Allen, 1980, Stevenson, Parker, Wilkinson, Hegion and Fish 1976).

In addition, O'Connell (1983) and Lopez (1999) have suggested that many early childhood programmes have the additional variable of preparing the children with special educational needs for mainstream placement. Walter and Vincent (1982), urge that this was a universally supported practical initiative.

Taylor, White and Pezzino (1984) have urged that in most cases, these diverse emphases have been applied in varying degrees to the different programmes and that diversity may prevent focus on any set of articulate goals for early childhood programmes for children with special educational needs. At the very least, these diverse emphases have resulted in a rather inarticulate interface between programmes for the pre-school children with special educational needs and the mainstream according to Thurlow, Ysseldyke and Weiss (1988).

Thurlow, Lehr and Ysseldyke (1987) carried out a survey of early childhood special education programmes which revealed that only 20% of the programmes considered the child's skill level in exit decisions. The study went on to suggest that pupil age was the exit criteria most frequently noted and that only about 50% of the programmes for early childhood special education listed any exit criteria at all.

As can be deduced from the above thought, this type of inarticulate goal for pre-school programmes does not facilitate effective interface with the mainstream programmes where many pre-school children with special educational needs would be placed.

In order to lessen the potential trauma of this ill-defined transition from pre-school to mainstream therefore, Hains, Fowler and Chandler (1999) had begun to identify a method whereby families and teachers may actively participate in the transition process as partners in the education of their children (Bricker 2001)

In another study of teachers' perceptions on early childhood special education programmes, Hains, Fowler and Chandler (1988) found out that pre-school handicapped teachers seemed to assign more importance to social skill variables and overall academic and social variable than any other group of teachers.

The above findings may be interpreted as positive in that pre-school handicapped teachers may be interpreted as positive in that they are trying to address the problems of pupils in early childhood programmes. However, these findings, in

the writer's opinion, should be tempered with the possibility that special education teachers may be establishing high standards for children in early childhood special education programmes.

However, results of a study by L'arrive and Cook (1999) seem to support the perspective that special education teachers judged more survey items as critical variables for successful early childhood special education programmes than did other teachers.

In the same vein, L'arrive (2000) also reported that learning disabilities teachers rated specific academic and behaviour variables more highly than mainstream teachers. These findings would suggest however, that communication between and among all groups of teachers is needed to clarify the characteristics and skills required in early childhood special education programmes.

As a result, Fowler (1982) and Vincent et al (1980) have suggested that an example of this type of co-operation may be helpful. They have suggested that early childhood special education teachers who establish supportive environments emphasize behaviours such as hand-raising before standing, completing worksheets, and using class privileges as reward variables.

The above study also recommended that early childhood special education teachers made use of a variety of classroom management strategies. They emphasized effective teaching behaviours that included highly structured programming, individualization and task analysis variables regardless of class size.

In another survey on perceptions of teachers on early childhood special education programmes in the United States of America, Reynolds (1980) found that a great knowledge about the development of children handicapped conditions and specialized curriculum could be helpful in early childhood programmes. They suggested that classroom management strategies that focused on a more

individualized education programmes for all pupils should be emphasized in early childhood programmes (Reynolds 1980).

Beckman and Burke (1984) conducted a survey in which they found out that one of the major concerns regarding the early childhood special education initiative was related to the qualification of the personnel who had been hired to provide instructional services. To offset this problem, they have suggested training initiatives for upgrading the instructional skills of early childhood personnel.

As a first step toward development a training agenda, Trohanis (1985), in his investigation of teachers' perspectives on early childhood special education, did a survey in which 90% early childhood education indicated that they needed training to maximize competence, remediate deficiencies, increase rate of development, identify strengths and weakness, teach pre-academic variables, enhance self-esteem, prepare for integrated setting and develop self help skills in their learners.

Likewise, Gresham (1983) conducted a study in which he concluded that the failure of mainstream was due to the children's lack of requisite social skills critical for peer acceptance. This finding is particularly disconcerting for children with special educational needs. The study went on to indicate that mainstream environment alone may not be supportive of the ability to acquire social skills for these children apart from the early childhood special education programmes.

Peterson (2000) in his investigation of head teachers' perceptions of early childhood special education observed that about 70% of head teachers supported the idea of making adaptations in order to enhance opportunities for interactions among the learners with special educational needs and others.

Similarly, in another study undertaken by Mc Cathy and Houston (1989) it was suggested that microcomputers have the potential to facilitate social interaction

among early childhood special scholars. About 60% of head teachers suggested that more serious disabilities provoked more early childhood special programmes. Furthermore, they observed that early childhood programme acceptance should be more practical than theoretical.

However, the respondents indicated that more time, resources and personnel should be sought to ensure that early childhood special education programmes were initiated to be successful.

On the other hand, Thurman and Widerstrom (1990) investigated head teachers' perspectives on early childhood special education and found out that about 60% of the head teachers suggested that early childhood special education programmes are better served by teams consisting of educationists holding good qualifications in early childhood special education and others who are certified in speech/language, physical or occupational therapy. They further suggested that additionally, the teachers be frequently assigned a social worker who serves as home/school coordinator or case worker and whose designated role is to include the family in the service delivery system.

Moreover, Carlson and Sincavage (1987), in a survey of head teacher's perspectives on early childhood special educational programmes suggested that college or university preparation programmes for school psychologists should offer special training in working with infant and pre-school children and their families (Brofenbrenner 1979). They added that more direct contact with children and parents, siblings and teachers in the home and school setting and an emphasis on behaviour management, skills training, self-sufficiency, formal assessment and more emphasis on classroom based and home based intervention strategies are essential variables in early childhood special education.

In a study to examine perceptions of head teachers on early childhood special education, Semmel, Abernathy, Butera and Lesar (1991), head teachers suggested

that early childhood special education was essential to teach skills that were specifically required at home, school and community to ensure successful performance. Leblanc, Etzel and Domash (1978) suggested that these environments could be called least restrictive environment.

Additionally, in a project by Brown and Branston (1979) which was to investigate teachers' perceptions of early childhood special education, sixty percent (60%) indicated that the programmes were vital to facilitate communication in the children. Fifty-eight percent (58%) indicated that the programmes helped to teach independence in the children and eighty-five percent (85%) suggested that the programme assisted children in social interaction while over seventy-six percent (76%) respondents indicated that the programme was good because it helps children in compliance to rules and routines. The other sixty-seven percent (67%) showed that the programmes were essential because they helped children with pre-academic skills which were important for later school life.

Water and Vincent (1982) in a series to examine the perceptions of mainstream teachers on the need for early childhood special education programmes found out that of the 2,000 teachers who responded to questionnaire, over ninety (90%) indicated favourable responses. The studies revealed that favourable perceptions were held by the teachers on all types of disability. It was also observed that older teachers and younger ones alike tended to show positive perceptions about early childhood special education programmes. On the other hand, favourable perceptions were held regardless of the teachers' sex and type of training received.

Contrariwise, Smith and Powers (1987) undertook a survey on perceptions of mainstream teachers on early childhood special education programmes. The results of the survey indicated more than eighty percent (80%) teachers suggesting certification of early childhood special educators who would be employed in early intervention programmes serving children with special

education needs from birth through to seven years and their families. The suggestion represented an approach to creating a certification structure that would ensure a minimum level of beginning and continuing professional competence within the discipline of early childhood special education.

Furthermore, Calhoun et al (1989) in Australia found that over seventy percent (70%) of the mainstream teachers who participated in a survey on perceptions of teachers on early childhood special education agreed with the idea of early introduction of childhood special education. However, it was observed that the teachers' support of early childhood initiative depended much on the availability of the back up resources for teachers, pupils and families involved in the early childhood education programmes (Heward 1996).

Additionally, another study by Beckman (1983) sought to investigate perspectives of mainstream teachers on early childhood special education programmes. The study reported that about sixty percent 60% of the respondents would like to see efforts instituted towards establishment of many early childhood special education programmes. The respondents also indicated that these programmes helped alleviate parents' stress related to characteristics of the children.

In fact, some studies done by Bailey (1987), Dunst, Trivette and Deal (1988) and Dunst (1985) all strongly pointed to the potential relationships between parental stress and social support and between parent stress and child characteristics. Some children with special educational needs undoubtedly do pose challenges to their parents. The study indicated a higher stress score of eighty-five percent (85%) reported by mothers of neurologically impaired children.

Strain (1988) studied mainstream teachers' responses, on a survey he carried out to investigate their perspective on early childhood special education programmes. Strain (1988) noted that most respondents about ninety percent (90%) were in favour of early childhood special education. The study further pointed out that

the early childhood programmes assisted parents who were concerned about their child's future, fifty-two (52%) and sixty-five (65%) of mothers and fathers respectively.

In the above light therefore, it is worth mentioning that the ability for the early childhood special education programmes to plan for and predict the future of a young child with special needs is limited. The fact that this is a major problem for both mothers and fathers suggests that attention should be given to establishing early childhood programmes which will be providing much essential information to parents about their child's current and future educational programming (Salisbury 1987).

Moreover, a national survey undertaken by Roberts and Wasik (1987) to investigate perspectives of special education teachers on early childhood programmes for children with special educational needs, reported that about 90% of the respondents indicated strongly that as states begin to develop more systematic early childhood services to children with special educational needs, it is problematic for colleges and universities to graduate sufficient specialists to work in early childhood programmes.

Therefore, as the above survey suggests, most early childhood programmes may have to employ some combination of professionals and paraprofessionals. One solution to possible personnel shortages, therefore, maybe found in a professional/paraprofessional partnership (MoE 1996).

Undoubtedly, teachers hold different perceptions about early childhood special education. Guralnick and Groom (1988) studied perceptions of special education teachers on this initiative through semi-structured interviews involving teachers' own personal experiences with such children. The study found that the teachers believed that participating in early childhood special education programme is an

essential component for improving the peer social competence of the young children with special education needs (Hayes and Grunn 1988).

The significance of the above study was that it enabled teachers to highlight the issue of social competence, particularly in view of social competence, particularly in view of the long term adverse on interpersonal adjustment, must receive high priority in such programme initiatives. The study established that most children with special educational needs have difficulties engaging in play. In addition, the study found that there is an unusual absence of specific behaviours with peers that are typically associated in the literature with peer – related social competence. These included an inability to direct and organize peers or to use them as resources (Guralnick and Groom 1988).

Apart from the above, however, the study found that children with special educational needs exhibit atypical development pattern. Cross sectional studies by Guralnick and Bennet (1987) have shown that through gains in peer interaction occur across a school year, there is a substantial decline when new classmates are introduced.

Another interesting aspect of the Guralnick (1981) study was that children with special educational needs find it extremely difficult to form reciprocal friendships. They are highly interested in their peers, discriminate among them, and develop preferences for specific playmates. However, some studies by Guralnick and Groom (1988) suggest that unfortunately, even for the children with special educational needs who do form unilateral friendships, evidence suggests that they do not benefit as much as other peers from these development advantages.

In other mail and telephone survey undertaken by McCollum (1987), they discovered that special education teachers' perspectives on early childhood special education emphasized that the programmes were essential. The teachers – about ninety-five (95%) pointed out that the programmes would ensure and

facilitate children's development of social, motor, communications, self-help, cognitive, and behavioural skills and enhance the children's self-concept, sense of competence, control and independence (Kalabula 1989).

In the same telephone survey by McCollum (1987), the respondent teachers pointed out specific roles of the early childhood programmes as follows:

- Conducting screening and child-find programmes.
- Assessing children's development competence.
- Planning and providing developmental intervention services.
- Coordinating interdisciplinary services.
- Integrating and implementation of interdisciplinary team recommendations.
- Assessing family needs and strengths.
- Planning and implementing family support services or training.
- Coordinating services from multiple agencies.
- Evaluating programmes implementation and effectiveness of overall services for the children and their families.
- Advocating for children and families.
- Consulting with other professionals, families and other caregivers.

Unfortunately, it appears that not many colleges and universities are currently offering early childhood special education intervention tracks. In spite of the new policy on education and the anticipated need for early childhood intervention personnel the colleges are still far divorced from early childhood programmes.

A survey undertaken by Meisels et al (1988) indicated that at graduate level, most programmes enroll and graduate a very small number of students each year or none at all. Thus, it will be impossible to meet the anticipated national need for qualified professionals by relying on new graduates. Therefore, many teachers, in the telephone survey, suggested that colleges and universities will need to

consider increased enrolment and intensive education as well as through workshops, as options for increasing the availability of qualified professionals.

In the same vein, research by Guskey (1986) suggests that traditional approaches to in-service education (e.g. Workshops) may have little effect on practices. The study suggests that effective in-service training will require:

- Administrative support and encouragement.
- Individualization based on the needs and strengths of local programmes and professionals.
- Relevant learning experiences.
- Support and follow up during implementation.

A related issue that was brought up by the mail and telephone surveys and working conference undertaken by Guskey (1986), Meisels et al (1988) and Fewell (1983), is whether programmes should have a separate infancy focus or whether they could be integrated into the existing early childhood programmes. The data collected demonstrated that more infancy content is included in a programme with an infancy focus. Programmes with a broader early childhood focus were likely to emphasize the pre-school period more heavily than the infancy period.

Although the provision of a separate infant programme would be desirable, given unique skills needed to work with children with special education needs, such specialized programmes would not be feasible in many settings. Teachers may not have the back ground or experience to teach children with special education needs content. They would need new skills and knowledge. Alternative practicum sites would need to be identified. The teachers would also need experience in settings such as developmental evaluation centers, regular care programmes and hospitals or other medically based sites (Bricker 2001).

In view of the foregoing, Katwishi (1995) has discussed the dire need of early identification, assessment and referral for appropriate follow ups for children with

special education needs. In Katwishi (1995)'s view, this formed a base for development of effective early childhood special education and inclusive schooling system in Zambia.

The discussion has urged that through early identification and early childhood special education programmes, the strengths of children are identified and early intervention programmes provided. Despite this, Katwishi's discussion fails to indicate the extent of early identification programmes in Zambia.

In the principle of normalization Brofenbrenner (1975) provides important guidance when attempts are made to determine how appropriate and helpful early intervention through early childhood special education programmes would be.

Calhoum, Rose, Prendergast and Spooner (1989, p.181) have described normalization as:

“making available to the children with special educational needs patterns and conditions of everyday life which are as close as possible to the norms and patterns of the mainstream of society.”

It is suggested, therefore, that normalized intervention through early childhood special education must take in account typical activities of children and typical demands that occur in the child's natural domestic and community environments. Similarly, the age appropriate work for the children is to establish a satisfying relationship with caregivers. This relationship will, according to McCollum (1989), lead to increased stimulation, attention and support. Calhoum et al (1989) have also argued that the early childhood special education programmes would act as a nurturing environment with activities that facilitate development.

In another vein, following a study to elicit teacher's view on early childhood special education, Walter and Vincent (1982, p.143-144) reports that:

"No single organized activity may be carried out in isolation. Liaison and co-operation have become essential. After all, education is not actualized as something that finds its destiny in itself, that is, education is for the sake of education. People are educated with a view to fulfilling their mandates in the community and society".

In the light of the above study by Walter and Vincent (1982), therefore, early childhood special education programmes cannot be sustained in isolation. There is need for networking and establishing linkages with different support systems, including the health, the media, social welfare, the corporate sector, and international organizations.

Public relations are important, not publicity. Enlisting the help of a group of patrons from different areas such as retired bureaucrats and others is essential. The need for an integrated disability development approach is to be recognized if early childhood special education initiative is to be successfully sustainable in Zambia.

UNESCO (1997) observed that teachers' attitudes on early childhood special education programmes ranged from being enthusiastic, through teachers knowledge, ability to help learners with disabilities, time available to give help and the willingness to offer individual educational attention to pupils with special education needs in early childhood programmes. Such help partly depend on the confidence of teachers to meet the education needs of learners with disabilities. The study concluded that teachers without confidence felt threatened by the presence of children with special education needs in the classrooms.

CHAPTER THREE: METHODOLOGY

3.1. INTRODUCTION

The chapter divides into ten sub-sections, the first of which describes the design, population, sampling procedure and research instruments. The other four sections being pre-testing of instruments, sample size collection and analysis of data. The last two sections provide problems experienced during data collection period.

3.2. RESEARCH DESIGN

A survey was used for this study due to its ability to collect data on variable such as were found in this study sites. A survey, in this study dealt with distribution incidences and relationships between various elements on early childhood special education and school focused early intervention strategies. A survey in addition provided a detailed description of current conditions and identified alternative conditions. It was carried out on a small scale (Leedy and Ormrod 2001).

3.3. TARGET POPULATION

The population for this study consisted of 110 teachers in Livingstone district. The rationale for selecting these teachers was that they might have perceptions or views on early childhood special education programmes. Furthermore, it was felt their experiences and views and early childhood special education would contribute new knowledge to the existing body of knowledge on early intervention strategies for children with special education needs (CSEN) in Zambia

3.4. SAMPLE AND SAMPLING PROCEDURE

Livingstone district has a total of 28 schools comprising of 23 basic and 5 high schools. It was therefore felt that eleven schools making up about 39.2% of all in the district would be representative enough in the study. A stratified random sampling technique was employed to select the schools from which respondents were drawn to participate in this study.

The technique was found to be sustainable due its characteristic of giving a desired representation of the schools (Leedy and Omrod 2001). The respondents were deprived from the following schools: Dambwa, Christ the King, Hillcrest, Holy cross, Linda East, Linda, David Livingstone High, Mujala, Mulwani, Syanalumba and Zambezi.

At each school, stratified proportions sampling technique (Lay 1976), was employed to ensure an equal representation between male and female respondents. Furthermore, a simple random sampling technique (Lay, 1976 and Leedy and Ormrod 2001) was used to determine teachers who should participate in the study. It should also be noted that numbers were assigned to all teachers and put in two separate boxes representing male and female teachers. The researcher then randomly picked numbers from the boxes indicating teachers to participate in the study.

The above technique had the advantage of allowing each teacher an equal chance of being selected for the sample and was a better way to obtain a more representative sample of respondents for this kind of study. Owing to the above, in each school half of the participating teachers were females.

3.5. RESEARCH INSTRUMENTS

The structured questionnaire (Appendix A) and the semi-structured interview schedules (Appendix B) were used in the collection of research data. The questionnaire comprised two parts. The first part had a check- list responses and fill- in type of questions. The checklist response mode comprised questions which sought information on location of schools, sex, age, length of service and type of training of teachers. In addition, it had questions on class size and preferred disabilities for inclusion in early childhood special education programmes (Bless and Hignson- Smith 1995).

On the other hand, the second part of the questionnaire comprised a likert type scale which was employed to determine teachers' views on early childhood special education. This required an individual respondent to pick out one of the following responses to each statement:

Strongly agree

Agree

Undecided

Disagree

Strongly disagree

The above options were used to measure general attitudes in the study (Yuker, Block and Young 1996). The structured questionnaire (Appendix A) captured quantitative data. In the opinion of this writer, it was also more reliable because of its anonymity. In addition it encouraged honesty and was economic in terms of time and financial resources. However, the structured questionnaire exhibited

some disadvantages some of which being problematic to respondents with limited literacy. Also it was filled in hurriedly and often showed a low percentage of returns.

On the other hand, semi-structure interview schedules (Appendix B) solicited for information on location of school or units, sex of respondents, type of training, educational settings, teaching skills, educational resources, preferences and expectations of teachers on early childhood special education programmes.

Interviews had the advantage of allowing the respondents express their opinion more clearly. The researcher equally had the opportunity of probing and seeking further clarification on expressed issues during the interviews. However, one weakness of interviews, was the experience of invalidity of responses thereby obtained (Leedy and Ormrod 2001). In the writer's opinion the use of questionnaire in the study provided convergent validity, which made the data collected unsuspect and reliable.

3.6. PRE-TESTING OF RESEARCH INSTRUMENTS

Pre-testing of the study instruments was carried out in Kitwe and Luanshya Districts of the Copperbelt Province of Zambia. It involved teachers randomly selected from schools. The following schools/units participated in the pre-testing exercise of the study instruments:

- (i) **Schools in Luanshya:** Muchinshi, Mpelembe and Dagama
- (ii) **Schools in Kitwe:** Chibote, Nkana and the Teachers' College

It must be noted that the above institutions were chosen because of their involvement in their early childhood programmes and special education. In addition, their activities were similar to those obtaining in Livingstone District.

The testing of study instruments was aimed at establishing the internal consistency of the questions (Leedy and Ormrod 2001). In the same vein, it was directed at finding out whether items in the two instruments were measuring what was intended to capture in the study. The pre-testing of instruments ensured clarity apart from providing an opportunity to rephrase questions or statements, which were ambiguous (Leedy and Ormrod 2001)

3.7. SAMPLE

The sample for the study comprised one hundred and ten (110) teachers. They represented 11.4% of total population of teachers in the Livingstone District.

3.8. DATA COLLECTION PROCEDURE

The research data was collected during the first term of the school year calendar, which was from January to April. The questionnaire and interview schedule were administered during class sessions. In the writer's opinion, this arrangement was disruptive to the learning process in classrooms. At each school, the head teacher or deputy head teacher helped to distribute the questionnaire to the teachers included in the sample. Teachers were allowed to complete the questionnaire during their free time.

Before the questionnaire was completed, teachers were given instructions on how to complete them. These included making choices and writing responses on spaces provided on the questionnaire. In addition, anonymity and the confidentiality were ensured by not allowing teachers to write their names on the questionnaire. This helped to minimize fears of victimization and promoted honest responses from teachers. In the writer's opinion, the interviews took a longer period to administer than the questionnaire. The interviews lasted between 40 and 60 minutes many times with interruptions from parents, teachers and

pupils seeking to have an audience with the head teacher during the course of the interviews.

3.9. DATA ANALYSIS

To obtain the required information, numbers were assigned to response categories to which individuals belonged. For instance, teacher count was the scoring procedure that was used to analyse certain questions. The scores were expressed in tables consisting of frequencies and percentages. On the other hand, in questions requiring a teacher to indicate the degree of agreement, a likert scale involving the allocation of score to each point on the scale was assigned.

A teacher's overall score was arrived at by adding up all his or her scores. Thereafter responses for all the teachers were added up in order to determine the percentage of teachers who had positive and those with negative views on the presence of learners with special education needs in early childhood special educational programmes.

3.10. DATA INTERPRETATION

The interpretation of quantitative data involved the use of frequencies and percentages. The analysed data was shown in form of table or groups. The responses from interviews were coded and grouped to establish the emerging and merging themes. The similarities and differences were presented in form of a detailed description of the observed situation in the study sites.

3.11. PROBLEMS ENCOUNTERED IN THE FIELD

Some respondents were reluctant to complete neither questionnaire nor being participants in the interviews. They viewed the study as a way of reporting on their classroom performance. The researcher had to solicit for the support of head teachers for the teachers to participate in the study.

Another challenge was that some teachers were asking for a participating fee. They reasoned that researchers were given a lot of money.

CHAPTER FOUR: FINDINGS OF THE STUDY

4.1. INTRODUCTION

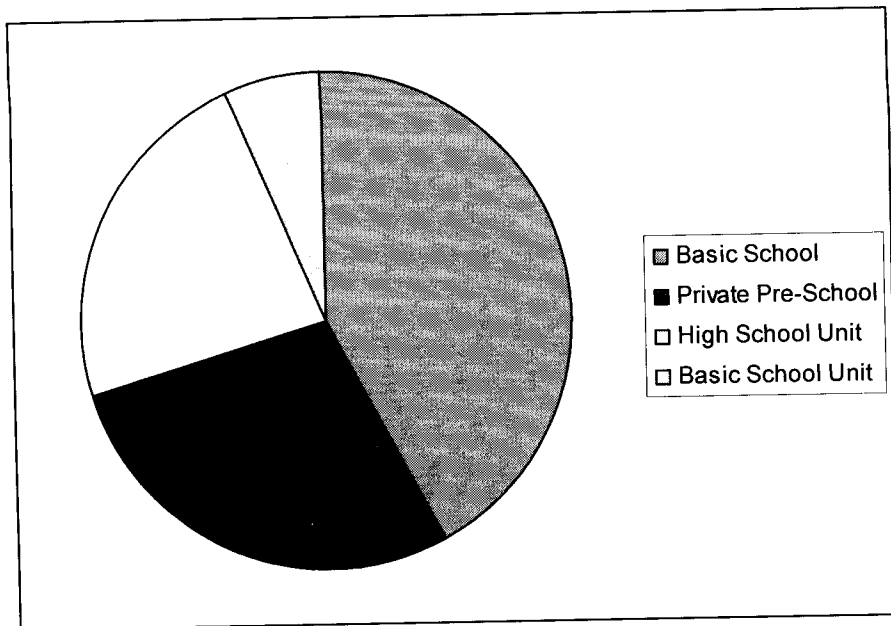
In this chapter, the findings of the interviews and questionnaires conducted to establish teachers' views on early childhood special education are here presented. The findings are given under headings derived from the objectives of the study. The headings are further sub-divided to include: research locations, sex, age, length of service and professional qualifications of respondents.

In addition, other sub-headings are enrolment of pupils with special education needs, educational settings, attitudes, teachers' competencies, educational resources and preferred disabilities for early childhood special educational programme. The last sub-heading deals with teachers' expectations of early childhood special educational practice in schools.

4.2. SOCIAL – ECONOMIC BACKGROUND OF RESPONDENTS

4.2.1. Location of respondents

Figure 1: Respondents and their locations



Basic School	-	42.70%
Private Pre-School	-	28.20%
Basic School Unit	-	23.60%
High School Unit	-	06.40%

Out of the one hundred and ten respondents who were drawn from four different types of schools in the district, seven (6.40%) were from a high school unit, twenty-six (23.60%) were from Basic School units, thirty one (28.20%) were from the Private Pre- Schools while forty-six (42.70%) came from Basic schools in Livingstone District.

4.2.2. SEX OF RESPONDENTS

There were more female respondents than males with each group consisting of seventy three (66.4%) and thirty seven (33.6%) respectively.

4.2.3. AGE OF RESPONDENTS

The ages of respondents ranged from 24 to 50 years. The mean age was 31 years.

4.2.4. RESPONDENTS' LENGTH OF SERVICE

Table1: Respondents and length of service

N = 110

LENGTH OF SERVICE IN YEARS	FREQUENCY	PERCENTAGE
0 – 4	34	30.9
5 – 9	19	17.3
10 – 14	24	21.8
15 – 19	15	13.6
20 and more	18	16.4
TOTALS	110	100.0

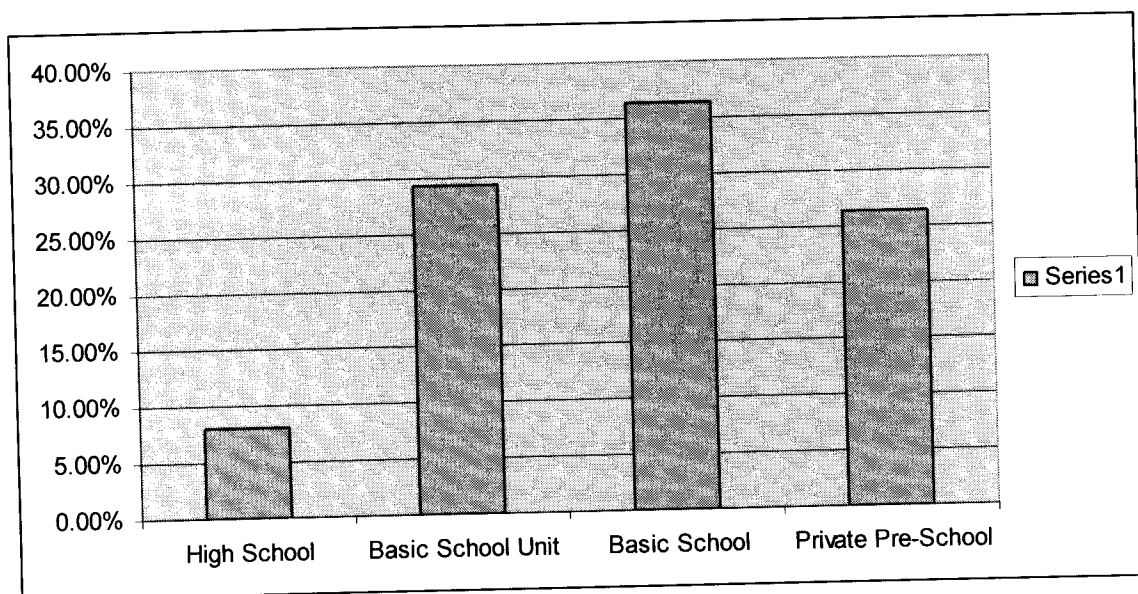
The majority, thirty four (30.9%) of respondents had served for a period of 0 – 4 years, while the smallest number of fifteen (13.6%) had served for a period of 15 years.

4.2.5 GRADES/CATEGORIES OF SPECIAL EDUCATIONAL NEED TAUGHT BY RESPONDENTS

Figure 2: Graph indicating percentages of respondents

Grades taught

Respondents by Grades taught



High School	-	08.00%
Basic School Unit	-	29.30%
Basic School	-	36.40%
Private Pre-School	-	26.30%

Out of the ninety-nine teachers, eight (08.00%) were teaching at High School level (teaching mentally challenged and visually impaired learners). Twenty – nine (29.30%) were teaching at Basic School units (teaching partially sighted

learners, hearing impaired learners, mentally challenged learners). Thirty – six (36.40%) were teaching at Basic schools teaching Grades 1 – 9) while twenty-six (26.30%) were teaching at Pre-school, (teaching baby classes and pre-school subjects). Eleven of the respondents who took part in the study were not involved in teaching but served as school administrators. On the whole, the higher number of respondents, thirty-six (36.40%) were from Basic Schools (teaching Grade 1 – 9 classes)

4.2.6 RESPONDENTS' PROFFESIONAL QUALIFICATIONS AND RESPONSIBILITIES

Table 2: Qualifications and posts

N = 110

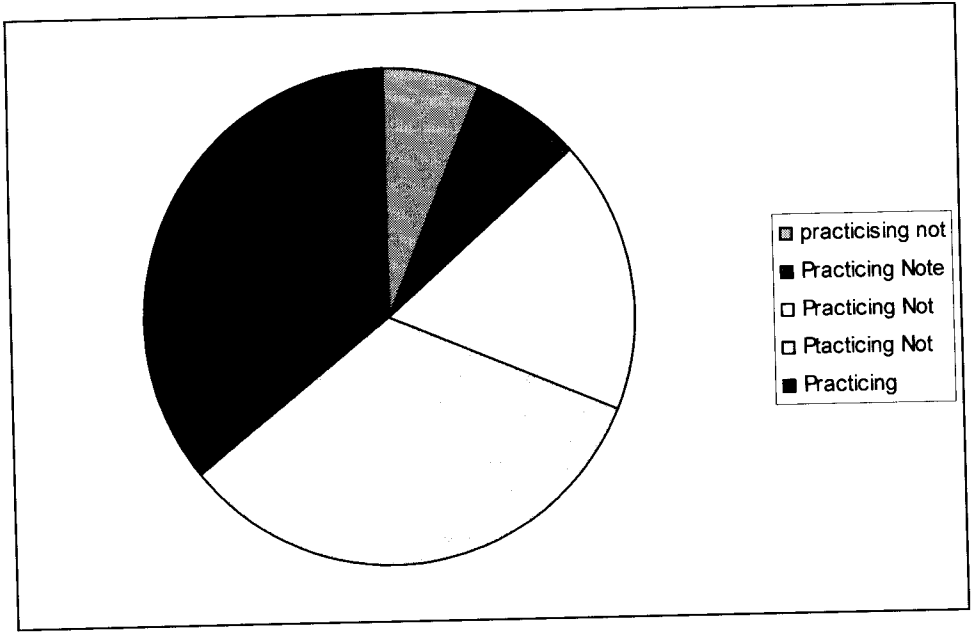
POSTS OF RESPONDENTS	QUALIFICATIONS			TOTALS
	PRE-SCHOOL TEACHING CERTIFICATE	PRIMARY AND SPECIAL EDUCATION CERTIFICATE	DIPLOMA/OTHER	
Head teachers	02 (33.03%)	00 (00%)	04 (66.07%)	06 (100%)
Deputy Head teachers	00 (00%)	01 (33.03%)	02 (66.07%)	03 (100%)
Senior Teachers	00 (00%)	02 (100%)	00 (00%)	02 (100%)
Class Teachers	43 (43.04%)	19 (19.02%)	37 (37.04%)	99(100%)
TOTALS	45 (40.9%)	22. (20.0%)	43 (39.1%)	110 (100%)

Out of one hundred and ten respondents, forty-five (40.90%) had Pre-school teachers' certificates while twenty-two (20.00%) had both or either primary and/or special education teachers' certificates. Forty-three (39.10%) had Diploma or higher certificates of teaching.

As regards post of responsibilities, six were head teachers; three were deputy head teachers, while two were senior teachers and the remaining bulk consisted of ninety-nine class teachers.

**4.2.7 RESPONDENTS CURRENTLY PRACTICING
EARLY CHILDHOOD SPECIAL EDUCATION**

**Figure 3: Professional Qualifications and Practicing of Early
Childhood special Education.**



Practicing Not	07.00%
Practicing Not	08.00%
Practicing Not	19.20%
Practicing Not	35.90%
Practicing	39.10%

Forty five (43.40%) of respondents had pre-school or early childhood education certificates and were practicing early childhood education but only for two (1.80%) were not practicing early childhood education. Nineteen (19.20%) respondents had primary and/or special education teaching certificate all of which were practicing special education teaching and not early childhood special education teaching. Also the findings revealed that 43 (39.10%) of respondents with Diploma were not practicing early childhood special education teaching.

4.2.8 ENROLMENT OF LEARNERS WITH SPECIAL EDUCATION NEEDS IN THE SCHOOLS STUDIED

Table 3: Pupils with special education needs enrolled in the eleven study schools.

SCHOOLS	DISABILITIES								TOTALS
	LD	BD	PI	MC	TB	D	HOH	PS	
Cheshire Homes	05 10.6%	04 8.5%	10 21.3%	14 29.3%	02 4.3%	04 8.5%	05 10.6%	03 6.4%	47 100%
Christ the King	06 20.7%	03 10.3%	03 10.3%	04 13.8%	06 20.7%	01 3.4%	04 13.8%	02 6.9%	29 100%
Dambwa	07 24.1%	03 10.3%	03 10.3%	10 34.5%	00 00%	00 00%	03 10.3%	03 10.3%	29 100%
David L/stone Memorial	02 22.2%	01 11.1%	02 22.2%	01 11.1%	00 00%	00 00%	01 11.1%	01 11.1%	09 100%
David L/stone High	06 20.2%	03 10.0%	03 10.3%	11 36.7%	00 00%	02 6.7%	03 10.3%	02 6.7%	30 100%
Grace Center	01 12.5%	01 12.5%	01 12.5%	02 25.0%	00 00%	00 %	02 25.5%	01 12.5%	08 100%
Holy cross	03 7.9%	04 10.5%	02 5.3%	05 13.2%	00 00%	17 44.7%	06 15.8%	01 2.6%	38 100%
Mujala	07 21.9%	03 22.8%	03 22.8%	13 37.8%	00 00%	01 3.1%	03 22.8%	02 6.3%	32 100%
Syanalumba	09 39.1%	02 8.7%	01 3.1%	04 12.5%	00 00%	02 8.7%	04 12.5%	01 3.1%	23 100%
Zambezi	07 38.9%	04 22.2%	03 16.7%	02 11.1%	00 00%	00 00%	01 5.6%	01 5.6%	18 100%
Zoar	05 29.4%	05 29.4%	04 23.5%	03 17.6%	00 00%	00 00%	00 00%	00 %	17 100%
TOTALS	58 20.8%	33 11.8%	35 12.5%	69 24.7%	08 2.9%	27 9.7%	32 11.5%	17 6.1%	279 100%

Legend

LD	=	Learning difficulties	TB	=	Total Blindness
BD	=	Behaviour Disorders	D	=	Deafness
PI	=	Physical Impairments	HOH	=	Hard of Hearing
MC	=	Mentally Challenged	PS	=	Partial Sightedness

Evidence from the table above indicates that a total two hundred and seventy-nine learners with special education needs were enrolled at various schools. The table further indicates that a minority eight (2.9%) were learners with total blindness whilst the majority sixty-nine (24.7%) were learners who are mentally challenged followed by fifty-eight (20.8%) who were learners with some learning disabilities.

4.3.0. TEACHERS' VIEWS ON EARLY CHILDHOOD SPECIAL EDUCATION

In this section views of respondents on early childhood special education are presented.

4.3.1 EDUCATIONAL SETTING

When asked whether or not they agreed with the provision of early childhood special education in schools, the respondents gave various responses.

Table 4: Ordinary schools, Best Educational setting for all Learners with Special Education needs

N = 110

RESPONDENTS	RESPONSES		
	RESPONDENTS WHO AGREED	RESPONDENTS WHO DISAGREED	TOTALS
Early Childhood or Pre-school Teachers	21 (44.07%)	26 (53.03%)	47 (100%)
Ordinary Education Teachers	09 (45.00%)	11 (55.03%)	20 (100%)
Special Education Teachers	09 (36.00%)	16 (64.00%)	25 (100%)
School Administrators	04 (22.02%)	14 (77.00%)	18 (100%)

From the table above, an indication is that out of one hundred and ten respondents, forty-seven were early childhood or pre-school teachers while twenty were ordinary education teachers. In addition, twenty-five were special education teachers and eighteen were school administrators.

As can be deduced from the table, of the respondents to the questionnaire, twenty-six (53.03%) of early childhood teachers, eleven (55.00%) of ordinary teachers, sixteen (64.00%) of special education teachers and fourteen (77.08%) of school

administrators were not in favour of ordinary schools as best educational setting for learners with special educational needs.

One respondent who is the head teacher of a basic school with a unit for learners with special educational needs gave the following statement:

“Ordinary school teachers cannot teach learners with special educational needs unless and until they are trained to do so.”

However, twenty-one (44.7%) of early childhood education teachers, nine, (45.0%) of ordinary education teachers, nine (36.0%) of special education teachers and four (22.2%) of school administrators all agreed that ordinary schools are best educational setting for all learners with special education needs.

One early childhood teacher commented that;

“It is important to allow all learners with special educational needs to be at ordinary school settings in order to expose them to learn or copy good models from others and to enable them have access to a variety of resources at ordinary school setting. However, all ordinary school setting should be adapted to fit all learners with special educational needs.”

Generally the findings revealed that the majority of ordinary and special education teachers including early childhood teachers and school administrators were not in favour of providing early childhood educational programmes for learners with special education needs in ordinary schools.

4.4.0 FACTORS INFLUENCING TEACHERS' VIEWS ON EARLY CHILDHOOD SPECIAL EDUCATION

Among factors identified by respondents, the following stood out prominently as some of the factors influencing teachers' views on early childhood special education: attitudes, curriculum, educational resources, competencies, academic performance and quality.

4.4.1. ATTITUDES TOWARDS DISABILITIES

The respondents were asked whether or not learners with special educational needs are teased by other learners in ordinary early childhood programmes. The following were some of the responses.

Table 5: Learners with Special Educational Needs are teased in Ordinary early childhood programmes.

N=110

RESPONDENTS	RESPONSES		
	RESPONDENTS WHO AGREED	RESPONDENTS WHO DISAGREED	TOTALS
Early childhood Teachers	36 (76.06%)	11 (23.04%)	47 (100%)
Special Education Teachers	19 (76.00%)	6 (24.00%)	25 (100%)
Ordinary Education Teachers	17 (85.00%)	3 (15.00%)	20 (100%)
School Administrators	13 (72.02%)	5 (27.08%)	18 (100%)

Indication from the results in the above table is that the majority of early childhood teachers, thirty-six (76.6%), special education teachers, nineteen (76.0%), ordinary education teachers, seventeen (85.0%) and school administrators thirteen (72.2%) agreed that learners with special educational needs were often teased by other pupils in ordinary early childhood programmes.

However, eleven (23.4%) early childhood teachers, six (24.0%) special education teachers , three (15.0%) ordinary education teachers and five (27.8%) school administrators disagreed that learners with special education needs are teased by other learners in ordinary early childhood programmes.

Generally however, the findings indicate that the majority of school administrators and teachers were of the view that they was teasing of learners with special educational needs once they are allowed to be in ordinary early childhood education programmes

4.4.2. SCHOOL CURRICULUM

The table below shows views of the respondents on whether or not the ordinary early childhood education curriculum as appropriate to or the needs of all learners in the ordinary early childhood education programme.

Table 6: Ordinary Early Childhood Education Curriculum is Relevant to the Educational Needs of all learners.

N=110

RESPONDENTS	RESPONSES		
	RESPONDENTS WHO AGREED	RESPONDENTS WHO DISAGREED	TOTALS
Early Childhood Teachers	21 (44.07%)	26 (53.03%)	47 (100%)
Special Education Teachers	09 (45.00%)	11 (55.03%)	20 (100%)
Ordinary Education Teachers	09 (36.00%)	16 (64.00%)	25 (100%)
School Administrators	04 (22.02%)	14 (77.00%)	18 (100%)

Evidence from the above table indicates that most early childhood teachers, twenty-nine (61.70%) special education teachers, seventeen (68.00%), ordinary education teachers, twelve (60.00%) and school administrators, eleven (61.01%) all observed that ordinary early childhood curriculum was not relevant to the educational needs for all learners. On the other hand, early childhood teachers eighteen (38.30%), special education teachers eight (32.00%), ordinary education teachers eight (40.00%) and school administrators seven (38.90%) all conceded

that ordinary early childhood education curriculum is relevant to the educational needs of learners.

4.4.3. EDUCATIONAL RESOURCES

In this part of the study, the researcher solicited for the views of respondents on whether or not ordinary early childhood education programmes had appropriate educational resources and equipment to meet the unique needs of all learner including those with special educational needs. Table 8 below illustrates responses obtained from the respondents.

Table 7 ; Ordinary Early childhood classes have appropriate Educational Resources and Equipment to meet the unique educational needs of Learners with Special Educational Needs.

N=110

RESPONDENTS	RESPONSES		
	RESPONDENTS WHO AGREED	RESPONDENTS WHO DISAGREED	TOTALS
Early childhood teachers	09 (19.10%)	38 (80.90%)	47 (100%)
Special Education Teachers	07 (28.00%)	18 (72.00%)	25(100%)
Ordinary Education Teachers	03 (15.00%)	17 (85.00%)	20(100%)
School Administrators	03 (16.70%)	15 (83.30%)	18(100%)

Evidently, the above table indicates that of the total of forty – seven early childhood education teachers, thirty-eight (80.90%) were of the view that Ordinary early childhood classes had not appropriate educational resources and equipment to meet the unique educational needs of all learners especially those with special education needs. One of the respondents, herself a pre-school teachers comments as follows:-

“Our early childhood education and pre-school center has neither equipments nor resources to support the teaching and learning of learners with special education needs.”

In the same vein, of the total of eighteen school administrators, fifteen (83.03%) of them also had a view that early childhood education programmes lacked appropriate educational equipments and resources in order to meet the unique educational needs of the learners with special educational needs. One of them, who is the head teacher at a private early childhood and pre-school centre said:

“Our classrooms and facilities are not user – friendly to learners with special education needs. There are no equipment and aids for specialized groups of learners.”

However, some nine (19.10%) of early childhood education teachers felt that ordinary early childhood and pre-school centres have enough materials to support the teaching and learning of those with special education needs. These were supported by seven (28.00%) of special education teachers and three (15.00%) of ordinary education teachers who echoed the fact that ordinary early childhood education centers do.

“Have the means to acquire the needed aids to uphold the teaching and learning of learners with special educational needs in their premises.”

As can be deduced from the above table, the general findings were that most of the respondents felt that ordinary early child education programmes have not enough and appropriate education resources and equipment to meet the needs of all learners including those with special educational needs.

4.4.4. TEACHERS' COMPETENCIES

Asked whether or not teachers were skilled enough to teach all pupils in ordinary early childhood education centers including those with special education needs, teachers' responses were as indicated in table 9 below:

Table 8 : Teachers are skilled enough to meet the educational needs of all Learners including those with special education needs in Ordinary early childhood education programmes.

N = 110

RESPONDENTS	RESPONSES		
	RESPONDENTS WHO AGREED	RESPONDENTS WHO DISAGREED	TOTALS
Early Childhood Teachers	07 (14.09%)	40 (85.01%)	47 (100%)
Special Education Teachers	03 (12.00%)	22 (88.00%)	25(100%)
Ordinary Education Teachers	04 (20.00%)	16 (80.00%)	20(100%)
School Administrators	07 (38.09%)	11 (61.01%)	18(100%)

Table 9 above clearly shows that most of the respondents felt that teachers in the ordinary early childhood education programmes were not skilled enough to teach all children including those with special education needs. Forty (85.10%) special education teachers; sixteen (80.00%) ordinary education teachers and eleven (61.10%) school administrators all join to disagree that teachers are skilled enough to meet the educational needs of learners with special educational needs.

One early childhood teacher commented that::

“We all need methodologies to equip us enough in order to meet the needs of learners with special educational needs, because for now, we are not well equipped, we don’t know what to do with such learners if they came into our classes.”

On the other hand, seven (14.90%) early childhood teachers, three (12.00%) special education teachers, four (20.00%) ordinary education teachers and seven (38.90%) school administrators all agreed that teachers were skilled enough to meet the educational needs of all learners including those with special educational needs in ordinary early childhood education programmes.

One school administrator commented that;

“Teachers are models and should therefore treat all children the same. Teachers are nowadays availed opportunity to learn methodologies for teaching learners with special educational needs in most colleges in Southern Province.”

Despite all the above arguments, it is generally evident that the majority respondents have hinted that teachers are not skilled enough to meet the educational needs of all learners including those with special educational needs in ordinary early childhood educational programmes.

4.4.5. ACADEMIC PERFORMANCE

The issue of academic performance of learners with special educational needs in ordinary early childhood education programmes was raised in order to establish whether or not it had an influence on teachers’ views on the early childhood special education in ordinary schools.

Table 9: Learners with special education needs have more academic failure in Ordinary early childhood education programmes, that those without special education needs.

N = 110

RESPONDENTS	RESPONSES		
	RESPONDENTS WHO AGREED	RESPONDENTS WHO DISAGREED	TOTALS
Early Childhood Teachers	35 (74.50%)	12 (25.50%)	47 (100%)
Special Education Teachers	16 (64.00%)	09 (36.00%)	25(100%)
Ordinary Education Teachers	12 (60.00%)	08 (40.00%)	20(100%)
School Administrators	09 (50.00%)	09 (50.00%)	18(100%)

In response to whether or not pupils with special educational needs had more academic failure in ordinary early childhood education programmes than those

without special education needs, thirty-five (74.50%) of early childhood teachers felt that learners with special educational needs experienced more failure in ordinary early educational programmes than in early childhood special education programmes. On the other hand, twelve (25.50%) early childhood teachers disagreed that learners with special education needs experienced more failure in ordinary early childhood education programs than any others.

Of the twenty-five special education teachers who responded to the question, sixteen (64.00%) agreed while nine (36.00%) disagreed that learners with special education needs experienced more failure than others in ordinary early childhood education programmes.

One respondent who was a special education teacher commented as follows:

“My feelings are that it is not fair to place all children in ordinary early childhood education programmes because some learners have severe and profound special educational needs and most of the teachers do not have the skills and patience to concentrate on the weaker, slower learners with special education needs.”

Generally however, the findings on the table above indicate that the majority respondents were in agreement that learners with special educational needs have more academic failure in ordinary childhood education programmes than those placed in early childhood special education programmes.

4.4.6. QUALITY OF EDUCATION

In this part of the study, the researcher inquired from the respondents whether or not learners in early childhood programmes underwent high quality education. Table 10 below illustrates responses obtained.

Table 10: Quality of Education in Early Childhood Education Programmes.

N = 110

RESPONDENTS	RESPONSES		
	RESPONDENTS WHO AGREED	RESPONDENTS WHO DISAGREED	TOTALS
Early Childhood Teachers	6 (12.08%)	41 (87.02%)	47 (100%)
Special Education Teachers	6 (24.00%)	19 76.00%)	25(100%)
Ordinary Education Teachers	5 (25.00%)	15 (75.00%)	20(100%)
School Administrators	4 (22.02%)	14 (77.08%)	18(100%)

Table 11 above indicates that of forty-seven early childhood teachers, six (12.8%) agreed while forty – one (87.02%) disagreed that learners in early childhood education programmes undergo high quality education.

One early childhood teacher commented by say:

“The programmes offered by early childhood education centers are of low quality. How can early childhood teacher work well with poor conditions of service, low salaries and adequate teaching and learning materials?”

Out of twenty ordinary education teachers who responded to the inquiry, five (25.00%) agreed while fifteen (75.00%) disagreed, fourteen (77.80%) school administrators out of eighteen disagreed that learners in ordinary early childhood education programmes undergo high quality education, while only four (22.20%) did agree.

On the whole, the table indicates that the majority respondents hold a view that learners in ordinary early childhood education programmes do not undergo high quality education.

4.5.0. PREFERRED SPECIAL EDUCATION NEED FOR PLACEMENT IN ORDINARY EARLY CHILDHOOD EDUCATION PROGRAMMES

The issue of preference for any particular special education need for placement in ordinary early childhood education programmes was raised in order to establish whether or not it had an influence on teachers' views on early childhood special Education.

Table 11: Preferred special education need for placement in ordinary early childhood education programmes.

N =110

RESPONDENTS	SPECIAL EDUCATIONAL NEED								TOTALS
	LD	BD	PI	MC	HOH	PS	D	TB	
Early Childhood Teachers	29 61.7%	02 4.3%	05 10.6%	02 4.3%	01 2.1%	06 12.8%	01 2.1%	01 2.1%	47 100%
Special Education Teachers	11 44.0%	01 4.0%	05 20.0%	02 8.0%	01 4.0%	03 12.0%	01 4.0%	01 4.0%	25 100%
Ordinary Education Teachers	08 40.0%	01 5.0%	05 25.0%	01 5.0%	01 5.6%	02 10.0%	01 5.0%	01 5.0%	20 100%
School Administrators	07 38.9%	02 11.1%	06 33.3%	01 5.6%	01 5.6%	01 5.6%	00 00%	00 00%	18 100%
Totals	55 50.0%	06 5.5%	21 19.1%	06 5.5%	04 3.6%	12 10.9%	03 2.7%	03 2.7%	110 100%

Legend

LD = Learning disabilities/Difficulties

BD = Behavioral Disorders

PI = Physical Impairment

MC = Mentally Challenged

HOH = Hard of Hearing

PS = Partial sightedness

D = Deafness

TB = Total Blindness

As is evident from the table above, out of the total respondents, one hundred and ten, fifty-five (50.0%) respondents preferred having learners with learning difficulties placed in ordinary early childhood education programmes. Twenty-one (19.1%) respondents preferred learners with physical impairments placed in ordinary early childhood education programmes. The least preference fell upon the learners with deafness and total blindness from three (2.7%) respondents.

One school administrator commented by saying:

“The totally blind and the deaf require very specialized form of tuition and care which cannot be obtained in ordinary early childhood education centers.”

Another comment came from another ordinary education teacher who said:

“Our ordinary early childhood education centers lack basic facilities for the totally blind, deaf and hard of hearing. Our teachers are not well trained enough to meet their needs.”

4.5.2 REASONS FOR PREFERRING SOME LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

Respondents to why teachers preferred having some learners with special educational needs in ordinary early childhood educational centers, the following were some reasons provided.

Table 12: Reasons for preferring some learners with Special Educational Needs in ordinary early childhood education programmes.

N = 55: Learners with learning Difficulties

REASONS	FREQUENCY	PERCENTAGE
• Can learn using ordinary resources	15	27.03%
• Fewer adoptions to school environment.	10	18.02%
• Can learn with ordinary teaching methods	16	29.01%
• Able to follow ordinary curriculum.	06	10.09%
• Less supportive services required.	08	14.05%
TOTAL	55	100.0%

As can be deduced from the above table, sixteen (29.1%) of the respondents had their views that the learners with learning difficulties and the potential to benefit from academic programmes from ordinary teaching methods as compared to those with other special educational needs.

4.6.0 TEACHERS' EXPECTATIONS OF EARLY CHILDHOOD SPECIAL EDUCATION IN SCHOOLS

In this section, respondents were asked to suggest what they thought would contribute to successful early childhood special education in schools. The table below indicates that themes that emerged from their responses

Table 13: Teachers' expectations of early childhood special education in schools.

N = 110

RESPONDENTS	EMERGED THEMES						
	MOTIVATED TEACHERS	APPROPRIATE LTMS	SKILLED TEACHING STAFF	CLEAR SCHOOL POLICY	PARENTAL INVOLVEMENT	POSITIVE ATTITUDE	ABILITY TO ASSESS NEED
Early childhood Teachers	03 (6.4%)	10 (21.3%)	09 (19.1%)	01 (2.1%)	04 (8.5%)	10 (21.3%)	01 (2.3%)
Special Education Teachers	02 (8.0%)	06 (24.0%)	03 (12.0%)	02 (8.0%)	03 (12.0%)	04 (16.0%)	02 (8.0%)
Ordinary Education Teachers	02 (10.0%)	07 (35.0%)	04 (20.0%)	01 (5.0%)	02 (1.0%)	01 (5.0%)	01 (5.0%)
School Administrator	02 (11.1%)	03 (16.7%)	04 (22.2%)	02 (11.1%)	02 (11.1%)	01 (5.6%)	01 (5.6%)
Totals	09 (18.2%)	26 (23.6%)	20 (18.2%)	06 (5.5%)	11 (10.0%)	16 (14.5%)	05 (4.5%)

Evidence from the above table indicates that twenty – six (23.60%) of the respondents had the view that the success of early childhood special education programmes depend on teachers having appropriate learning and teaching material and equipment. The other twenty (18.20%) respondents though teachers must have relevant skills in order to have successful early childhood education programmes in place.

Other respondents, in the minority, five (4.50%) and six (5.50%) respondents thought ability to assess special educational need and clear policy by schools and Government respectively, played some good part in having successful early childhood education programmes in place.

One school administrator had the following remarks made:-

“There is dire need to sensitize or train teachers and parents to accept and support early childhood special educational programmes in schools, in addition to having a user friendly environment.”

CHAPTER FIVE: DISCUSSION OF THE STUDY FINDINGS

5.1 INTRODUCTION

In this chapter, teachers' views on early childhood special education are discussed. In addition, factors that influence teachers' views preferred special educational needs and the respondents expectations are also discussed.

5.2 DISCUSSION OF THE STUDY FINDINGS

5.2.1 EDUCATIONAL SETTING

From the results of the study, it is evident that there were no significant differences in the views of teachers on early childhood special education. Teachers, regardless of their training were not in favour of having learners with severe and profound special education needs in ordinary early childhood education programmes. Their argument has been that opportunities for effective participation in academic work, availability of resources and support services in ordinary early childhood education programmes were not enough and appropriate for all learners especially those with severe and profound special educational needs to benefit from early childhood special educational programmes.

These findings were consistent with those of Mandyata (2002), Kalabula (1991) and Allen (1980) who observed that teachers did not support the regular education initiative of providing education to all learners including those with severe and profound special education needs. However, the above studies examined inclusive schooling rather than early childhood special education, but their findings are beneficial to early childhood special education initiative.

Some studies like that by Allen (1980) and World Bank (2001) found that teachers were unwilling to support early childhood special education in ordinary

pre-schools because of several practical and technical problems. They had mentioned lack of appropriate educational resources, inadequate information and teaching skills to meet the needs of all pupils in ordinary early childhood education programmes.

On the other hand, the findings were consistent with those by the World Bank (2003) which observed that teachers agreed with the early childhood special education initiative but not the modality of its implementation. They remarked that early childhood special education lacked the support of a workable policy, legislation, trained and skilled personnel and appropriate resources. This made it difficult for early childhood special education to realize its prime objectives of providing quality education to all children. Many teachers in these studies, therefore, preferred separate early childhood special education programmes specially for the learners with severe and profound special educational needs.

Some studies, especially that of World Bank (2001) have hinted that the aim of early childhood special education is not only to promote survival, but also to promote the physical, intellectual, social and emotional development of those who survive, recognizing that children cannot develop fully as personalities or contribute fully to society unless attention is paid to all these aspects of development. The study suggests that most of these aspects could be satisfied in ordinary early childhood education programmes (World Bank, 2001).

In the current study, there was a significant relationship between teachers' sex and acceptance of pupils with special educational needs in ordinary early childhood education programmes. Female teachers were most positive on having learners with special education needs in ordinary early childhood education programmes than male teachers.

These findings were inconsistent with those of World Bank (2001) which found that teachers were positive on early childhood education regardless of their sex and training. Some studies like that of Mandyata (2002) have said that the

inconsistencies can be explained on the basis of cultural differences. The Zambian culture, for example, puts a female person at the center of child caring unlike in other cultures.

There was a significant relationship between length of service and teachers' acceptance of learners with special educational needs. Teachers with fewer years of service were more positive on early childhood special education in ordinary early childhood education programmes than teachers with more years of service.

These findings were generally in agreement with those of Reynolds (1980) which found that teachers with more years of service did not approve of early childhood education programmes in ordinary schools, while new teachers did. Perhaps one explanation would be that new teachers tended to be more resourceful and innovative in their approach to teaching than those with many years of service. Therefore, because of this, they appear to be more willing to have learners with special educational needs in ordinary early childhood education programmes than those with many years of service.

Teachers in lower grades (1 - 4) were in support of placing learners with special educational needs in ordinary early childhood education programmes yet those in higher grades supported their presence in such schools. Despite this, teachers in lower grades felt ill- prepared to teach all learners in ordinary early childhood education programmes. This was in agreement with the study by Peterson (2000) which found out that teachers in lower grades were more supportive than those in higher grades, of early childhood special education.

5.2.2 ATTITUDES TOWARDS DISABILITIES

Teachers' views on academic success of learners with special educational needs in ordinary childhood education programmes were rather negative. Teachers felt that learner with special educational needs did not succeed academically in ordinary early childhood education programmes. These findings were in

agreement with those by the World Bank (2001) which found that teachers were unable to provide all learners with educational experiences that were both challenging and appropriate for each learner's special education need.

The issue of teasing learners with special educational needs came out strongly in this study. It was evident that such pupils were often teased by other learners without special educational needs in ordinary early childhood education programmes. Some teachers suggested that this resulted in them rejecting such learners in ordinary early childhood education programmes. Therefore, it seemed that both teachers and learners without special educational needs failed to recognize the need for all learners to be allowed to gain a feeling of self-worth *and respect through their own efforts and achievements, no matter how small those achievements, no matter how small those achievements might seem to be.*

Some studies have advanced a suggestion that failure to recognize the potential of learners with special educational needs, often contribute to their withdrawal from ordinary classrooms. These remarks were in agreement with those of Bandura (1986) and the World Bank (2001) which indicated that people held different beliefs towards learners with special education needs, which often influenced their attitudes and determined behaviour towards others. This, perhaps, explains the negative attitudes held against learners with special educational needs by both teachers and learners without special education needs in the study schools.

5.2.3 SCHOOL CURRICULUM

In this study, a significant relationship between teaching skills and teachers' acceptance of learners with special educational needs in ordinary early childhood education programmes was noticed. Teachers felt that their skills were not adequate enough to enable those help learners with special education needs appropriately, in ordinary early childhood education programmes.

These findings were consistent with those by Kalabula (1991) which found out that teachers in the ordinary schools were ill-prepared for the benefit of learners with special educational needs in ordinary or mainstream classes. In all these studies it was made evident that teachers lacked skills, methods and strategies to meet the diverse needs of all learners in ordinary early childhood education programmes.

Teachers' views on the standard curriculum, as evidenced from this study, were that it was unsuitable in meeting the educational needs of all learners. Some teachers noted that such curriculum appeared to fix the learners to the curriculum instead of adapting itself to the educational needs of all its learners in the ordinary early childhood education programmes. These findings were generally in agreement with those of UNESCO (1997) who concluded that inclusion happened only when a curriculum was able to meet the diverse needs of all learners in the classroom.

5.2.4 EDUCATIONAL RESOURCES

In this study, the question of educational resources stood out prominently also. This study found out that there was a significant relationship between their availability and teachers' acceptance of learners with special education needs in ordinary early childhood education programmes. Many teachers were of a view that schools had no resources to meet the educational needs all learners in ordinary early childhood education programmes. In the same vein, Kalabula (1991), (2001) also found that teachers' support of learners special education needs depend much on the availability of backup resources for both teachers and learners in ordinary early childhood education programmes.

The study found that teacher preferred having learners with mild and moderate special education needs in ordinary early childhood education programmes rather than those with severe and profound special education needs. Most teachers advanced several reasons to their preference among which include less expenses

on adaptation of the school environment, pupils' ability to learn through ordinary educational resources, methods and instructional strategies like cooperative learning activities, individualized programming and adaptive learning environment.

The above findings were inconsistent with those by Peterson (2000) who had evidence that teachers preferred having physically impaired pupils in ordinary early childhood education programmes than those with other special education needs. Teachers felt that physically impaired learners had more chances to succeed in ordinary early childhood education programmes than others due to their high intellectual abilities.

The study had evidence that teachers see the success of early childhood special education programme in the context of skilled personnel, regular supply of appropriate educational resources and the extent of a curriculum which is adaptable to the individual needs of all learners. This was in line with the findings of Kasonde Ngandu and Moberg (2001) in which teachers saw the need for well skilled personnel, workable policies, legislation, positive attitudes and community environment in educational activities for early childhood special education programmes to succeed at any school level. The same was alluded to by Mandayata (2002), UNESCO (1997) and the World Bank (2001).

5.2.5 QUALITY OF EDUCATION

On the element of quality of early childhood special educational programmes, the study found that teachers believed that qualitative service are dependent upon adequate and secure funding, low staff turnover, individualized and nurturing environments, good parent - staff partnership, communication and external monitoring.

Interviewed school administrators unanimously felt that stable and sufficient funding of programmes and service providers are a key to ensuring the quality of services. In addition to adequate overall programmatic funding, the study found out that many teachers were particularly concerned about the low salaries which they received. Financial incentives for advanced training, more academic stipends and better training programmes were also cited as important factors in improving the quality of early childhood special education programmes. This was evident in a study by Kalabula (1999), Mandyata (2002) and the World Bank (2001) which said that an equally essential element of high quality early childhood education programmes is the service systems responsiveness to the identified needs of learners with special educational needs in early childhood special education programmes.

Across the board, teachers felt that individualized services and personal attention were critical factors in the quality of learners' lives and overall happiness. They stressed the need for an environment which provides an abundance of positive reinforcement, is pleasant and clean, stimulating and nurturing, provides a generous amount of love and respect, and is concerned with the emotional and physical well being with the learners with special education needs. To some teachers, this means a protective and segregated environment. To other teachers, the qualitative factors mean an environment which is as "normal and integrated" as possible with emphasis on mainstreaming.

Interviewed school administrators uniformly believed that in order to provide qualitative early childhood special education programmes a team effort must exist between the parents and service providers. They hinted that parents have a lot of important information to offer and contribute. Therefore, service providers should be open to this information and engage in joint efforts with parents.

In addition to this partnership role, teachers also felt the parents must be monitors of the services their children receive to ensure that they are of high quality. In

addition, the teachers felt that external monitors, such as education standards officers are critical to ensuring service quality for early childhood special education programme.

Rather than efforts to reduce government controls, most teachers felt they could like to see increased government efforts in setting standards and compliance monitoring with strict sanctions. Some school administrators felt that integrated early childhood special education programme can do much to prevent malnutrition, stunted cognitive development and insufficient preparation for school.

In the same vein research studies by the World Bank (2001) have shown that such programmes can improve Basic and high school performance, increase children's prospects for higher productivity and future income. The World Bank (2001) felt also that such programmes can reduce the probability that learners with special educational needs will become burdens on public health and social service budgets.

Research findings by the World Bank (2001) and field experiences with early childhood education intervention programmes, effective early childhood special education programmes combine interventions in health, nutrition and early special education. In this current study, teachers felt that a multi-sectoral approach is advocated for partly because this makes sense to parents and learners with special educational needs.

Most school administrators interviewed argued that a child is born without barriers and that its needs are well integrated. It is we who chose to compartmentalize them into health, nutrition or education. Yet the child itself cannot isolate its hunger for food from its hunger for affection or its hunger for knowledge. The respondents suggested that combined approach therefore, has more impact.

Despite uncertainties about funding early childhood special education, the respondents made a case for the government to improve the quality and coverage of the existing early childhood special education programmes. They suggested that early childhood special education programmes could become a convergence point for all early childhood development services and hence be used to maximize the synergy of health, nutrition and education interventions.

In a world report by World Bank (2003), evidence from around the world clearly shows that early childhood special education programmes that integrate health, nutrition and early education interventions have more impact than those aimed at one aspect of child development alone. The report says this is because disadvantage in one aspect of development reinforces disadvantages in another. Children who are malnourished are most likely to fall ill and vice versa. And children who are malnourished or ill learn more slowly. Therefore, strategies to ensure the convergence of services assume particular importance in this context.

In this study, school administrators of some privately run early childhood education programmes suggested that for communities and non governmental organization, participation in early childhood special education can vary from simple consultation, through involvement in programmes, monitoring, to full-scale programme management. This was in line with World Bank (2003) report which suggested that Government funds should also be used to finance early childhood special education interventions jointly planned and managed by local governments, community organizations and non-governmental organizations along the lines of the community, health partnerships already set by the Ministry of Health.

According to the World Bank (2003) these partnerships are likely to be the best mechanism for developing the early childhood special education initiative agreements and for ensuring that they reflect local priorities. Outstanding non-

governmental organizations could also greatly increase their impact if given more opportunities to leverage their resources and expertise by helping other institutions expand and improve their quality. They could help in consultations with local governments and communities; with curriculum development and training; with experimenting with and evaluating different ways to deliver services for learners with special educational needs; with developing the institutional capacity of other non governmental organizations and with policy analysis and evaluation.

A more proactive role for the government is recommended, including experimentation with technical assistance and training to improve the quality of private early childhood special education programmes and more radically, with financing private sector early childhood special education programmes on a contract basis. Thus the central government also has to adapt to a new role of not managing, but influencing early childhood special education programmes implementation. This could be done through “marketing” priority programmes, providing technical assistance and using central financing to supplement and influence the use of local government resources. Some teachers and school administrators questioned the returns to investment in early childhood special education but were quick to mention that quantifying the cost – effectiveness of early childhood special education was difficult.

However, it was clear from the World Bank (2003) report that integrated interventions in health, nutrition and early special education reduces the school drop-out rate and improved the learner’s performance in school. There is also evidence that integrated early childhood special education programmes have sustained long term benefits to the economy and society.

Evaluation of a United States of America early childhood special education programmes that run since 1995, showed that for every dollar invested, seven dollars were gained in lower expenditures on education and welfare and high

productivity among participants. The report says at age 19, former participants were 60 to 80 percent more likely to be literate, enrolled in post secondary education or employed and 40 to 60 percent less likely to be classified as mentally challenged, school drop outs, arrested for criminal activity.

The study suggests that trying to separate the benefits of early childhood special education from those of other early childhood development interventions is difficult (Wolfensberger 1972). The World Bank (2001) study, where home stimulation was combined with nutrition, early childhood special education interventions were usually combined with health and nutrition interventions because of the synergy involved. Therefore early special education programmes achieve more than school readiness; they also have significant, but hard to quantify long term benefits for example, in terms of improving the socialization of adults.

A review by the World Bank (2003) of nineteen longitudinal evaluations of early childhood special education programmes in Latin America showed clear evidence of reduced repetition rates in basic education. Also, a series of evaluations of the Perry pre-school programmes and the Head start programme in the United States have built up considerable evidence of long term effectiveness. For example, participation in the Perry programme increased the proportion of people who were at age 19 will literate by 60 percent, were enrolled in post secondary education by 80 percent, or were employed by 56 percent, whereas it reduced the percentage who were classified as mentally challenged by 57 percent, should drop outs by 35 percent), arrested for criminal activity by 39 percent or on welfare assistance by 43 percent.

5.2.6 ACADEMIC PERFORMANCE

In another study by Child and Youth Research Centre (2000) which evaluated the impact of early childhood special education, it was concluded that the programme improved achievement in a range of subject in the first two grades of basic school. However, the study did not stimulate costs and it was not whether the improvement had a lasting effect at higher educational grades. The study did not also look at alternative ways to improve achievement in basic school.

Another study by the World Bank (2003) reviewed the impact of early childhood special education in general on basic school outcomes. Of its three significant findings, the first concerned the drop out rate from basic school; the study concluded that learners with special educational needs are more likely to drop out; that early childhood special education significantly reduces the childhood of dropping out (the rate fell from 18 percent to 12 percent for children with special educational needs) and that, from the point of view of dropping out, early childhood special education compensates for the disadvantage of disability (Wolery, 2003).

This study strongly confirms the equity benefits for early childhood special education which were found in studies in other countries. This study further found out from the interview responses that early childhood special education programmes require dedicated buildings and staff. Therefore the World Bank (2001) study indicates that in principle, government investment in early childhood special education is justified if it meets three tests.

- The private market is failing to provide services inadequate quality or quality.
- The intervention is cost effective.
- The intervention is as cost effective or more cost effective, than other interventions the government might make to achieve similar goals.

Some teachers' responses indicated that there were benefits in undertaking early childhood special education programmes. The respondents suggested that educationally, socially the learner with special educational needs benefit.

5.2.7 PREFERENCE FOR PLACEMENT

On the other hand, studies by the World Bank (2001) have suggested that most countries have found the development needs of infants with special educational needs better met by integrating them into existing early childhood special programmes. This, the report says, may also not be cost effective to create a new programme; which would require new teachers and buildings.

However, some other studies, in line with some responses from teachers in this study, support community based early childhood special education programmes. Given the high cost of creating a new infrastructure for the early childhood special education programme, small-scale experimentation with the proposed community based approach, together with a careful evaluation of relative cost effectiveness, would be desirable.

Finally, studies have showed that embarking on an extensive programme to improve the quality of basic education as well as to extend it to 6 year olds and below, could go a long way in alleviating the problems of the children who require early childhood special education in Zambia.

The influence of early environment on brain development is long lasting. That is why the World Bank (2003) on meeting the needs of children with special educational needs argues that there is considerable evidence showing that infants exposed to good nutrition, toys playmates had measurably better brain function at twelve years of age than those raised in a less stimulating environment.

In fact the same report suggests that environment affects not only the number of brain cells and the number of connections among them but also the way these connections are “wired.” The process of eliminating excess neurons and synapses from the dense, immature brain, which continues well into adolescences, is most dramatic in the early years of life and it is guided to a large extent by the child’s sensory experience of the outside world.

Therefore, early stress can affect brain function, learning and memory adversely and permanently. To this effect, research has provided a scientific basis for the long recognized fact that children who experience extreme stress in their earliest years are at quarter risk for developing a variety of cognitive behavioural and emotional difficulties later in life.

The study has highlighted, through the respondents and the World Bank (2001) report that early childhood special education can raise mother’s status in the home and community, help to reduce gender inequity, increase women’s participation in the labour force and increase community participation in development efforts of any country.

CHAPTER SIX: CONCLUSIONS, RECOMMENDATIONS, STUDY LIMITATIONS AND FUTURE RESEARCH

6.0 INTRODUCTION

In this chapter, conclusions and recommendations emanating from teachers' views on early childhood special education are presented.

6.1 CONCLUSIONS

The study showed that many teachers were in favour of having learners with special educational needs in early childhood special educational programmes. Some teachers were of the view that such learners be assisted in existing ordinary early childhood educational programmes. However, the majority respondents were of the view that learners with special educational needs be helped in separate early childhood special educational programmes.

From the study it appears that type of training one received has no significant relationship with the acceptance of learners with special educational needs for early childhood special education either in ordinary early childhood programmes or early childhood special educational programmes. The study, therefore, showed that the type of training one received was not a potent factor in influencing one's views on early childhood special education. Results from the study have indicated that some teachers would like to have learners with mild and moderate special educational needs placed in ordinary early childhood education programmes. The first two reasons in order of popularity were advanced.

Learners with mild and moderate special education needs and those with learning difficulties were more likely to benefit from ordinary teaching methods and strategies since they require less modification of teaching approaches in the classrooms. The other reason being that such pupils were capable of learning through common educational resources and methods in ordinary early childhood education programmes.

The respondents urged that the success of early childhood special education programmes depend on the availability of well trained skilled personnel, appropriate educational resources and a reasonably high level of community participation in early childhood special education. To this effect, therefore, the government, parents and local communities must mobilize adequate resources and provide conditions that will enable all learners with special educational needs benefit from early childhood special education programmes.

School administrators would like the government to put in place a workable policy, legislation that would make it possible for early childhood special education to be implemented as there was dire need for such services in schools and in communities. Teachers felt that qualitative early childhood special educational programmes heavily depended among other elements, upon adequate and secure funding, low staff turnover, adequate training of service personnel, individualized and nurturing environments, good parent – teacher partnerships and communication and regular external monitoring.

Most respondents felt that effective early childhood special education programmes should combine interventions in health, nutrition and early special education. In this vein, it was suggested that a multi-sectoral approach makes sense to parents and learners with special educational needs. They agreed that children were born without barriers and segmentation or compartmentalization.

The study further indicated that early childhood special educational programmes were highly beneficial in that they achieved school readiness, improved socialization, reduced repetition rates, improved literacy, reduced disability, and reduced criminal activities in adulthood for learners with special educational needs.

The study had found that early childhood special education programmes should focus on infants with special educational needs because these are in a period when

they develop fastest. And a good deal of research has shown that, if children's development is compromised at early childhood, it is often impossible and always much more difficult and expensive to compensate for the disadvantages or disability later.

Early childhood special educational programmes should try to increase the capacity of families to provide for the development of their own children rather than simply correct whatever disadvantage a child is currently suffering from.

6.2 RECOMMENDATIONS

In view of the findings and conclusions about teachers' views on early childhood special education, the following recommendations are therefore proposed.

1. The government needs to put in place a set of laws and policies, including a rational plan of action for learners with special educational needs; that strongly support early childhood development. The government's qualitative and quantitative goals for the survival, protection and development of learners with special education needs should be clear and ambitious. The law, legislation should provide unambiguous support for child development through early childhood special education.
2. A variety of measures are needed to improve early childhood special educational programmes; improving curriculum content to cater for learners with special educational needs, creating a new training capacity, limiting the number of learners in each class to no more than twenty, ensuring good quality supervision and monitoring and on the job training.
3. To introduce, improve and increase the outreach and equity programs, satellite home based centers, serving six to ten children. These could be developed where children with special educational needs live outside easy reach of the early childhood special education center.

4. Localized training could be introduced to both pre-service in in-service teachers in order to support them with relevant skills and knowledge on early childhood special education. This would be met also through teacher training colleges' curriculum and introductory short intensive courses.
5. Existing facilities in ordinary schools such as classrooms, furniture, equipment, sanitation and the distribution of resources should be strengthened, improved to enable early childhood special education programmes to be run smoothly.
6. The Ministry of Education, parents, local communities, non governmental organizations and line ministries should work together in ensuring the success of early childhood special education.
7. A serious effort to improve the situation of early childhood special education programmes would require a commitment to the following for policies:-
 - Move from a system of largely separate, vertical programmes to integrated programmes approach to health, nutrition and early childhood special education.
 - Mount a determined drive to improve the quality of early childhood special education programmes. Among other things, this effort will
 - Require increased trained staffing levels to realistically reflect work loads for service delivery and for support.
 - Substantially increases spending on early childhood special education, to increase both the quality of programmes and their coverage on unserved excluded children with special educational needs.
 - Accepting that achieving the national's early childhood special education programmes goals require a sustained investment by the public sector in recurrent over the medium and long terms.

If these general commitments are made, the central government would need to take the following steps to translate policy intentions into a programme for action:-

1. Preparation Phase

- Resolve specific policy issues relating to the current nutrition and early childhood special education programmes and to the appropriate form of central technical support for child development in general and early childhood special education in particular.
- Develop a detailed, costed early childhood special education development programme plans in consultations with local communities and local government.
- Mount studies on local government's ability and willingness to pay for early childhood special education programmes, as a prelude to developing cost-sharing policies between central and local government.

2. Implementation Phase

- Rapidly implement early childhood special education interventions where it is clear what needs to be done.
- Do pilot studies of early childhood special education interventions where the best approaches to implementation are nuclear, for example pilot home based early childhood special education programmes.
- Initiate research studies where the appropriateness, scale or type of public sector intervention is nuclear for example whether government should provide early childhood special education programmes for learners of better –offs.

6.4 STUDY LIMITATIONS

The writer now wishes to pay attention to certain factors that posed as challenges to the study for the purpose of being objective and self-critical. Some of the challenges included inadequate financial resources and negative attitudes of respondents towards special education issues. Some respondents demand for monetary payment in order to participate in the study.

The study was heavily laden with details of one hundred and ten respondents of varied teaching and administrative experiences. The respondents therefore, exhibited various characteristics. This made it increasingly difficult for the writer to make accurate statistical analyses of the collected data. A uniform stratified sample, perhaps, could have been more ideal for this study.

During the study, large amounts of data were generated. This made it extremely difficult for the writer to select appropriate data to be analyzed in detail for the purposes of this study. Therefore, it could have been much easier if fewer questionnaires and interview schedules were employed. In this way and more intensive data would have been collected, analyzed and disseminated.

Another hindrance could have been that the position of the writer in the Ministry of Education may have had some influence on the responses submitted by the study respondents. Many respondents were quite aware that the writer was involved in supervision of special education programmes in Southern Province. The respondents could have reasoned that the writer might use part of the information provided not only for his academic pursuits but also for bringing some change to what was prevailing in the provision of special education in the province. Therefore, because of this, part of the data submitted by respondents could be considered suspect and unreliable.

6.5 FUTURE RESEARCH

This study could be replicated on a larger scale in any part of the country.

On the other hand, a research of views of senior education officers in the Ministry of Education, pupils, parents and other stakeholders in the province or in the whole country on early childhood special education would be a worthwhile undertaking and contribution to the existing body of knowledge on early childhood special education.

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APPENDIX A

EARLY CHILDHOOD SPECIAL EDUCATION

QUESTIONNAIRE

This question is to be completed by teachers in early childhood education programmes and in special education units.

SECTION ONE: SOCIO-ECONOMIC BACKGROUND

Tick in the box your choice or write word/sentence in the space provided.

1. Where is your early childhood education programme located?

- (a) Rural []
- (b) Peri-Urban []
- (c) Urban []

2. What kind of institutions?

- (a) Church sponsored []
- (b) Parent co-operative []
- (c) Private school []
- (d) College – run []
- (e) Public school []

3. What is your gender/sex?

- (a) Male []
- (b) Female []

4. How old are you? (In years)

- (a) Less than 21 []

- (b) 21 – 29 []
- (c) 30 – 39 []
- (d) 40-49 []
- (e) 50 and above []

5. How long have you been teaching? (in years)

- (a) 0 – 4 []
- (b) 5 – 9 []
- (c) 10 – 12 []
- (d) 15 – 19 []
- (e) 20 and above []

6. What are your highest professional qualifications?

- (a) Pre-school teachers' certificate []
- (b) Primary teachers' Certificate []
- (c) Secondary Teachers' Certificate []
- (d) University Degree []
- (e) High university Degree []
- (f) Any other (specify) []

7. Are you trained in early childhood education/special education?

- (a) Yes []
- (b) No []

8. If your response is (7) above is yes, what is your field of specialization?

- (a) Visually impaired []
- (b) Mentally retarded []
- (c) Learning Disabilities []
- (d) Physically impaired []
- (e) Hearing Impaired []
- (f) Other (specify) []

9. What is the size of your present class? (Total number of pupils)

- (a) 1 – 15 []
- (b) 16 – 30 []
- (c) 31 – 45 []
- (d) 45 and above []

SECTION TWO: SCHOOL SITUATION

10. How many pupils with SEN are included in your present class?

- (a) 0 – 4 []
- (b) 16 – 30 []
- (c) 31 – 45 []
- (d) 45 and above []

11. In your opinion, what should be the ideal size of an ordinary class, which has pupils with SEN as well? (Number of pupils)

- (a) 1 – 15 []
- (b) 16 – 30 []
- (c) 31 – 45 []
- (d) 46 and above []

12. What reason would you give for the response in the (11) above?

.....

.....

.....

.....

13. Which of the following pupils with SEN are enrolled in your class?
(Give a number of pupils where applicable)

- (a) Behaviour disorder []
- (b) Deaf []
- (c) Hard of hearing []
- (d) Learning disabilities []
- (e) Mentally retarded []
- (f) Partially sighted []

- (g) Physically Impaired []
- (h) Totally blind []
- (i) Other (specify) []

14. Which one of the above stated groups of pupils with SEN do you feel comfortable working with in an ordinary early childhood education classroom?

.....

.....

.....

15. Give the most important reason why you have chosen that SEN in the above question (14).

.....

.....

.....

SECTION THREE: VIEWS ON EARLY CHILDHOOD SPECIAL EDUCATION

The statement below have been prepared so that you can indicate how you about each one of them. Please circle your choice. The key for the answer is as follows:

- SA** = strongly agree
- A** = Agree
- U** = Undecided
- D** = Disagree
- SD** = Strongly Disagree

1. All pupils should receive appropriate educational programmes and related services in ordinary early childhood education programmes.

SA	A	U	D	SD
----	---	---	---	----

2. Educating children with SEN in ordinary early childhood education programmes increase their access to qualify education

SA	A	U	D	SD
----	---	---	---	----

3. Pupils with SEN experience more academic failures when placed full time in ordinary early childhood education classrooms.

SA	A	U	D	SD
----	---	---	---	----

4. Pupils with SEN are teased and rejected by other pupils if placed in ordinary early childhood education programmes.

SA	A	U	D	SD
----	---	---	---	----

5. Self-esteem of pupils with SEN would improve if they were placed full time in ordinary early childhood education programmes.

SA	A	U	D	SD
----	---	---	---	----

6. Fulltime inclusion of pupils with SEN in ordinary early childhood education programmes means equity in education for all children.

SA	A	U	D	SD
----	---	---	---	----

7. Ordinary early childhood programmes have the personnel to address the educational needs of all pupils.

SA	A	U	D	SD
----	---	---	---	----

8. Educational resources and equipment are appropriate for all pupils in ordinary early childhood education programmes.

SA	A	U	D	SD
----	---	---	---	----

9. Able-bodied and disabled children should be taught in separate early childhood education programmes.

SA	A	U	D	SD
----	---	---	---	----

10. Having pupils with SEN in ordinary early childhood education programmes with interfere with the quality of education offered to pupils considered as able bodied.

SA	A	U	D	SD
----	---	---	---	----

11. Only teachers with extensive early childhood special education/special educational training are able to teach pupils with SEN effectively.

SA	A	U	D	SD
----	---	---	---	----

12. Ordinary teachers can meet the academic needs of all pupils in childhood education programmes.

SA	A	U	D	SD
----	---	---	---	----

13. Early childhood education programmes curriculum is appropriate to the needs of all pupils in the ordinary early childhood education programmes.

SA	A	U	D	SD
----	---	---	---	----

14. People like to be others with whom they have common characteristics and concerns, hence children with SEN should not be included in ordinary early childhood education programmes.

SA	A	U		SD
----	---	---	--	----

15. Children with SEN prefer to be with others with whom they share common characteristics and concerns for example, others with disabilities.

SA	A	U	D	SD
----	---	---	---	----

16. Early childhood special education programmes for pupils with SEN are needed.

SA	A	U	D	SD
----	---	---	---	----

17. Ordinary teachers have a responsibility of educating pupils with SEN in ordinary early childhood education programmes.

SA	A	U	D	SD
----	---	---	---	----

18. Pupils with SEN would not be stigmatized if they were placed full time in ordinary early childhood education programmes.

SA	A	U	D	SD
----	---	---	---	----

19. Instructional time for able-bodied pupils is reduced when pupils with SEN are placed in ordinary early childhood education programmes.

SA	A	U	D	SD
----	---	---	---	----

20. Achievement levels of pupils with SEN increase if they are placed full time in ordinary early childhood education programmes

SA	A	U	D	SD
----	---	---	---	----

21. Pupils with SEN need education in early childhood special education programmes.

SA	A	U	D	SD
----	---	---	---	----

SECTION FOUR: EXPECTATIONS FROM EARLY CHILDHOOD SPECIAL EDUCATION

Write in the spaces provided.

1. In your opinion, what would you like to see in early childhood special education programmes?

.....

.....

.....

2. What reasons would you give for the identified need (1) above?

.....

.....

.....

3. In my opinion, what would you like to see in early childhood education?

.....

.....

.....

4. What reasons would you give for the identified need in (3) above?

.....

.....

.....

5. Any other comments?

.....

.....

.....

APPENDIX B

HEAD TEACHER AND DEPUTY HEAD TEACHERS' VIEWS ON EARLY CHILDHOOD SPECIAL EDUCATION.

INTERVIEW SCHEDULE

Please answer the following questions.

1. What is your position in the institution?
2. Would you say your institution is rural, peri-urban or urban?
3. What is your gender/sex?
4. How old are you?
5. How long have you been teaching?
6. How long have you served as an administrator?
7. What is your highest professional qualifications?
8. Are you trained in early childhood special education/special education?
9. If yes, what is your field of specialization?
10. How many learners do you have in your early childhood education programme?
11. How many learners with SEN do you have in your early childhood education programme?
12. How are learners with SEN selected for placement into your early childhood education programme?
13. What categories of learners with SEN are enrolled in your early childhood education programme?
14. Which of these categories of learners with SEN would you prefer working with in an ordinary early childhood education programme?
15. What reasons would you give for your choice of category of learners with SEN in (14) above?

16. Do you think all learners should receive appropriate early childhood educational programmes and related services in ordinary early childhood education programmes?
17. What is your reason for your answer in (16) above?
18. In your opinion, do you feel placing learners with SEN in ordinary early childhood education programmes increases their access to quality education?
19. Would you say learners with SEN experience more failures if they are placed fulltime in ordinary early childhood education programmes?
20. What is your reason for your answer in (19) above?
21. Are your teachers trained in early childhood special education/special education?
22. If so, how many?
23. In your own view, are teachers in your early childhood education programme skilled enough to teach all learners in ordinary early childhood education programmes?
24. *How is the relationship between able-bodied and SEN learners in ordinary early childhood education programme?*
25. Should the early childhood education programme teach the same subjects in ordinary early childhood education programmes to all learners?
26. What is your reason for your answer in (25) above?
27. Is your early childhood education programme sufficiently resourced to teach all learners?
28. Do you envisage inclusive practices in early childhood education programmes developing or changing in future to facilitate better inclusion?
29. If so, how could this be achieved?
30. Any other comments?

Adapted from Kalabula, (1991); Moberg, (1997); Mandyata, (2002)]

THANK YOU VERY MUCH FOR YOUR COOPERATION

APPENDIX C

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY AND
SPECIAL EDUCATION

QUESTIONNAIRE
FOR HEAD TEACHERS, SPECIAL EDUCATION TEACHERS, PRE-SCHOOL
TEACHERS AND OTHER TEACHERS

Dear sir/Madam,

I am a postgraduate student at the University of Zambia, school of education. I am carrying out a research on **Teachers' views on Early Childhood Special Education**.

The information that will be obtained is for academic purposes only. Therefore, your identity will remain anonymous in reporting the results of the study.

I should therefore be grateful and thankful if you will respond to all the questions in this questionnaire. I therefore ask you to answer the questionnaire as truthfully as possible without fear or favour.

INSTRUCTIONS:

- (i) Do not write your name on the questionnaire.
- (ii) Please answer all the questions.
- (iii) Follow instructions on the questionnaire.

LITIA NYAYWA
POST GRADUATE STUDENT



**THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION**

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

P.O. Box 32379
Lusaka, Zambia
Fax: +260-1-291381

1st February, 2006

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR M.ED STUDENTS


The bearer of this letter Mr. LITIA NYAYWA
Computer number 25545183 is a duly registered student at the
University of Zambia, School of Education.

The student is taking a Masters Programme in Education. The Programme has a
fieldwork component, which the student has to complete.

We shall greatly appreciate if the necessary assistance is rendered to the student.

Thanking you always.

Yours sincerely


Assistant Dean (PG)

Dean, Education
Director, DRGS, UNZA

