

CHAPTER ONE

INTRODUCTION

This chapter covers a brief background on factors affecting preparation of school leavers with Intellectual disabilities for employment. It further presents the statement of the problem, purpose of the study, research objectives and research questions linked to the objectives of the study. In addition, it covers significance of the study, limitations, operation definitions and ends with a summary.

1.1 BACKGROUND

The World Health Organization (WHO 2005) estimates that approximately 600 million people (ten percent in any country) in the World experience impairment of various types. In addition, WHO estimates that approximately eighty percent of the World's disabled people live in low income countries? The majority of these people tend to be poor and are not in employment.

Unemployment continues to impede against persons with disabilities despite the fact that having a job is one of the key factors which enables people with learning disabilities to lead an 'ordinary' life (Roone, 2002). To this effect several initiatives have been done at international and local levels. The proclamation of the United Nations Decade of the Disabled Persons (1983-1992) prompted activities designed to improve the situation and status of disabled persons. The emphasis was placed upon raising new financial resources, improving education and employment opportunities and increasing their participation (Koistinen, 2008).

In 1993, the United Nations General Assembly adopted the Standard Rules on the Equalization of Opportunities for Persons with Disabilities. The Rules were to serve as an instrument by which policy makers can form technical and human rights cooperation within and among states, and between international organizations and governmental agencies among others, the rules state that employment policies and programmes should be disability-sensitive and should promote the equalization of opportunities to skills development training and to technical and extension services. To this effect, the International Labor Origination (ILO) has been promoting the importance of increasing accessibility of persons with disabilities including those with intellectual disabilities into training and employment (ILO, 2002).

Concerning accessibility, the United Nations Convention on Rights for Persons with Disabilities (CRPD) Article 24 (5) (1998) states that; "states parties shall ensure that persons with disabilities

are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others.

1.1.1 ZAMBIAN PERSPECTIVE

Disability is an experience with different parts and aspects. The concept of disability has been evolving. There has been a shift in the perception of disability from an individual and medical condition to a social perspective. The International Classification of Functioning, Disability and Health (ICF) classify disability in three areas that are inter-related:

- Impairments: problems in body function or changes in body structure such as blindness;
- Activity limitations: difficulties in doing certain activities such as walking *or* eating;
- Participation limitations: societal restrictions with regards, involvement in any area of life such as being discriminated against in employment or transportation.

Disability refers to problems faced in any or all three areas of functioning (WHO, 2011).

Zambia has been collecting data on the prevalence of disability through censuses and surveys. For instance, information on disability has been collected in all of its five censuses (1969, 1980, 1990, 2000 and 2010). The categories of disability on which data is collected through censuses in Zambia has been increasing, from four to twelve disability categories between 1969 and 2010, as shown in the Table 1.1.

Table 1.1 Disability Categories used in Censuses, Zambia 1969 - 2010

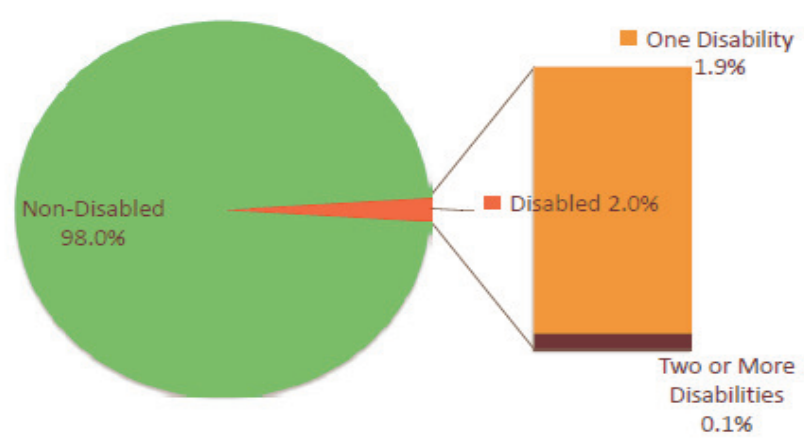
1969	1980	1990	2000	2010
1. Blind	1. Blind	1. Blind	1. Blind	1. Blind
2. Deaf and/or mute	2. Deaf and/or mute	2. Deaf-Dumb	2. Partially sighted	2. Partially sighted
3. Loss of limb	3. Crippled, or loss of limb	3. Crippled	3. Deaf/Dumb	3. Deaf and Dumb
4. Sick	4. Mentally Retarded	4. Mentally Retarded	4. Hard of Hearing	4. Deaf
	5. Sick	5. Multiple Disabilities	5. Mentally ill	5. Hard of Hearing
	6. Combination of two or more categories		6. Ex- Mental	6. Dumb
			7. Mentally Retarded	7. Mentally ill
			8. Physically Handicapped	8. Intellectual
				9. Speech impairment
				10. Physically disabled
				11. Mentally Retarded
				12. Other
Sources: 1969, 1980, 1990, 2000 and 2010 Censuses of Population and Housing				

The widening of responses on disability overtime was meant to capture more people living with disabilities and hence improve the measurement of disability. However, this has made comparability between censuses difficult as some categories have not only changed but also increased.

1.2 Distribution of the Disabled and non-Disabled population

Figure 1.2 shows the distribution of the population by disability status in percentages. The percentage of the population living with disabilities was 2.0 percent out of which 1.9 percent had one disability while 0.1 had more than one disability.

Figure 1.2: Percentage Distribution of population by Disabled and non-Disabled, Zambia 2010

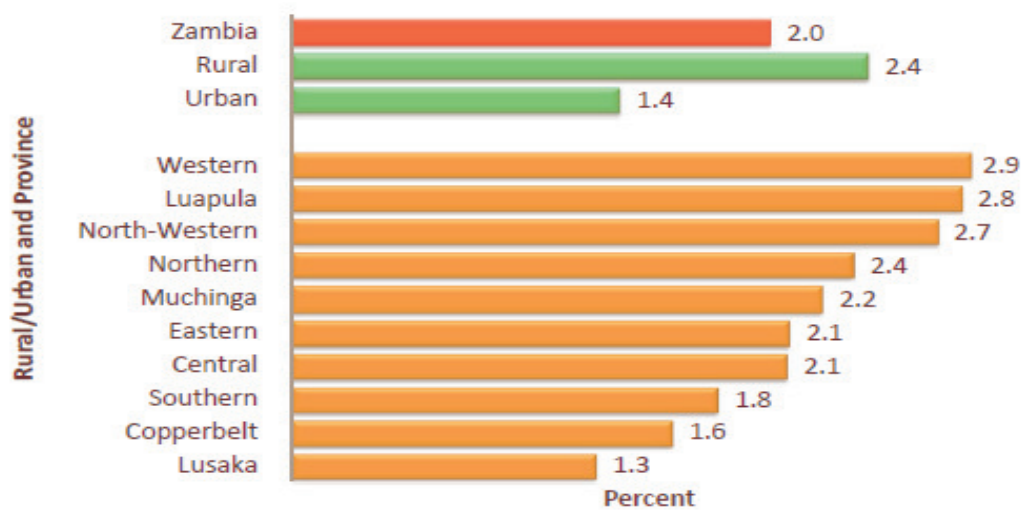


Source: 2010 Census of Population and Housing

1.2.1 Disability by Rural/Urban and Province

The distribution of persons living with disabilities by rural or urban and province is shown in Figure 1.3 There was a higher proportion of persons living with disabilities in rural (2.4 percent) than urban areas (1.4 percent). Western and Luapula provinces had the highest proportions within the provinces of persons with disabilities, 2.9 and 2.8 percent, respectively. Lusaka Province had the lowest proportion with 1.3 percent of its population being disabled.

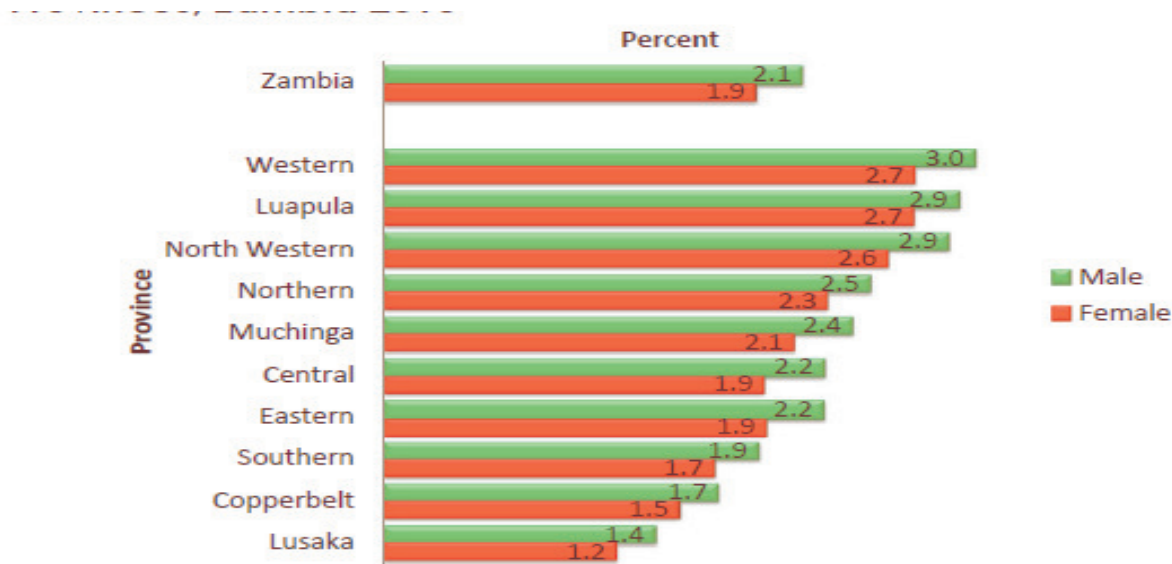
Figure 1.3: Disability by Rural/Urban and Province



Source: 2010 Census of Population and Housing
1.2.2 Disability by gender

Figure 1.4 shows the percentage distribution of the population living with disabilities by gender and province. There were more males than females who were disabled at 2.1 and 1.9 percent, respectively. Western Province had the highest percentage of persons who were disabled at 3.0 percent males and 2.7 percent females. Lusaka Province had the lowest percentage of persons living with disabilities at 1.4

Figure 1.4: Percentage Distribution of the Disabled by gender and Provinces, Zambia 2010

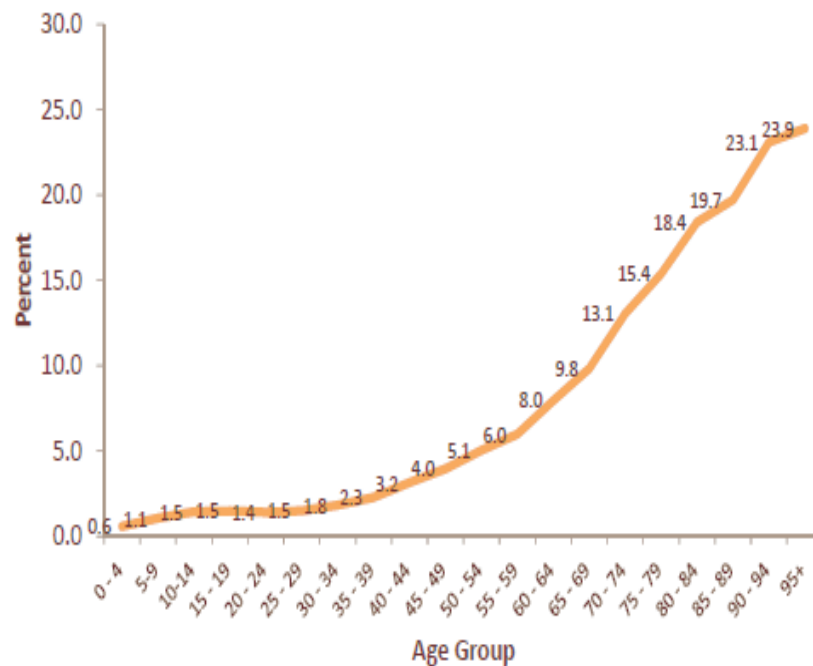


Source: 2010 Census of Population and Housing

1.2.3 Disability by Age

Figure 1.5 shows the percentage distribution of the population with disability by age. The figure shows that disability increases with age, with the highest percentage in the age group 95 and older at 23.9 percent followed by the age group 90-94 years at 23.1 percent. The age group with the lowest percentage is 0-4 years at 0.6 percent

Figure 1.5: Percentage Distribution of Persons and Disability by Age, Zambia 2010



Source: 2010 Census of Population and Housing

1.2.4 Median Age of the Disabled and Non-disabled population by gender, Zambia, 2010

Figure 1.6 shows the median age for the disabled and non-disabled population. The median age for the population with disability was 35.3 years. Non-disabled population had a median age of 16.4 years.

Figure1.6: Median Age of the Disabled and Non- Disabled Population by gender, Zambia 2010

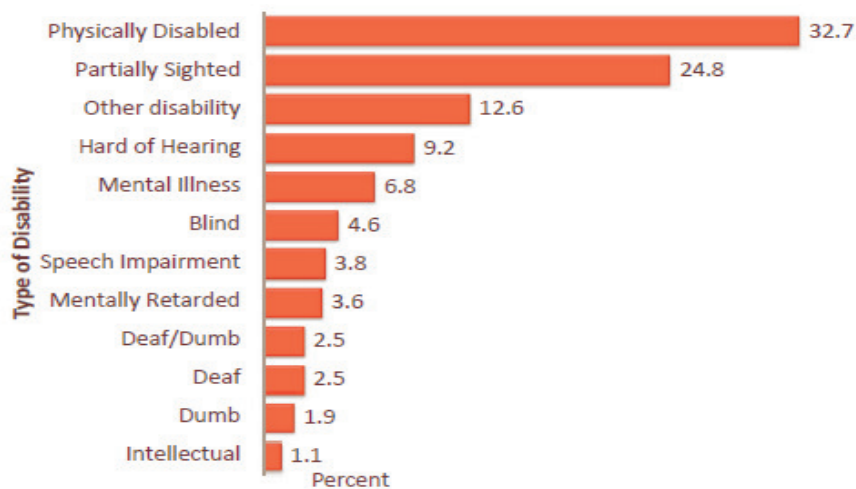


Source: 2010 Census of Population and Housing

1.2.5 Type of Disability

Figure 1.7 shows the percentage distribution of population with disabilities by type of disability. Physical disability was the most prevalent type of disability (32.7 percent) followed by partially sighted at 24.8 percent. The least common type of disability was intellectual at a 1.1 percent.

Figure 1.7 Distribution of population with Disability by type, Zambia 2010.



Source: 2010 Census of Population and Housing

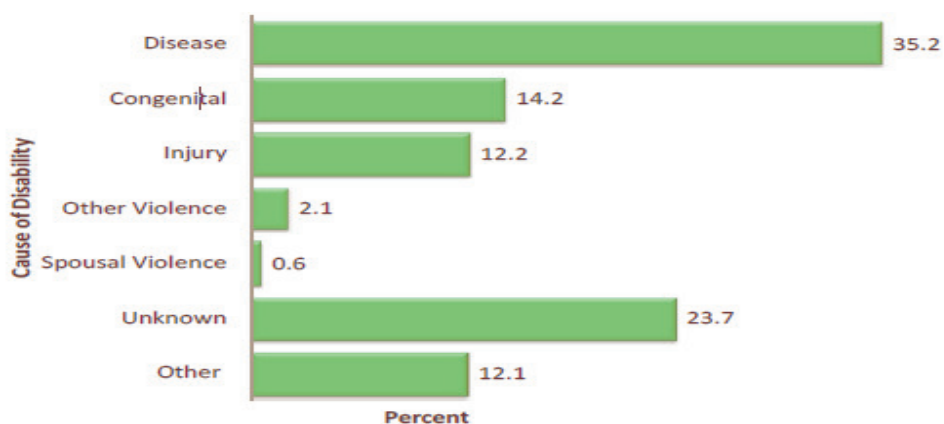
By virtue of intellectual disability being the least common, it is rarely studied on. As a result, this study sought to determine factors affecting preparation of pupils with intellectual disabilities for employment.

1.2.6 Causes of Disability

This section discusses the most common causes of disability. However, available data did not allow for exploring the association between causes and specific types of disability. The various causes of disability were categorized as congenital, disease, injury, spousal violence, other and unknown.

Figure 1.8 shows the percent distribution of cause of disability. The figure shows that 35.2 percent of the persons with disabilities reported disease as the cause of disability. This was followed by congenital with 14.2 percent. The least common cause of disability was spousal violence with 0.6 percent.

Figure 1.8: Percentage Distribution of Disabled Population by cause of Disability, Zambia 2010.



Source: 2010 Census of Population and Housing

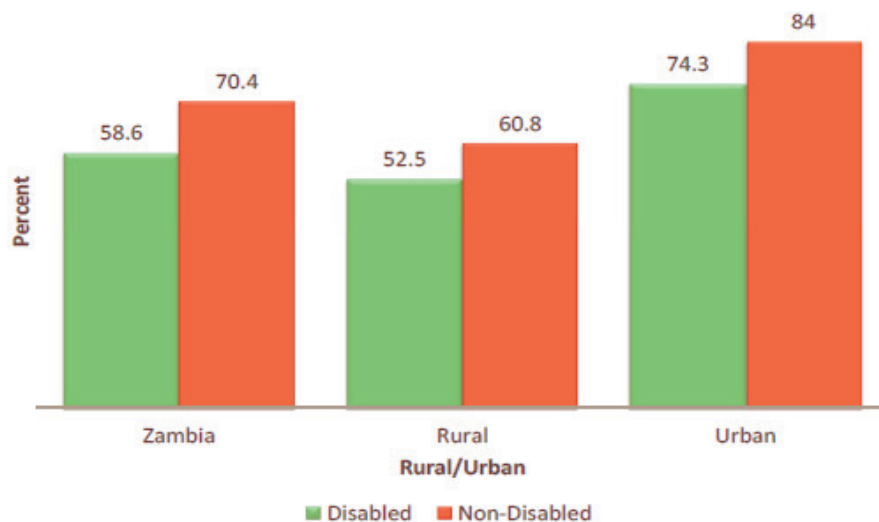
1.3 Characteristics of the Population with Disability

This section presents the characteristics of the population with disability using education and economic activity.

1.3.1 Literacy Levels among persons with disability

Figure 1.9 shows the percentage distribution of literate population aged 5 years and older by disability status and rural or urban. Literacy among persons with disability was at 58.6 percent compared to 70.4 percent for persons without disability. The literacy levels for the persons with disability were higher in urban areas at 74.3 percent compared to 52.5 percent in rural areas.

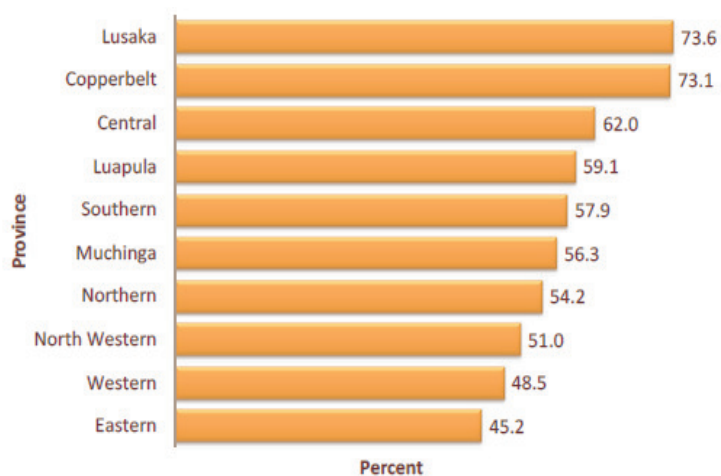
Figure 1.9: Percentage Distribution of Literate Population (5 Years and Older) by Disability Status and Rural/Urban. Zambia 2010.



Source: 2010 Census of Population and Housing

Figure 1.10: shows the percentage distribution of literate population with disability aged 5 years and older by province. Lusaka and Copperbelt provinces had the highest proportion of literate population with disability, 73.6 and 73.1 percent, respectively. Eastern province had the least proportion at 45.2 percent.

Figure 1.10: Percentage Distribution of Literate Population with Disability Aged 5 years and Older by Province, Zambia 2010.



Source: 2010 Census of Population and Housing

1.3.3 School Attendance of Population with Disability in Zambia, 2010.

The percentage distribution of population aged 5 years and older by disability status, school attendance and rural/urban is shown in Figure 1.11

Figure 1.11: Percentage Distribution of Disabled and Non-Disabled Populations (5 years and Older) by School Attendance and Rural/Urban, Zambia 2010.



Source: 2010 Census of Population and Housing

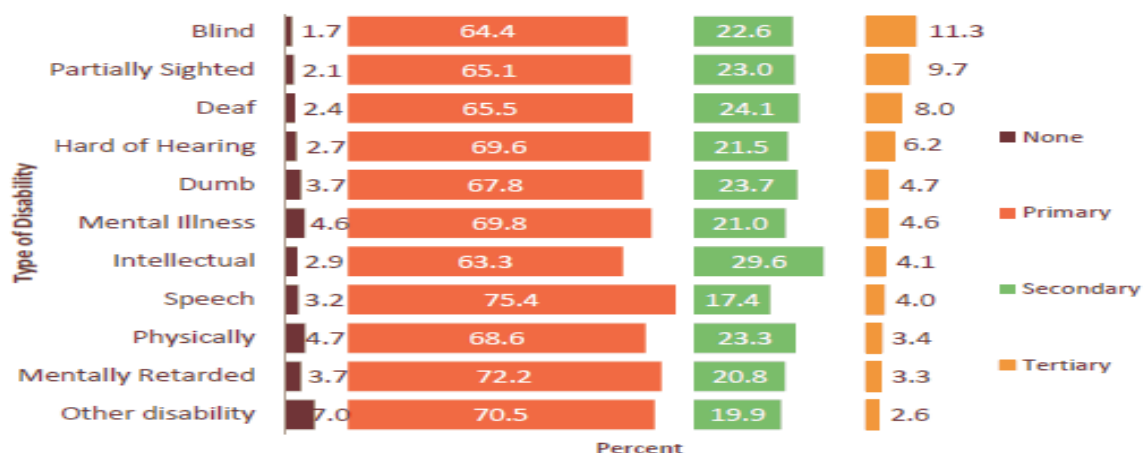
The figure shows that there was a higher percentage of persons without disability who were currently attending school (34.6 percent) compared to 16.6 percent for persons with disability. For those that never attended school, the percentage of the disabled was higher than that of the non-disabled, 34.4 and 20.9 percent, respectively.

In rural areas the proportion of persons with disabilities who were currently attending school was 15.3 percent and the non-disabled was 31.6 percent while in urban areas the disabled currently attending school was at 19.8 percent and the non-disabled was 38.8 percent. Similarly, there were more persons with disability who had never attended school than the non-disabled.

1.3.4 Education Level among persons with Disability.

Figure 1.12 shows the percentage distribution of persons with disability by the highest level of education completed and type of disability. The highest percentages of persons with disability who attained tertiary education were the blind at 11.3 percent followed by 9.7 percent of the partially sighted.

Figure 1.12: Percentage Distribution of Persons with Disability by Highest level of Education Completed and Type of Disability, Zambia 2010.



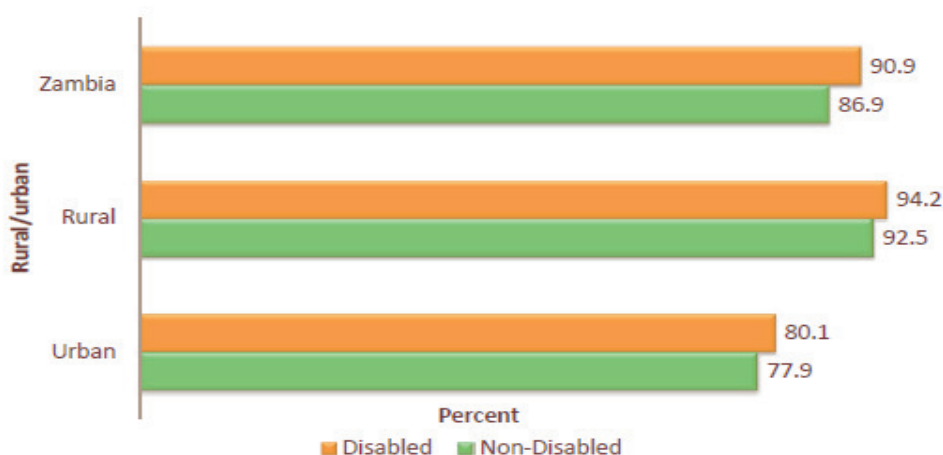
Source: 2010 Census of Population and Housing

1.4 Economic Activity

Persons living with disabilities are disadvantaged with regards engagement in economic activities. Literature suggests that, in developed as well as developing countries, persons living with disabilities face much lower employment rates and higher unemployment rates than persons without disabilities (WHO, 2011). On this basis, this study sought to determine factors affecting preparation of pupils with intellectual disabilities for employment in Zambia.

Figure 1.13: shows the percentage distribution of employed persons aged 12 years and older by disability status and rural/ urban. The figure shows that 90.9 percent of persons with disabilities were employed compared to 86.9 percent of persons without disabilities. The percentages of the disabled who were employed were higher than the corresponding percentage for the non-disabled in both rural and urban areas.

Figure 1.13: Percentage Distribution of Employed Population (12 Years and Order) by Disability Status and Rural/Urban, Zambia 2010.

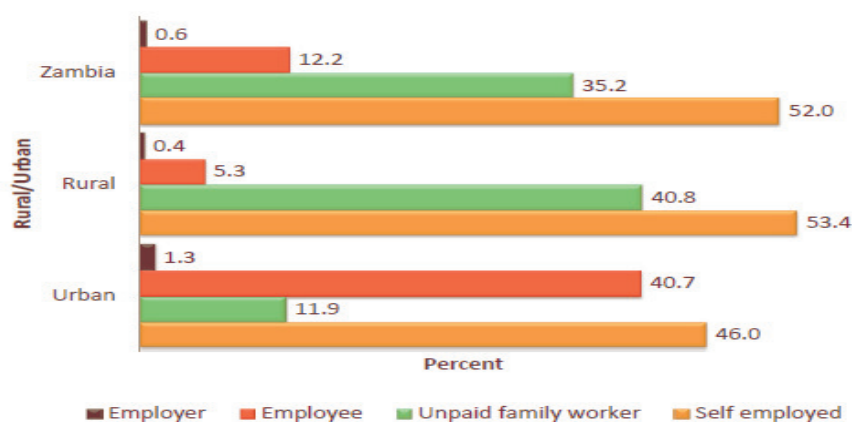


Source: 2010 Census of Population and Housing

1.4.1 Employment Status

Figure 1.14: shows employment status of persons with disability by Rural/Urban. In both rural and urban areas self-employed was the most common employment status at 53.4 percent and 46.0 percent, respectively while employer was the least with 0.4 percent in rural areas and 1.3 percent in urban areas. There were more persons with disabilities working on a family business, without pay or profit, in rural areas (40.8 percent) than urban areas (11.9 percent). The figure also shows that the proportion of persons with disabilities who were employed was higher in urban areas than in rural areas, 40.7 and 5.3 percent, respectively.

Figure 1.14: Percentage Distribution of Persons with Disability Aged, 12 Years and Older by Employment Status and Rural/Urban, Zambia 2010.

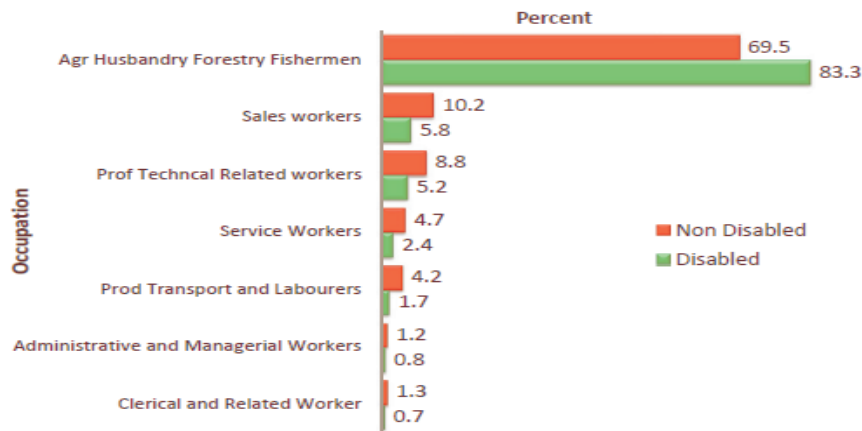


Source: 2010 Census of Population and Housing

1.4.2 Occupation Status

Occupation is described as the kind of work a person performs in his/her job or business. Figure 1.15: shows percent distribution of occupation by disability status. Among persons with disabilities, agricultural occupations were the most common while Clerical and related occupations were the least common at 83.3 and 0.7 percent, respectively. Persons without disabilities made up 69.5 and 1.3 percent, persons in agriculture and clerical occupations, respectively.

Figure 1.15: Percentage Distribution of Occupation by Disability Status, Zambia 2010.



Source: 2010 Census of Population and Housing

Despite Zambia being a signatory to these United Nations (UN) initiatives and declarations, the statistics show that, school leavers with intellectual disabilities are still without employment.

Education and training of persons with intellectual disabilities is supposed to be done both at primary and tertiary levels in trades training institutions. Unfortunately most trades training institutions mandated to offer vocational training were closed down when they were transformed into Education Management Boards. The reason advanced was that persons with intellectual disabilities were not able to meet training costs thereby rendering the vocational training programs not viable (Ndhlovu, 2010).

However, even with the effort by the Zambian government to promote access to education and training of pupils with intellectual disabilities, such as University Teaching Hospital Special School and Bauleni Special school in Lusaka, pupils undertaking skills training are considered to be backwards; they are highly stigmatized and mainly not captured in the labour force of the formal sector (Kalabula et al, 2006). In addition, even after being equipped with the much needed skills from the schools graduates with intellectual disability end up on the streets begging or subjected to do works below their training.

1.5 Mandate of University Teaching Hospital and Bauleni Special Schools

The University Teaching Hospital Special School is an educational institution under the Ministry of Education, Science, Vocational and Early Education mandated to provide comprehensive special education to children with special education needs from the age of five (5) years to above 16 years. The school caters mainly for the multiple disabilities such as: hearing, physically, intellectually and cerebral palsy.

The school was established as a joint venture between the Ministry of Education, Science, Vocational and Early Education and the Ministry of Health. It is situated on the University Teaching Hospital campus in Lusaka.

The departments include multiple disabilities center which caters for children with multiple disabilities, Down syndrome, attention deficit, hyperactivity disorders, intellectual disabled, autistic and those with cerebral palsy the other department include vocational skills department which provides pre- vocational and survival skills training for pupils with special education needs that are 16 years and above who are not able to write Grade seven Examinations. For the purposes of this study, the focus was on vocational skills department.

The third department is speech and hearing center situated at pediatrics department which teaches children with hearing impairment and Cheshire Homes at Kabulonga which teaches pupils with physical impairment.

The goal of the vocational skills department is to prepare pupils with disabilities for life in the community and the objectives are to equip the pupils with survival skills, to enhance mutual integration of the special child in the society, to provide comprehensive quality special education to the special child, to provide a forum of exchange to parents, professional and other persons interested in special education and related matters, to enhance and facilitate inclusive education for the children with Special Education Needs (SEN), and to provide family support services through respite care services and counseling services.

The school expected outputs are that pupils having been through this school system are expected to achieve the maximum level of independence and sense of personal growth, to get the best from life physically, mentally, spiritually and socio-emotionally, to have a chance for satisfying self-employment and to have access to public facilities such as transport, hospital and other public buildings. The school uses a Grade Seven Home Economics syllabus which consists of subjects such

as needlework, laundry, cookery, food and nutrition, gardening, woodwork, health education and crafts. Pupils with 16 years and above are enrolled in the skills class where they are prepared for employment.

The skills' class was opened in 2009 with a total number of twenty- three pupils, comprising of four (4) girls and nineteen (19) boys. Due to intellectual disability, the pupils in that class could not write a grade seven end of year examination. Two teachers were seconded to the class because they were trained Home Economics teachers. This was done with the school contacting the parents. Some parents were not happy with the arrangement and even withdrew their children from the skills class but eventually got convinced that their children were not performing well in the grade seven class and allowed the school to continue with the arrangement.

The enrollment for 2012 was thirteen (13) pupils. Comprising of nine (9) boys and four (4) girls who were divided according to their area of interest such as cookery, needlework, woodwork and crafts but for the other subjects like laundry, gardening and health education were compulsory.

Those that have been trained from 2009 to date are in different areas such as farming, one graduate is working in a small holding where he knits jerseys, and the other graduate is self- employed cleaning cars at University Teaching Hospital Doctors' car park and he is given whatever amount one feels he can be given.

The school in collaboration with the parents sent seven (7) boys to Chipembi Agricultural Training College to further their training in gardening, chicken rearing, piggery rearing, banana planting and fish farming. While at Chipembi College, Pupils undergo a three years training and upon graduating either they are employed by the college or any other interested people.

Bauleni Special Needs School was opened in 1995 as a unit at Bauleni Middle Basic School with a total number of forty (40) pupils from the age of 5 to 17 years. The unit was staffed by one teacher from the Ministry of Science, Vocational, and Early Education. The pupils that were enrolled were of different disabilities such as learning difficulties, intellectual, physical, hearing and visual.

In 1998, the unit moved to Bauleni Street Kids Project where classrooms were built by the French embassy for disadvantaged pupils. The project is located along Leopards Hill Road opposite Co-operative College. The number increased from the initial forty (40) to hundred and twenty-seven (127) pupils and the school uses the Zambian Curriculum for the ordinary pupil which is modified to suit the needs of a pupil with Special Education Needs.

The older pupils that are 16 years and above and cannot further their academic education are offered social and life skills and some vocational training which include agriculture and animal husbandry, knitting and weaving, tailoring, carpentry and cookery with the use of a Grade Seven Home Economics syllabus.

The skills class started in 2006 with a total number of twelve pupils to cater for those that could not write an examination due to their disability. This was done in consultation with parents; some parents did not agree with the idea of offering skills to their children but were later convinced that their children were unable to write a grade seven examination. The training is carried out alongside with the able bodied because they are very supportive to each other. The other reason for them training together was that even in society the disabled are not excluded from the able bodied.

The training is supposed to take six (6) months but because of the condition of the pupils the training take three (3) years after the three years, they graduate and come up with sheltered employment because the cooperate world do not understand them. With sheltered employment, they make materials which are sold and a certain percentage is given to them.

The pupils that graduate but are not in employment go back to the school to continue with the training as an on going thing. Others have opened businesses with the support of parents who help them to market the products.

One pupil is employed on a small holding on a farm and one girl is employed at Pick and Pay in woodlands. When interviewed on how the graduates were performing, Pick and Pay explained that they were very impressed with their performance and the management gives opportunity to graduates to have work experience. The school has also employed two graduates who are working in the shop at the school.

The vision of the school is to be a centre of excellence that creates an enabling environment for vulnerable young people, especially those with special needs, provides holistic education and life skills training, and so empowering them to take up a meaningful place in society. The value statement of the school is committed to providing a service of Christian love in partnership with other stakeholders, respond with passion and integrity to the needs of the most vulnerable to empower them to live in love, peace, and justice, with full recognition in society.

The development plan goals are to promote good quality, meaningful education for orphans and vulnerable children, especially those with special needs, to develop a Centre of Excellence so that other establishments may learn from the good practice demonstrated here. To offer training courses in Home-school Based Education and Good Child Practice to teachers and care givers from other institutions. To collaborate with line ministries e.g. the Ministry of Education, Science Vocational Training and Early Childhood Education and the Ministry for Labour, Youth and Sport, in order to provide a better service for children with profound disabilities. To make the project self-sustaining through developing viable income generating projects.

Even with all these efforts, it is common in to see school leavers with intellectual disabilities not in employment. This situation raises concern in that every year a lot more school leavers may join the unemployed multitude if the situation is not addressed. This study, therefore sought to determine factors affecting preparation of pupils with intellectual disabilities for employment as a way of addressing the situation.

1.2 STATEMENT OF THE PROBLEM

Most school leavers with intellectual disabilities in Zambia are not in employment. This situation raised concern to whether they were prepared for employment and if they were, what factors affected the preparation for employment. It was necessary therefore; to determine the factors affecting preparation for employment of pupils with intellectual disabilities from Bauleni and University Teaching Hospital Special School in Lusaka.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to determine the factors affecting preparation of pupils with intellectual disabilities for employment.

1.4 OBJECTIVES

The following objectives guided the study:

1. To determine how teaching methods affect preparation of pupils with intellectual disabilities for employment.
2. To establish the extent to which teacher-pupil interaction affects preparation of pupils with intellectual disabilities for employment.
3. To establish how teaching material affect preparation of pupils with intellectual disabilities for employment.
4. To determine the extent to which teacher's professional qualifications affect preparation of pupils with intellectual disabilities for employment.

5. To establish the curriculum content, used by the schools to prepare pupils with intellectual disabilities for employment

1.5 RESEARCH QUESTIONS

1. How do teaching methods affect preparation of pupils with intellectual disabilities for employment?
2. How does teacher/pupil interaction affect preparation of pupils with intellectual disabilities for employment?
3. How does inadequate teaching material affect preparation of pupils with intellectual disabilities for employment?
4. To what extent does teacher's professional qualification, influence preparation of pupils with intellectual disabilities for employment?
5. What curriculum content is used by the schools to prepare pupils with intellectual disabilities for employment?

1.6 SIGNIFICANCE OF THE STUDY

At the time when unemployment among school leavers with intellectual disabilities is very high, a study to determine factors affecting preparation of these school leavers for employment is beneficial. In addition, very little literature in Zambia brings out the factors affecting preparation of pupils with intellectual disabilities for employment. It is therefore hoped that the findings of this study may create local literature. In addition, teachers may be availed with more information about factors that affect preparation of pupils with intellectual disabilities for employment.

1.7 LIMITATION OF THE STUDY

The results of this study may not be generalized for various reasons. Sample was small. It would be inappropriate to assume that the results obtained from 46 respondents at Bauleni and University Teaching Hospital Special Schools could be applied to all pupils with intellectual disabilities. Furthermore, the schools under review are located in town. Pupils with intellectual disabilities in town may have different factors affecting preparation for employment from those in rural areas.

1.8 DEFINITION OF TERMS

In the study, the following terms were used to mean:

Intellectual disability: any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being.

Persons with disabilities: include those who have long- term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

Factors: any circumstance, person condition or influence that brings about a certain conflict.

Basic School: School that offers education from grade 1 to grade 9

Special Education Teacher – An individual who has undergone a formal training in teaching pupils with disabilities and those with specific learning difficulties.

Special Education Needs (SEN) – appropriate education provision for children with disabilities. These include special schools, units within ordinary schools and inclusive classroom

CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter presents a review of relevant literature on factors affecting preparation of pupils with intellectual disabilities for employment. The literature is presented under the following subheadings: overview of description and classifications of intellectual disabilities, educational history of learners with intellectual disabilities, the extent to which teaching methods affect preparation of pupils with intellectual disabilities for employment, teacher/pupil interaction, availability and non availability of learning and teaching materials, teacher professional qualifications and curriculum content used to prepare pupils with intellectual disabilities.

2.1 Description and Classification of Intellectual Disability

Intellectual disability is a new term used in Individuals with Disabilities Education Act (IDEA). Until October, 2010, the law used the term “mental retardation.” In October 2010, Rosa’s Law was signed into law by President Obama. Rosa’s Law changed the term to be used in future to “intellectual disability.” This term is used when a person has certain limitations in mental functioning and in skills such as communicating, taking care of him or her self and social skills. These limitations may cause a child to learn and develop more slowly than a typical child.

Children with intellectual disabilities take longer to learn to speak, walk and take care of their personal needs such as dressing or eating. They are likely to have trouble learning in school. However, most children with intellectual disabilities can learn to do many things. It just takes them more time and effort than other children.

Intellectual disabilities are the most common developmental disability. Approximately 6.5 million people in the United States of America have an intellectual disability. More than 545,000 children ages 6-12 have some level of intellectual disability and receive special education services in public schools (<http://www.nichey.org/school/accommodations>).

Similarly, WHO (2001) describes intellectual disabilities as characterized by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social and practical adaptive skills. A multidimensional approach requires that a comprehensive description of a person with mental retardation or intellectual disability includes: a consideration of the person’s

participation, interaction and social role within current living, school or work and community environments that facilitate or restrict personal well-being factors. Adaptive behavior is the collection of conceptual, social and practical skills that have been learned by people in order to function in their daily lives. The concept of adaptive behavior as expressed in conceptual, social and practical skills is continuation of the historical attention given to adaptive behavior in the diagnosis of mental retardation (Mc Grew et al 1996) the concept of adaptive skills implies an array of competences and, thus, provides a firmer foundation to two key points which are adaptive skill limitations often co-exist with strengths in other adaptive skill areas, and a person's strengths and limitations in adaptive skills should be documented within the context of community and cultural environments typical of the person's age peers and tied to the person's individualized needs for support.

Thompson et al (1999) state that there is an emerging consensus that the structure of adaptive behavior consists of the following three factor clusters: cognitive, communication and academic skills (conceptual skills), social competence skills (social skills) and independent living skills (practical skills).

Conceptual skills consist of language (receptive and expressive), reading and writing, money concepts and self-direction. While social skills consist of interpersonal, responsibility, self-esteem and gullibility (likelihood of being tricked or manipulated), follow rules, obey laws and avoids victimization. Practical skills consist of activities for daily living, eating, mobility, dressing and instrumental activities of daily living such as meal preparation, house keeping, transportation, taking medication, money management, telephone use, occupational skills and maintains safe environment.

The implications of adaptive behavior in the multidimensionality of mental retardation or intellectual disability are therefore as follows: Limitations in adaptive behavior should affect both daily life and the ability to respond to life changes and environmental demands. Limitations in adaptive behavior should be considered in light of four other dimensions: intellectual abilities, participation, interactions and social roles.

WHO (2001) states that environments are conceptualized as the specific settings in which a person lives, learns, plays, works, socializes and interacts. Therefore, positive environments foster growth, development, and well-being of the individual. For people with intellectual disabilities, these positive environments constitute settings that are typical of their age peers and that are consistent with the individual's cultural and linguistic diversity. It is within such settings that the individual

with intellectual disability is most likely to experience participation and interactions and assume one or more valued social roles.

Participation and interactions are best reflected in the direct observation of engagement in every day activities. Participation refers to an individual's involvement in and execution of tasks in real life situations. It denotes the degree of involvement, including society's response to the individual's level of functioning. Lack of participation and interactions can result from hampered availability or accessibility of resources, accommodation and service.

Social roles refer to a set of valued activities that are considered normative for a specific age group. These include one's living arrangements, employment setting, educational level, community participation, recreation-leisure patterns and health status. For youth, attending school is a valued, age specific activity, whereas for high-school graduates and adults, living and working in the community are valued activities (O'Brien, 1987).

2.2 Classification of Intellectual Disabilities

The International Statistical Classification of Diseases and Related Health Problems (10th ed) World Health Organization (1993) Classified mental retardation the synonym of intellectual disability into the following IQ categories:

Mild mental retardation (IQ 50-69)

This may not be obvious, and may not be identified until children begin school. Even when poor academic performance is recognized, it may take expert assessment to distinguish mild mental retardation from learning disability or emotional/behavioral disorders. People with mild intellectual disability are capable of learning reading and mathematical skills to approximately the level of a typical child aged nine to twelve. They can learn self-care and practical skills, such as cooking or using local mass transit system. As individuals with intellectual disability reach adulthood, many learn to live independently and maintain gainful employment.

Moderate mental retardation (IQ 35-49)

This is nearly apparent within the first years of life. Speech delays are particularly common signs of moderate mental retardation. People with moderate mental retardation need considerable supports in school, at home, and in the community in order to participate fully. While their academic potential is limited, they can learn simple health and safety skills and to participate in simple activities. As adults they may live with their parents, in a supportive group home, or even semi – independently with

significant supportive services to help them, for example, manage their finances. As adults, they may work in a sheltered workshop.

Severe mental retardation (IQ 20 – 34)

The mental age of the child is from 3 to less than 6 years, likely to result in continuous need of support.

Profound mental retardation (IQ under 20)

Adults classified to have an IQ under 20 have, mental age below 3 years). The condition results in severe limitation in self-care, continence, communication and mobility.

2.3 Educational History of learners with intellectual disabilities

Intellectual disabilities of all kinds have been documented under a variety of names throughout history. Throughout much of the human history, society was unkind to those with any type of disability, and people with intellectual disabilities were commonly viewed as burdens on their families.

Greek and Roman Philosophers, who valued reasoning abilities, disparaged people with intellectual disabilities as barely human. The oldest physiological views of intellectual disabilities are in writings of Hippocrates in the late fifth century BCE, who believed that it was caused by an imbalance in the four humors in the brain (Mallmann et al 1989).

Until enlightenment in Europe, care and asylum was provided by families and the church (monasteries and other religious communities), focusing on the provision of basic physical needs such as food, shelter and clothing. Negative stereotypes were prominent in social attitudes of the time. In the 13th century, England declared people with intellectual disabilities to be incapable of making decisions or managing their affairs. Guardianships were created to take over their financial affairs.

In the 18th and 19th centuries, housing and care moved from families and towards an asylum model. People were placed by, or removed from, their families and housed in large professional institutions, many of which were self-sufficient through the labor of the residents. Some of these institutions provided a very basic level of education but most continued to focus solely on the provision of basic needs of food, clothing and shelter.

Conditions in such institutions varied widely, but the support provided was generally non-individualized, with aberrant behavior and low levels of economic productivity regarded as a burden to society. Individuals of higher wealth were often able to afford higher degrees of care such as home care or private asylums.

A survey taken in 1891 in Cape Town, South Africa by (Morris 1986) shows the distribution between different facilities. Out of 2046 persons surveyed, 1,281 were in private dwellings, 120 in jails, and 645 in asylums, with men representing nearly two thirds of the number surveyed.

In the late 19th century, Charles Darwin proposed selective breeding of humans to reduce intellectual disabilities. Early in the twentieth century the eugenics movement became popular throughout the world. This led to forced sterilization and prohibition of marriage in most of the developed world and was later used by Hitler as rational for the mass murder of intellectually challenged individuals during the holocaust. Eugenics was later abandoned as an evil violation of human rights, and the practice of forced sterilization and prohibition from marriage was discontinued by most of the developed world by the mid twentieth century.

Cavities adopted services to the developmentally disabled as a major organizational emphasis in 1952. Their earliest efforts included workshops for special education teachers and day camps for disabled children, all at a time when such training and programs were almost non existent. The segregation of people with developmental disabilities wasn't widely questioned by academics or policy-makers until the 1969 publication of Wolf Wolfensberger's seminal work. "The Origin and Nature of Our Institutions Models", drawing on some of the ideas proposed by SG Howe 100 years earlier.

According to Wolf society characterizes people with disabilities as deviants, sub- human and burdens of charity, resulting in the adoption of that "deviant" role. he argued that this dehumanization, and the segregated institutions that results from it, ignored the potential productive contributions that all people can make to society. He pushed for a shift in policy and practice that recognized the human needs of "retardates" and provided the same basic human rights as for the rest of the population.

From the 1960s to the present, most states have moved towards the elimination of segregated institutions. Normalization and deinstitutionalization are dominant. Along with the work of Wolfensberger and others a number of scandalous revelations around the horrific conditions within

state institutions created public outrage that led to change to a more community-based method of providing services.

By the mid-1970s, most governments had committed to de-institutionalization, and had started preparing for the wholesale movement of people into the general community, in line with the principles of normalization, in most countries, this was essentially complete by the 1990s, although the debate over whether or not to close institutions persisted in some states.

Morris, 1986, reports that in the past, lead poisoning and infectious diseases were significant causes of intellectual disabilities. Some causes of intellectual disabilities are decreasing, as medical advances, such as vaccination, increase. Other causes are increasing as a proportion of cases, perhaps due to rising maternal age, which is associated with several syndromic forms of intellectual disabilities.

2.4 Educational History of Learners with Disabilities in Zambia

In the past the concept of educating a child to his or her limit was relatively new. Most children with special needs were not tolerated in the Zambian societies until the missionaries who played a critical role to abolish the practice of killing malformed children. Snelson, (1974) states that Issie Hofmeyar who belonged to the Dutch Reformed Church made the first attempt in Eastern Province in 1905. She opened a special education unit under a tree and started teaching the blind pupils Braille, so that they could read Brailed Bible stories to the other converts and of course be emancipated and saved from sin, according to the designs of their benefactors. Later, more mission agencies followed suit.

In 1914, another missionary Ella Bodes began a school of the blind boys at Nyanje which was later moved to Mazimoyo. After some years she started another school at Magwero. These schools started attracting so many learners from the Neighboring countries of Zambia particularly Zaire, Malawi and Mozambique.

These schools were mainly to equip learners with some skills of basketry and pottery. Others were inspired by her work were Franciscan father of the Catholics church who opened the school at Bwana Mkubwa in Ndola. The success of the first missionaries propelled other Christians like the Paris Evangelical Missionaries Society to open their school doors for the blind at Sefula near Mongu in Western Province.

Other schools were opened by the Roman Catholic Church. Among these schools two were in Luapula Province Luela in 1930 in Fort Rosebery present day Mansa and the other in Kawambwa St Mary's in 1961. there was another school under the care of the Roman Catholic in Mporokoso in 1963. in the early 1940s the University Mission to Central Africa (UMCA) established Chipili School near Fort Rosrbery (Mansa). In Mongu, the Paris Evangelical Mission Society (PEMS) established Sefula School for the Blind in 1955. (Snelson, Ibid).

In the 1966 Education Act the government's focus was on educating the able bodied Zambians who would work in key areas of the Zambian Economy, According to MOE, (1977:1) it states that the first National Education Conference which was held towards the end of 1969 by the republican President, Dr David Kaunda, he called for fundamental Reforms of the education system.

It was not until 1971 that special education became the responsibility of the Ministry of Education in Zambia. Influenced by the Western World, especially the United Kingdom and the United States of America. Zambia has historically tended to adhere to an international classification system to describe children with disabilities. To this effect, such children are grouped according to a set of categories of disability which have their origin in a 'medical' treatment model emphasizing the impairment or disability (Ballard, 1995).

In 1977 Educational reforms favored the establishment of special education centers in the already existing schools. It also recommended that children with disabilities should attend schools and colleges in view of the importance of socialization and that this should depend on the nature of the disability (MOE, 1977).

The major milestone in special education was the establishment of the Lusaka College of the handicapped currently known as Zambia Institute of Special Education (ZAMISE) those who trained at this college were selected from serving teachers who showed interest in special education. (Kalabula, 2007).

The government has committed itself to supporting the development of special education. MOE (1996) states the commitment of providing education of particularly of good quality to pupils with special educational needs by ensuring of equality of educational opportunity for children regardless of their ability. In ensuring this the government through the supervision and management across the country.

The latest policy document MOE (1996), endorses the integration of children with educational needs in mainstream which sets the scene for the realization of inclusive education. It has also decentralized services for the identification, assessment and placement of children with special educational needs.

Kalabula, (2007) indicates another strides that government has made in establishing inspectorate for special education, in addition to this, an inter-ministerial Steering Committee on special education was also established, to give advice on the organization and improvement of the facilities and human resources for the education of the handicapped children.

in 1992, again the government, reaffirmed its commitment in introducing pre-service training in special education in pre schools and established an appropriate progression system for pupils with Special Education Needs. (SEN). (MOE, 1992).

2.5 Skill Training of Pupils with Intellectual Disabilities in Zambia

According to Kirk et al (2006), skills training prepares pupils for employment based on manual or practical activities. In special education skills training is especially given to the severe and those who cannot compete with others in intellectual skills. This is to assist them become self-reliant and productive members of the society. Skills' training is not new in Zambia. It started in the early years when missionaries established their mission centers in the country.

Kelly (2006) states that missionaries needed churches, stations and schools to be built, therefore, they established practical training schools where bricklayers and carpenters were trained in the early 1920's. Following the example of mission schools, government established carpentry and brick-laying trades as part of training in some educational institutions such as Mwekera, Luanshya and Kitwe. This was the beginning of trade schools in Zambia.

The belief behind trade schools has been that only dull pupils are considered suitable to entre them (Kelly, 2006). This impacted negatively on this type of training as most people shunned it and opted to go for white collar training. As a result, most of these schools were closed. Following the Saunders Report of November, 1967, government decided to formally establish technical education aimed at providing comprehensive training programme. The objective in technical education was to train Zambians to meet the needs and requirements of industry for manpower and to facilitate placement of Zambians in critical areas of technology and economic activities (Educational Reforms, 1977).

Skills training are an important curriculum area for pupils with disabilities because it may enable them to work in competitive employment in the community. According to Heward and Orlansky (1988), state that even the most severely handicapped person has an untapped potential that can be translated into a productive and independent work. Therefore, given adequate training in skills, pupils with disabilities in Zambia can lead independent lives. Skills training are very important to pupils with disabilities for the following reasons: first, an individual with a skill has a great chance to make it in life than the one who is not skilled. If a person with disabilities is taught a skill and he or she uses it well, he or she will be able to lead a normal life.

Many pupils with intellectual disabilities cannot find employment because they are scarce. According to the Central Statistical Office. (CSO 2004), unemployment is a vast problem in Zambia and the numbers of people without employment keep increasing. This came about because many people were trained for formal employment. Skills training prepare persons with disabilities to be self-employed and not to depend on formal employment to earn their living. Skills training provide skills for independent living and provide each pupil with the opportunity to develop his or her abilities and potentials to the fullest extent. It also improves the quality of life and enhanced capacity to contribute to their societies, socially, morally and physically.

Skills training help the pupils to acquire basic knowledge on certain things, how they are done and how they can be improved on. It is therefore important for pupils with intellectual disabilities to be provided for type of training which will help promote independent living and prepare them to be useful members who will contribute positively to the society.

According to Maltby (1992) and Morris and Blatt (1986) many African countries, Zambia included have left special education to their external pioneers: the missionaries, charitable organizations and Non-governmental organizations. This is evidenced by the continued support from donors such as the International Labour Organization which established large institutions serving only persons with disabilities and provided funding for the programmes. In Zambia, the National Vocational Rehabilitation Centre was established in the late 1970s. Vocational training and medical rehabilitation was provided. This was criticized because it was expensive to maintain the equipment and the whole institution once external funding ceased. It was also discovered by Neufeldt, 1998 that the institutions taught very few skills that are useful in the real business world. Because of the negative experiences of institution based services, community based rehabilitation services were opted for. This is where the needs of the people were to be met in their own setting. This has been favoured because most people with disabilities have been reached and assistance offered.

The vocational training programme functioned under the Department of Technical Education Vocational Training (DTEVT) from 1994. It was funded by Finland while the provision of office space was Ndola Rehabilitation Center done by Zambia. Government gradually took over the running of the vocational centers. The last to be handed over to government was in 2001. As part of the decentralization, Department of Technical Education and Vocational Training (DTEVT) was abolished and replaced by Technical Educational, Vocational and Entrepreneurship Authority (TEVETA) (MSTVT 1998). This resulted into the whole system changing. Independent management boards were created. All activities related to learners' recruitment, boarding fees, staffing and staff development were put in the hands of management boards. From the year 2000, Tuition and boarding fees have been increasing. Learners with intellectual disabilities were negatively affected as they could not afford the fees.

2.6 Teaching methods for pupils with intellectual disability

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration whole class teaching, explaining and group work methods of teaching (Ondiek, 1986).

Nongola (2001) found that several teachers who taught pupils with intellectual disabilities used different methods of teaching depending on the severity of the disabilities. Some of the teachers used group work and whole class activities as part of the methods to encourage children to participate in the learning activities. Group work method was found to be good because it allowed even shy pupils to participate in the lesson.

Ondiek (1986) carried out a study in Botswana and found out that special education teachers used various techniques to promote learning in pupils. Individualized education plans, problem-solving assignments and group work were also used depending on the magnitude of disability. These methods helped learners with intellectual disabilities for employment.

Teaching pupils with intellectual disabilities calls for a teacher to use different methods. Group work sometimes referred to as cooperative learning is one of the methods that can be used to teach learners with intellectual disabilities.

Johnson (1994) states that group work teaching is different from other methods because they are some elements such as positive interdependence which can be achieved through mutual goals,

division of labor, dividing materials, roles and making part of each student's grade dependent on the performance of the rest of the group.

Group members must believe that each person's efforts benefit not only him or herself, but all group members as well. Also when there is face- to- face interaction, important cognitive activities and interpersonal dynamics only occur when learners promote each other's learning. This includes oral explanations of how to solve problems, discussing the nature of the concepts being learned, and connecting present learning with past knowledge.

It is through face-to-face, interaction that members become personally committed to each other as well as to mutual goals. Group work also provides interpersonal and small group social skills thus; a group must know how to provide effective leadership, decision-making, trust-building, communication and conflict management.

Abosi (2007) states that a demonstration teaching method is used with both large and small groups. The teaching is through examples or experiments this helps to raise the student's interest and reinforce memory retention because they provide connections between facts and real-world applications of those facts. Explaining is the process of teaching by giving spoken explanations of the subject that is to be learned.

Print, (1993) reports that teaching methods were of the utmost importance because through them the school achieved objectives, and made a reality of the individualization of the curriculum and teaching for pupil with intellectual disabilities. He noted that some methods are not appropriate to make learners learn topics through discussion, to achieve stated objectives.

Meanwhile, the teaching methods should have been based on vocational and hand on skills experience to prepare these learners with intellectual disabilities to survive in society. These practical and non- formal education skills include mixed farming, home economics, carpentry and handicrafts.

In some countries, the idea of teaching practical skills to learners with intellectual disabilities is taken seriously for example, Mitchell (2008) reports that, in 1995, the International Labour Organisation put these issues into the world agenda with recommendation which stressed that, all disabled people have a right to skills training which can assist them to get a job and therefore government, should take responsibility of developing and financing vocational rehabilitation services.

In addition, the vocational programmes should be tailored to the needs of the community. Chege (1984) in Banin (1999:9), recommend that” no vocational programmes should be planned without a careful assessment of current and projected future community needs.” This implies that, meeting the needs of the community would enable the communities appreciate people with special needs as well as build a positive relationship and uphold rehabilitation programmes as they do their part within the communities (Carroll, 1961).

David (1999) recommended that the government must employ all disabled children who graduate with carpentry, farming and telephone operating skills in government operated projects.

However, according to Mitchell (2008), the level of unemployment amongst disabled people tends to be far higher than the average in the society as a whole the intellectually challenged people face direct discrimination when it comes to finding work.

2.7. Teacher-pupil interaction

Studies have found some relationship between class and teacher – pupil interaction. These interactions are carried out in two ways, namely; teacher –initiated and pupil initiated (Brophy and Good, (1974). The way in which the teacher interacts with a pupil can either seriously impede or greatly facilitate the pupil’s success in school. The nature and quality of the interaction between the teacher and the pupil can be strongly influenced by the teacher’s expectations. The teacher’s expectations may be too low, expecting only minimum achievement or too high, pressuring the pupils to achieve beyond his capabilities, resulting in discouragement, behaviour problems or failure.

Dunkin and Doe van (1982) reported studies which indicated that teacher-pupil interactions decreased as the class size increased. For, instance, from a small class of 30 pupils to a large one of 80 pupils. They stated that teacher-pupil interactions were at the core of the educational process and as such vital to preparation for employment. ” In large classes however, a number of pupils were denied interaction with the teacher. Dunkin and Doe (1982) looked at an ordinary class situation but in a special class the ratio is supposed to be four pupils against one teacher.

Good and Brophy (1973) pointed out, that interactions were beneficial, to pupils including those with intellectual disabilities. Thus through interaction, pupils learnt skills needed in work settings.

Cotton (1990) reported two studies by Corn and Snow (1986) and Cotton and Stavard (1981), which focused on teacher-pupil interactions within the classroom, school or district. Both studies found that interactions had to be positive to improve student performance. For instance, teachers had to: Pay attention to student interest, problems, and accomplishments in social interactions, communicate interest and care to students verbal and non- verbal means.

For instance, giving undivided attention, maintaining eye contact, smiling and positive head nodding, foster positive teacher-student and student-student relationships through the use of cooperative learning strategies. These practices, however, were more attainable in small classes than in large ones. Thus, was needed to have classes of a size which enabled the teacher to focus on each individual pupil to enhance learning and subsequently prepare them for employment.

Lifalalo (1995) looked at the Zambian situation where he looked at two schools in which the class sizes were too large and sometimes becomes a limiting factor in the choice of teaching method and depriving some pupils who would have benefited from the interaction by the teacher. As a result, the teacher did not understand each pupil's capabilities thereby affecting the structure of teaching materials for meaningful learning.

2.8 Teaching materials

A study by Nongola (2001) shows that there was a shortage of teaching and learning materials in special schools. He found out that there were no books and as a result teachers did not enjoy teaching. The non-availability or inadequacy of the teaching and learning materials had a negative impact on the performance of both teachers and pupils.

The lack of materials such as textbooks meant that teachers had to write or draw the work for pupils on the board. As a result, the teachers did not adequately prepare the pupils for employment because the whole process of writing on the board was slow and tedious. As a result, subjects like skills were being found difficult by learners with intellectual disabilities.

Khoa (2006) and Kelly (1999) suggested that availability of materials was cardinal for effective teaching. This is in line with Kalabula (2007) who pointed out that if learners with intellectual disabilities are given adequate learning materials, they can learn better and attain higher standards of education, as they will be enabled to retain concepts learnt using teaching aids.

Additionally, in training pupils with intellectual disabilities, emphasis on local materials would be very important. Frost (1991:10) agrees that, the use of sophisticated equipment is avoided in the workshops because they would not be able to find sophisticated equipment in local communities." Hence, they have to use materials that would be affordable even when they have to work on their own account.

2.9 Professional Qualification of teachers

Knowledge is what teachers acquire from colleges, skill; however, is something one acquires as they practice that knowledge. It is possible, therefore, for teachers to be knowledgeable about the subject matter but not to be skillful in how to apply the teaching methods, how to handle class management, how to correctly interact with the pupils for better results in the classroom, how to involve pupils in participation.

Mbozi (2006) looked at the appropriateness of training received by the teachers. She found that the training of teachers was adequate though the observation made was that teachers were trained in special education and not vocational skills training.

Kalabula (2005) stated that there was need to train more teachers in special education to cater for the number of learners that need to be prepared for employment. Kalabula (2007) also pointed out that there was need to train more human resource in special education, particularly those to handle learners with intellectual disabilities.

2. 10 Curriculum content for pupils with intellectual disabilities

Nongola (2001) stated that teachers felt that the curriculum in schools favored the so called ‘normal’ and therefore proposed that a curriculum strictly for special education be put in place. It was noted that the Ministry of Education to consider the needs for the able bodied learners first before they looked at learners with special educational needs. Learners with intellectual disabilities generally have low intelligence quotient (Kauffman; 1994). Suggested that their timetable should be modified by giving them short activities that are interesting in nature.

Ndhlovu (2010) pointed out that both male and female graduates with intellectual disabilities were not given adequate training in how to find employment. Graduates with intellectual disabilities also did not receive adequate entrepreneurial training to equip them with skills necessary to become self-employed. The implication of this situation was that both male and female graduates with intellectual disabilities remained unemployed because they could not start their own small-scale business enterprises.

Miron (1994) reported that curriculum and syllabi that were too academic and with few practical elements created difficulties in its graduates when it came to finding employment in Nicaragua. As a result, most graduates with intellectual disabilities did not find jobs on their own. Such a situation implied that some graduates could not get employed because they did not have job searching skills. As a result, they remained unemployed which in turn, negatively impacted on the quality of their life.

Additionally, MOE, 1996, states that providing practical trainings would be to enable pupils with disabilities without competitive qualifications to develop skills and foster understanding that will be of value to those who must have passed through the training institutions. Surprisingly, upon leaving training schools, majority of the students are unable to utilize the skills because of the in-adequate time given during training and the curriculum which is designed to meet the requirements of the examination. This may imply that, the practical aspect in this respect does not form the bulk of the work on the courses as Brown and Pate, (1983) observed.

On the other hand, Frost (1991:10) suggests that “practical training in the workshops should form the bulk of the work on the courses.” Meaning that, this could be supplemented with sessions where they can only learn the accurate spelling of the names of the tools and materials, list of safety precautions, and the origins and properties of the materials used. This would also provide a gradual transition from schools to employment as that would help in the development of special skills as supported by Wing, (1971).

Mull et al. (1994) reported on a study conducted in Raymond region in Rotterdam in the Netherlands in 1993. The purpose of the study was to assess the impact of the skills training on graduates with intellectual disabilities. The findings of the study were that 40 (80%) of the fifty (50) graduates with intellectual disabilities found employment in firms that had advertised for skilled personnel. It was concluded that skills training contributed to graduates with intellectual disabilities finding employment.

Serpell, (1993) did a study on skills training provision for people with intellectual disabilities and found that in – service training should be on going and should cover the following contents:

- Personal development (including self- maintenance and social competence, emotional adjustment and self-esteem).
- Independent living (including safety, nutrition, accommodation, income and a range of personal choices).
- Participation in public life (including visibility, civic rights and responsibilities and leisure activities).
- Acceptance in society (including family life, personal friendships, working relations with colleagues and access to public facilities).

In relation to this study, vocational skills training may help the graduates with intellectual disabilities to meet the challenges of work places and communities thereby raising their chances for employment.

As rightly pointed out by Koistinen et al (2001), the curriculum used by pupils with intellectual disabilities should include entrepreneurship techniques for self-employment. In order to address the problem of students doing courses which ended up without demand from the labour market, it is necessary to review the curriculum. New courses such as hair dressing and front office which had demand from employers could replace weaving, pottery and basketry.

Additionally, as pointed out by Serpell, (1993), it should be noted that curriculum should take into account other components of vocational training such as personal development, independent living, participation in public life and acceptance in society, if the graduates have to fit in the community in general and employment in particular. For instance, graduates from skills training schools should demonstrate skills of self – maintenance, social competence and self-esteem for them to be considered by community that they have attained personal development.

In relation to participation in public life, Vic Kerman (1987:10) asserts that persons with intellectual disabilities should to some extent be able to make personal choices and decisions rather than other people speaking and deciding on their behalf. Therefore, to a certain extent, the intellectual disabilities should be visible or be able to speak and decide on their own which skill they can perform better.

2.11 Summary

This chapter has reviewed literature on preparation of pupils with intellectual disabilities for employment. It covered teaching methods, pupil teacher interactions, teaching and learning materials academic and professional qualifications of teachers teaching pupils with intellectual disabilities and the curriculum content used in teaching learners with intellectual disabilities. However, there still remains knowledge gap in terms of how teaching methods, pupil teacher-interaction, teaching and learning materials, academic and professional qualifications of teachers and curriculum content affect preparation of pupils with intellectual disability for employment at University Teaching Hospital and Bauleni Special Schools. As a result, this study sought to fill up this knowledge gap.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the methodology of the study. The various aspects of the methodology are presented under different sub headings: research design, target population, sample size, sampling procedure, research instruments, and data collection procedure and data analysis.

3.1 Research design

Ghosh (2003) defines a research design as a plan of the proposed research work. A research design represents a compromise dictated by practical considerations. He points out that ‘ a research design is not a highly specific plan to be followed without deviation, but rather a series of guide posts to keep one headed in the right direction’. This study adopted a case study design.

Ghosh (2003:224) defines a case study as a method of collecting information about an individual, a family, and an institution, a group of persons that can know precisely the factors and causes of a practical phenomenon. This research deployed a case study design over other designs to allow in depth study of natural setting about how pupils with intellectual disabilities are prepared for employment at Bauleni and University Teaching Hospital Special Schools in Lusaka.

Study sites

The study sites were Bauleni and University Teaching Hospital Special Schools. Bauleni Special School is a Peri-urban school in Bauleni compound in Lusaka. It services 15,000 people within the Bauleni and its neighboring compounds. The school has 2,000 pupils of this number are 30 pupils with intellectual disabilities. The school runs different programs including skills training such as weaving, knitting, catering carpentry and gardening. The researcher picked on this site because it had the pupils required for the study.

University Teaching Hospital Special School is situated on the University Teaching Hospital campus in Lusaka. It caters mainly for the pupils with intellectual disabilities. It provides skills training to pupils that are 16 years and above. It aims at preparing pupils for life in the community including employment. The site was chosen because it has the sample with required characteristics for the study.

3.2 Population

The target population was all parents/guardians, school head teachers, school teachers and pupils learning in skills classes at Bauleni and University Teaching Hospital special schools.

3.3 Sample

The study had forty-six (46) respondents. These included; twenty (20) parents/guardians that have their children at the two special schools and (4) teachers teaching pupils with intellectual disabilities two (2) school Head teachers twenty (20) pupils with intellectual disabilities at Bauleni and University Teaching Hospital Special Schools.

3.4 Sampling procedure

The sample for this study was selected through simple random sampling and purposive sampling procedures. The simple random sampling procedure was used to come up with the (20) parents/guardians that have children at the two special schools and (20) pupils with intellectual disabilities. Purposive sampling procedure was used to select the head teachers and teachers. It was chosen because it enabled the researcher to choose participants with the characteristics needed for the study and was the only ones in the population

3.5 Research Instruments

Three research instruments were used. These were: interview schedules, questionnaires and focus group discussion. These were chosen for the following reasons:

1. Interviews

Anderson (1999:222) states that, 'an interview is a specialized form of communication between people for a specific purpose associated with some agreed subject matter. He argues that, when used with care and skill, interviews are an incomparable rich source of data'.

Therefore the researcher used this technique because of its ability to clarify questions and probe the answers from the respondents, providing more complete information than would be available in written form. An interview guide was used to solicit data from parents that have pupils with intellectual disabilities on factors affecting preparation of pupils with intellectual disabilities for employment.

2. Questionnaires

A questionnaire is an instrument that contains questions aimed at obtaining specific information on a variety of topics (Anderson 1999). Questionnaires were used to collect quantitative and qualitative data from the Head teachers and teachers. This contained both open and closed ended question.

A questionnaire was chosen because it can be presented to each respondent in exactly the same way to minimize the role and influence of the interviewer. In addition, results obtained by a questionnaire could easily be objectively compared.

3. Focus Group Discussions

Focus group discussions were used on pupils with intellectual disabilities. A focused group discussion guide was chosen to collect in depth data on factors affecting preparation of pupils with intellectual disabilities from school to employment in a comfortable environment to get a wide range of opinions, attitudes, feelings or perceptions from a group of individuals who share some common experience relative to the dimension under study.

The group discussion also focused on how pupils interacted with their teachers, what methods were used to teach them skills and the learning materials that they used. They also discussed how much they learned from their teachers.

3.6 Data Collection Procedure

In this study the parents/guardians were interviewed in order to obtain their views regarding factors affecting preparation of pupils with intellectual disabilities for employment. Appointments were made by the researcher with parents. Time as well as the place most convenient for them was arranged. The aim of the interviews was highlighted to the respondents.

The researcher also administered questionnaires to school head teachers and teachers teaching skills to pupils with intellectual disabilities. A focused group discussion was also conducted with the pupils. The pupils were arranged in groups of four by their teachers and given different activities to do while the researcher was with one group.

3.7 Syllabus Analysis

Both Bauleni and University Teaching Hospital Special Schools do not have a National Curriculum for the skills classes. However, the two schools under review uses Grade Seven Home Economics

syllabus that are distributed to the schools by the Ministry of Education as a guide to the skills program. Based on this syllabus, pupils learn the following subjects:

Food and Nutrition which comprises topics in measuring and weighing, the objectives of this subject is to name the equipment used for measuring and weighing ingredients, to discuss of weights and be able to measure handy measurements. Food hygiene, the objectives of food hygiene is to determine rules governing food hygiene, the advantages of proper food handling, and the dangers of poor food handling and to handle food hygienically. Sources of food, the objectives are to name food products from animals, and group food according to their sources.

Meal planning – It covers sources of food nutrients they know and different types of foods used to make beverages. Reasons for cooking food. Food presentation, different ways of serving food and serve prepare food correctly. Table manners the objective is to discuss on eating habits.

Home management - topics such as types of kitchens, the objectives are to define the kitchen, different types of the kitchen using the available kitchen. Cleaning of the kitchen with objectives on discussing ways of cleaning the kitchen, and types of kitchen refuse and its disposal. Cleaning equipment and materials, types of cleaning materials, the importance of cleaning equipment, discuss the methods of cleaning the cleaning equipment and store cleaning materials and cleaning equipment.

Gardening - the objectives looks at describing a kitchen garden, listing the basic garden tools, identifying suitable plants for a garden, select a suitable site for a garden and discuss the importance of having a garden in relation to the family.

Laundry – the objectives is to explain the term ‘Laundry’, discuss laundry equipment and materials and use laundry equipment and materials, storage of laundry equipment and materials and also storing them correctly. Discuss on storing cloths, reasons for storing clothes and store the articles or garments properly.

Health education - topics such as safety in the home, personal hygiene, water and ventilation are taught. Safety in the home and school. The objectives are the causes of common accidents in the home and school, causes of the accidents in the kitchen and safety rules in the home and school.

First Aid – It covers, first aid, naming the content of the first Aid Box, explaining on how to look after the First Aid Box contents, applying First Aid in their homes, school and community.

Personal Hygiene – It covers identification of various parts of the body, care and cleaning of the body. Definition of the skin, parts of the skin, the functions of the skin, reasons for cleaning the skin and care and cleaning of the skin and face. Parts of the hands, feet and nails and care and cleaning of hands, feet and nails.

Hair – Covers care and cleaning of hair, materials and equipment used for cleaning hair, importance of cleaning hair and to discuss care, cleaning and storage of cleaning equipment.

Needlework - covers needlework tools, and use of needlework tools and how to store needlework tools, decorative stitches in needlework and rules for working out decorative stitches,

Crafts – covers materials used in plaiting, items produced by plaiting and plait table mats.

By offering these subjects, it was expected that the pupils will acquire the following life skills:

Self-survival, self reliance and life in general. In addition, develop sense of improvisation and positive attitudes towards the family, relatives and the community.

3.8 Data Analysis.

Thematic analysis was used to analyze qualitative data. Major themes were drawn from interviews with respondents. Descriptions of each of them were done. For instance, factors affecting preparation of learners with intellectual disabilities for employment and measures to address the situation were described. Quantitative data were analyzed by using the Statistical Package for Social Science (SPSS) to generate frequencies.

3.9 Ethical Considerations

The study considered all possible and potential ethical issues. The measures undertaken to ensure compliance with ethical issues included keeping the identity of respondents confidential. Similarly, Winner and Donmick (1994) identify the principle of confidentiality and respect as the most important ethical issues of requiring compliance on the part of the researcher.

The basic ethical requirements demand that the researcher respects the rights, values and decisions of respondents. In this study, values of the respondents were either interfered with or contested by the researcher. An informal consent was obtained from both the respondents and the people in charge of the places where the research was carried out and all the respondents were treated equally.

CHAPTER FOUR

PRESENTATION OF FINDINGS

Introduction

This chapter presents the findings of the study which sought to investigate the views of parents/guardians, school head teachers, teachers and pupils with intellectual disabilities on factors affecting preparation of pupils with intellectual disabilities for employment. The findings of the study are presented based on the various objectives of the study. The specific objectives of the study were to:

- (i) determine how teaching methods affect preparation of pupils with intellectual disabilities for employment.
- (ii) establish whether teacher-pupil interaction affects preparation of pupils with intellectual disabilities for employment.
- (iii) establish how teaching materials affect preparation of pupils with intellectual disabilities for employment.
- (iv) determine whether teacher's professional qualifications affect preparation of pupils with intellectual disabilities for employment.
- (v) establish the curriculum content, used by the schools to prepare pupils with intellectual disabilities for employment.

4.1 How teaching methods affected preparation of pupils with intellectual disabilities for employment.

The study sought to determine how teaching methods affected preparation of pupils with intellectual disabilities for employment. To this effect, head teachers and their teachers were interviewed.

4.1.1 Views of head teachers

When asked to mention the teaching methods used by teachers to prepare pupils with intellectual disabilities, head teachers cited group work, whole class, explanatory and demonstration methods.

The head teachers were further asked to explain how each of the cited teaching methods affected the preparation of pupils with intellectual disabilities for employment. Their views were as follows:

Group work methods:

Pupils were put in groups of fours. Each group was given a task to do to a certain expectation and in a given time. At the end of the set time tasks were submitted for marking. Results were compared with other groups. This method helped pupils to work hard, compete and finish tasks on time.

Whole Class teaching method:

Whole class teaching method was used when all pupils regardless of the degree of disability were taught at the same time. It was found that out of the twenty (20) pupils that participated in the study, only five (5) of them were able to grasp the concepts taught. This teaching method therefore negatively affected preparation of pupils for employment because the teachers do not take into account individual differences of the pupils.

Explanatory teaching method:

With this method the teacher taught pupils by the way of explaining the topic. It was found that pupils in both schools had difficulties giving a feedback after the lesson was taught. This was so because not every pupil performed at the same level. As a result, pupils were not adequately prepared in the set skills.

Demonstration teaching method:

This method was used by the teachers to show pupils reason or proof or by use of examples or experiments. This was done either in a cookery, tailoring, woodwork or laundry lesson. Pupils were able to see how the teacher was demonstrating but even with that the pupils needed to have the same materials on their tables for them to be able to practice because not every child would remember what the teacher did. However, due to inadequate training materials pupils were not involved in the practicals.

When further asked if pupils benefited from the teaching methods in relation to preparation for employment, the head teachers stated that pupils did not benefit much from the teaching methods as pupils were going back to former schools looking for employment.

4.1.2 Views of teachers on how teaching methods affected preparation of pupils for employment.

It was found out that three of the four teachers who participated in the study indicated they used group work, whole class, explanatory and demonstration teaching methods. To this effect, one of them said, the methods used affected the preparation of pupils positively because some pupils are self-employed.

As regards how each of the methods cited affected preparation of pupils for employment, the following views were given.

Group work method:

It was found that three of the four teachers that took part in the study indicated that it was difficult to state whether the group work method was effective or not because out of the twenty (20) pupils that had been taught at the two schools two (2) pupils from Bauleni Special School and Two (2) from University Teaching Hospital Special School were self employed.

Whole class methods

It was found that the whole class method was also used by the teachers, when asked if the pupils benefited from the whole class teaching method the teachers indicated that the benefits were minimal because out of the twenty (20) pupils that were taught only three (3) pupils were able to follow the teacher's instructions.

Demonstration methods:

The method was used by the teachers to show a process that will allow the pupils to have a clear understanding of the topic at hand. Depending on the lesson taught the teacher places the item of discussion on the table and showed the pupils how to carry out the activity either cutting of vegetables or how to cut a piece of material. There was need to have more teaching materials for demonstration purposes. Inadequate materials negatively affected the learning process resulting in inadequately preparation for employment.

Explanatory methods:

This method was used by the teachers to explain to the pupils by the use of the chalk board and the lesson is usually theoretical. When teachers were asked whether pupils had benefited from the above methods, it was found that there were different responses as one teacher stated to say the benefits were minimal because some pupils still had difficulties to follow the teacher's explanations and could not carry out the tasks well as expected by the teacher. The other teachers stated that pupils benefited a lot because they were able to perform the skills taught either at home or at school.

When teachers were asked as to whether they taught survival skills to learners with intellectual disabilities, they were agreeable and cited examples such as gardening, cookery, tailoring and woodwork. They also went on to say that teaching methods are the same just like the ones used for ordinary pupils the difference is that the teachers teaching pupils with intellectual disabilities use different strategies to enable learners understand the teaching better.

4.2 How teacher-pupil interaction affect preparation of pupils with intellectual disabilities for employment.

Views of head teachers

When the two head teachers were asked on how teacher-pupil interaction affected preparation of pupils with intellectual disabilities for employment. One head teacher answered in affirmative and gave reasons that there were a lot of interaction between pupils and their teachers and this helped pupils to be free with their teachers. The other head teacher however refused citing lack of interaction between the teachers and the pupils making it difficult for pupils to participate in class activities fully.

Views of teachers

As regards to views of teachers, it was found that two of the three teachers felt the interaction helped the pupils to prepare them for employment. She stated that pupils were involved in skills such as weaving, sewing, cooking and woodwork which involved a lot of interaction and this helped them to work on activities freely and ask where they had difficulties. Confidence is needed in as an employee.

The teacher with contrary views cited inadequate interaction between the teachers and the pupils as not helping to prepare them for employment she went on to say some teachers spent too much time away from classes either one was sick or chatting instead of teaching.

Views of pupils

Pupils were asked on the their views on the effect on interaction between them and their teachers, of the total number of twenty (20) that were interviewed fifteen out of the twenty responded positively that the interactions between them and their teachers helped them to have confidence and ask questions on areas they did not understand.

4.3 How teaching materials affect preparation of pupils with intellectual disabilities for employment.

Views of parents

When parents where asked how teaching materials affected preparation of pupils with intellectual disabilities for employment, the following answers emerged:

‘The school should have adequate learning materials to enable pupils practice both at home and school and also pupils will gain experience as they keep on practicing.’

Views of head teachers

The head teachers agreed that teaching materials such as wood, wool, baking requirements, gardening tools, sewing machines and pieces of cloth affected preparation of pupils with intellectual disabilities for employment. It was found that both schools (Bauleni and University Teaching Hospital Special Schools) did not have adequate teaching materials for practical lessons. As a result, the head teachers said that pupils were not adequately prepared for employment due to inadequate practical teaching materials. They added that when pupils use available materials they can easily relate to those teaching materials and understanding becomes easier than if they have to imagine what the materials look like.

Views of teachers

The teachers that took part in the study agreed that teaching materials affected preparation of pupils with intellectual disabilities for employment. It was found that there was less distribution of teaching materials in the classrooms resulting in pupils not having chance to read or feel the materials.

Teaching materials help to prepare pupils to understand the skills better as they use them practically and this also helps them not to forget easily upon being taught a skill but then if there is lack of teaching materials in the schools pupils will not be able to learn well as it will be difficult to implement what they would have learnt.

Views of pupils

The findings indicate that the pupils needed enough teaching materials so that they would be able to practice. The pupils talked to indicated that they did not have enough teaching materials and as such they felt not adequately prepared for employment.

4.4 Whether teacher’s profession qualification affected preparation of pupils for employment

Views of head teachers

Head teachers were asked to indicate whether teacher’s qualifications affected preparation of pupils with intellectual disabilities for employment. Table two shows teachers' professional qualifications.

Table 2 – Teacher’s profession qualifications

QUALIFICATION	NO OF TEACHERS
Certificate	4
Diploma	18
First degree in special education	09
Masters in special education	00
Skills training	00
Total	31

The findings in table one show that among the thirty one (31) teachers none was qualified in skills training and yet they taught skills training to children with intellectual disabilities.

When head teachers were asked on whether special education qualification was adequate for teachers who teach skills to pupils with intellectual disabilities, they had different views; one head teacher said it was adequate since the teachers taught pupils all areas and he cited the level of education of teachers.

The one who felt special education qualification was not adequate to prepare pupils with intellectual disabilities for employment cited need for teachers to be trained in skills training for them to be able to teach skills to pupils and prepare them for employment.

Views of teachers

The findings from the four (4) teachers were that they were trained in special education not skills training as such teaching was through experience and not through skills training. Another teacher stated that she was seconded to teach skills because she was trained to teach home craft at initial training college. It was important therefore to train teachers in skills training for them to be able to teach skills to the pupils.

4.5 Whether curriculum content used by schools affected preparation of pupils with intellectual disabilities for employment.

Views of head teachers

When the head teachers were asked on the curriculum content offered by the schools, the two head teacher stated that it included topics in tailoring, cookery, weaving, gardening, needlework woodwork, weaving, doormat making and laundry.

Views of teachers

It was found that two teachers said the designed curriculum content used by the school was relevant to preparing pupils for employment because pupils were taught in all the topics from all the subjects while the third teacher said the schools needed on curriculum which was a national curriculum prepared by the Curriculum Development Centre than schools teaching different work.

Views of the Pupils

The pupils felt the curriculum content did not help prepare them for employment stating that in some subjects they learnt more of theory than practical because of inadequate teaching materials such as wool, pieces of cloth, wood and garden tools.

It was found that the pupils who had completed skills training and were offered employment were very hard working, honest, reliable and committed to work. The only challenge that the employers faced was that they had difficulties in following instructions and were too forgetful. In addition, they needed close supervision all the time for them to do the work correctly.

Figure 5.1 Graduates weeding in a garden



Views of graduates in Employment

The school leavers were happy with what they were doing because they earned money. The money they got enabled them to support their family members and even to buy food for themselves. They are able to pay rent as well.

Figure 5.2 A graduate knitting



Views of Graduates not employed

For the graduates that are not employed they find it very difficult to get a job and they prefer going to continue with skills training in order to keep themselves busy. They attributed it to high unemployment in Zambia and not having job seeking skills such as reading, writing and salary negotiating skills.

4.6 Summary

This chapter has established factors affecting preparation of pupils with intellectual disabilities for employment. These factors include:

Teaching methods such as group work, whole class method, explanatory and demonstration methods. Whole class method negatively affected preparation of pupils for employment because it did not take into account individual differences of the pupils. Explanatory teaching method also disadvantaged slow learners while demonstration teaching method lacked practical lessons as materials were not adequate. The teachers did not interact more with the pupils as a result, pupils were not adequately prepared for employment.

As regards to teacher's qualifications, none of the teachers was qualified in skills training and yet given a skills class to teach. On the curriculum, the schools did not have a standard curriculum to use instead they used different content for Home Economics resulting in pupils being inadequately prepared for employment.

CHAPTER FIVE

DISCUSSION OF FINDINGS

Introduction

This chapter discusses the findings of the research which sought to find out the views of parents, head teachers, teachers and pupils on factors affecting preparation of pupils from school to employment. The chapter discusses the findings in line with the objectives.

5.1 How teaching methods affected preparation of pupils with intellectual disabilities for employment.

As noted above, this objective sought to determine factors affecting preparation of pupils with intellectual disabilities for employment. The views of each category of respondents are discussed under common themes.

5.1.2 Views of head teachers

Findings revealed that group work method was used to prepare pupils with intellectual disabilities for employment. The teachers picked on pupils to work in groups. For instance, each group had four members. Each group was given a task to do; if they failed to carry out the task then all members of that group would have failed. However, if they succeeded in performing the task then all members of that group would be happy of the achievements made. The teachers monitored the groups closely to avoid some pupils being passive or hide from others. Since the pupils wanted to compete with other groups, there was extreme hard work from all the groups because they all wanted to succeed.

These findings are consistent with those of Nongola (2001) and Okumbe (2001) that state that group work method was used to encourage pupils to participate in the learning activities if the teachers were to succeed in the teaching of skills.

The findings revealed that apart from group work, other methods were also used such as explanatory teaching method in which the teacher taught and explained work theoretically to the pupils, the findings revealed that demonstration method was also used by the teachers in this case the teacher taught by the way of showing pupils how carry out a particular process either in a cookery lesson or tailoring lesson. The study also revealed that the teachers used whole class method where the teacher taught all the pupils together regardless of the level of the disability. The study observed that even with the teaching methods used by the teachers, the aspect of job and entrepreneurship skills were

not part of the preparation of pupils for employment because the teaching was not any different from the other pupils with intellectual disabilities and there was no syllabus for skills training.

This view is consistent with that of Koistinen et al (2001) who pointed out that pupil with intellectual disabilities were not given adequate training in how to find employment because there weren't any planned programmes for them to follow. In addition, they did not have entrepreneurship skills necessary for self employment. As a result, most of them could not find jobs or start their own small scale businesses to earn a living.

5.1.3 Views of teachers

The study revealed that some teaching methods used by teachers to teach pupils with intellectual disabilities were effective methods such as group work and demonstration method though there was need for the teachers to closely monitor the groups and also when demonstrating a task each pupil to have an item of discussion with them than seeing from afar.

The study also revealed that the benefits were minimal where the teacher used whole class and explanatory methods because very few pupils could follow the teacher's explanation. As a result, learning was compromised. Apart from the teaching methods used by the teachers, pupils were not exposed to other institutions to see what other skills trainings offer in terms of skills training. Similar views were reported by Edgar, (1988) who reported that world-wide, most pupils with intellectual disabilities remained unemployed because training institutions believed that they could prepare pupils with intellectual disabilities on their own without involving other stakeholders.

Apart from training institutions, it was important to recognize that society and employers have influence in providing support to the pupils that can foster improvement in their life.

5.2 Views on how teacher-pupil interactions affect preparation of pupils with intellectual disabilities for employment.

The teacher- pupil interaction was measured by observing teachers in the classroom through several observations that were done in the schools. This study found that there incidents where the teachers related well with their pupils. In situations like those even the participation of pupils is good.

There were situations, however, where the pupils felt threatened by the teachers by the teachers using threatening language for offences. The observations in that case showed that pupils in those situations were not active in lesson participation.

Views of head teachers

The study revealed that pupil – interaction helped to prepare pupils with intellectual disabilities for employment because some pupils are able to learn freely and positively. This is because they were able to ask questions on issues that they were not clear of or things they did not understand. These results were in line with Corn and Snow (1986) and Cotton and Savard (1981) who found that interactions had to be positive to improve the performance of a learner, pay attention to students' interest, problems and accomplishments in social interactions

Views of teachers.

On teacher-pupil interaction, the study also revealed that the pupils benefited from interactions through the group works that took place; this was so because even when undertaking tasks the teacher went round checking on the progress of the group while at the same time interacting with them. This is in line with Dunkin and Doevan (1982) who found that teacher-pupil interactions were at the core of educational process and as such vital to preparation for employment.

5.3 How teaching materials affected preparation of pupils with intellectual disabilities for employment.

Views of head teachers

The study revealed that the school administration provided teaching and learning materials to be used by the pupils whenever they were available so that they can learn better and attain higher standards of education.

This finding is in line with Kalabula (2007) who pointed out that if learners with intellectual disabilities are given adequate learning materials, they can learn better and attain higher standards of education. They will be able to retain concepts learnt using teaching materials.

The other respondent revealed that the teachers who were involved in teaching these classes were not resourceful enough when it came to the use of learning materials because they are supposed to improvise at times using the locally available materials.

Views of teachers

The study revealed that three teachers involved in the study insisted that the schools did not have adequate teaching and learning materials to make it easy for them to teach well.

Views of parents

The study also revealed that respondents gave varying views which indicated that there was need for the schools to have more materials and train more teachers on how to use the teaching materials. Some parents wanted schools to encourage them acquire some of these materials to enable them teach their children at home. Parents also encouraged schools to have enough teaching materials so that each child is given teaching material to continue practicing at home.

5.4 Whether teacher's professional qualifications affect preparation of pupils with intellectual disabilities for employment.

Views of head teachers

The findings from the study showed that the teachers teaching pupils with intellectual disabilities were not qualified. The findings are consistent with those of Mbozi (2006) who found that teachers had no skills training but taught the subject.

5.5 Whether the curriculum content used by the schools affected preparation pupils with intellectual disabilities for employment.

Views of head teachers

The findings on whether the curriculum content offered to pupils with intellectual disabilities helped to prepare them for employment. The respondents stated that the pupils were not adequately prepared for employment because many of them can not find employment. As pointed out by Ndhlovu (2010) the implication of this situation is that pupils with intellectual disabilities remained unemployed.

Views of teachers

The study revealed that some subjects studied by the pupils with intellectual disabilities such as weaving, doormat making and sewing had less demand from the labor market. As, a result, most of the pupils with intellectual disabilities did not find employment. Similarly, Ndhlovu (2010) argue that like Zambia where employment is very competitive it is not fair to study subjects that are not of high demand. All subjects studied by pupils with intellectual disabilities should therefore help them to find employment in either the formal or informal or formal sectors.

. Additionally, as argued by Edgar, (1988) and Fraser (2000), it was difficult to find employment for pupils with intellectual disabilities because training institutions did not link up with employers and

employers could not support them by offering them employment because the courses studied were not in line with what was prevailing in the labor market.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter presents the summary, conclusions and recommendations drawn from the findings of the study.

6.1 Summary

The study was guided by the objectives as follows: to determine how teaching methods affect preparation of pupils with intellectual disabilities for employment, the extent to which teacher- pupils interaction affect preparation for employment, to establish how teaching materials affect preparation for employment, to determine to which teacher' professional qualifications affect preparation for employment and to establish how the curriculum content used by the schools affect preparation of pupils with intellectual disabilities for employment.

Evidence from the collected data revealed that pupils with intellectual disabilities were prepared for employment through the use of different teaching methods such as group work, explanatory and demonstration methods. These methods did not help them because they were not able to find employment.

The training for teachers teaching pupils with intellectual disabilities were inadequate and the observations made were that teachers were not trained in skills training which was inevitable to pupils with intellectual disabilities resulting in pupils being inadequately prepared for employment.

6.2 Conclusion

Based on the study findings, the study concludes that several factors negatively affected preparation of pupils with intellectual disabilities for employment. Among the factors include: wrong teaching methods used, inadequate teaching and learning materials, lack of training in vocation skills by teachers and the curriculum used was for Home Economics instead of being for preparing pupils for employment. As a result it did not contain all aspects that are needed in employment.

6.3 Recommendations

In view of the findings and conclusion of the study, the following recommendations were provided:

The Ministry of Education, Science, Vocational and Early Education revise the methods used by teachers teaching skills training to pupils with intellectual disabilities to come up with more active based methods to enable learners do more practical works.

The Ministry of Education, Science, Vocational and Early Education should adequately fund schools and provide teaching materials for teachers and pupils with intellectual disabilities to enable learners acquire the needed skill.

Apart from special education, teachers should be trained in vocational skills training so that they can teach learners that are doing skills training.

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APPENDIX A

INTERVIEW SCHEDULE FOR PARENT/GUARDIANS

I am a student carrying out a study on factors affecting preparation of pupils with intellectual disabilities for employment, for a master's Degree in special education at University of Zambia.

You have been selected to participate in the study. The information that you shall provide will be used for academic purposes only and will be treated with strict confidentiality.

A. BACKGROUND

1, Gender

Male ☐ Female ☐

2, Location where you stay (Name of Township)

3, Indicate your age

A, Below 20 years ☐

B, 20 – 30 years ☐

C, 31 – 40 years ☐

D, 51 years and above ☐

4, Status of your child

A, with intellectual disabilities ☐

B, without special needs ☐

5, if the child has intellectual disabilities, state the nature of the child's disability.

A, Severe intellectual disabled []

B, Mild intellectual disabled []

VIEWS OF PARENTS ON HOW TEACHING METHODS HELP PREPARE LEARNERS FOR EMPLOYMENT

6, how can teaching methods help to prepare learners for employment?

7, do you think pupils with intellectual disabilities are learning enough skills to enable them find employment?

Yes []

No []

8, please explain your response in question 7

C, VIEWS OF PARENTS ON HOW TEACHER -PUPIL INTERACTION

9, Do you think you child has enough interaction with his -her teachers?

A, Yes []

B, No []

10, does the school involve you on any programs that take place in the school?

A, Yes []

B, No []

11, please explain your response in question 2 above?

D, VIEWS OF PARENTS ON HOW TEACHING AND LEARNING AIDS HELP TO PREPARE LEARNERS WITH INTELLECTUAL DISABILITIES FOR EMPLOYMENT

12, Suggest how teaching aids can help prepare learners for employment

-

E, PARENTS VIEW ON HOW THE PROFESSIONAL QUALIFICATION OF TEACHERS HELPS PREPARE LEARNERS FOR EMPLOYMENT

13, a, Do you think the teachers teaching your child is qualified enough?

Yes []

No []

14 (a) has your child's personal life changed as a result of him or her learning at school?

Yes []

No []

15, Please explain your response to 14, a?

PARENTS VIEWS ON CURRICULUM CONTENT

16, do you think the curriculum content offered to pupils with intellectual disabilities is of help in terms of preparation for employment?

Yes ☐

No ☐

16 Please explain?

3, what would you suggest on the curriculum content?

Thank you.

APPENDIX B

INTERVIEW SCHEDULES FOR TEACHERS TEACHING PUPILS WITH INTELLECTUAL DISABILITIES.

Dear respondent,

I am a student carrying out a study on views of teachers on factors affecting preparation of pupils with intellectual disabilities for employment, for a master's Degree in Special Education at the University of Zambia.

You have been selected to participate in the study. The information that you shall provide will be used for academic purposes only and will be treated with strict confidentiality. Tick the appropriate answer or write in the space provided.

A. BACKGROUND

1, Gender

A, Male ☐ b, Female ☐

2, Age of respondent

A, Below 30 years ☐

B, 31 – 40 years ☐

C, 41- 50 years ☐

D, 50 years and above ☐

B. VIEWS OF TEACHERS ON TEACHING METHODS

1, a, Based on your experience, do you think the teaching methods used are effective in preparing pupils for employment?

Yes ☐

No ☐

1,b, Please explain the response above

2. Have the pupils with intellectual disabilities benefited from the same methods? If so, what are the benefits?

3. In your own opinion, what would you suggest to best prepare the pupils with intellectual disabilities for employment?

4. A, Do you teach job searching skills to your class?

Yes ☐ No ☐

4. (B) Give examples to your response in question 4, (a)

C, VIEWS OF TEACHERS ON PUPILS- TEACHER INTERACTIONS

1, do teachers and pupils with intellectual disabilities interact in your school?

Very much ☐

Much ☐

Not Much ☐

Not very much ☐

2. To what extent have pupils benefited from the interactions between teachers

3. How do interactions between teachers and pupils with intellectual disabilities help to prepare them for employment?

D.VIEWS OF TEACHERS ON HOW TEACHING AND LEARNING AIDS HELP TO PREPARE PUPILS WITH INTELLECTUAL DISABILITIES FOR EMPLOYMENT?

1. What learning and teaching aids do you use in teaching pupils with intellectual disabilities?

2.

3. (a) Do these aids help to prepare pupils with intellectual disabilities for employment?

Yes []

No []

- 2 (b) Please explain your response to question 2 (a)

- 3 Suggest how teaching aids can be used to prepare learners with intellectual disabilities for employment.

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APPENDIX C
QUESTIONNAIRES FOR HEADTEACHERS
INSTRUCTIONS

Dear respondent,

I am a student carrying out a study on factors affecting preparation of pupils with intellectual disabilities for employment, for a master's degree in special education at the University of Zambia. You have been selected to participate in the study. The information that you provide will be used for academic purposes only and will be treated with strict confidentiality.

Tick the appropriate answer or write in the space provided.

A, BACKGROUND

1. Gender

Male [] Female []

2. Location of school where pupils learn

A, Low density []

B, Medium density []

C, High density []

3. Age of respondent

A, Below 30 years []

B, 31 – 40 years []

C, 41 – 50 years []

D, 50 years and above []

4. Number of special education teachers by gender: female [] male []

5. Number of teachers teaching skills to pupils with intellectual disabilities by gender

Females [] males []

6. Number of pupils with intellectual disabilities by gender

7.

Females [] males []

B.VIEWS OF SCHOOL HEAD TEACHERS ON HOW TEACHING METHODS CAN HELP TO PREPARE LEARNERS WITH INTELLECTUAL DISABILITIES FOR EMPLOYMENT.

1. List the type of teaching methods the teachers use

2. To what extent do these teaching methods help to prepare pupils with intellectual disabilities for employment?

3.

Very much [] much [] Not much [] Not very much []

(b) Give an example to your response

4. In your view, do you think pupils are benefiting from the teaching methods in relation to preparation for employment?

a. Yes []

b. No []

4 (b) Please explain your response?

C. VIEWS OF SCHOOL HEAD TEACHERS ON HOW PUPIL – TEACHER INTERACTION HELP TO PREPARE PUPILS FOR EMPLOYMENT

1, Explain how much interaction do you think takes place between teachers and pupils?
Explain

2, to what extent does pupil – teacher interaction help prepare the pupils with intellectual disabilities for employment?

Very much ☐ much ☐ Not much ☐ Not very much ☐

3, Suggest how best pupil – teacher interaction can help prepare pupils with intellectual disabilities for employment

D, VIEWS OF SCHOOL HEAD TEACHERS ON HOW TEACHING AND LEARNING AIDS CAN HELP PREPARE LEARNERS FOR EMPLOYMENT.

1, (a) Do you think the school administration provides enough teaching and learning aids?

a. Yes ☐

b. No ☐

1, (b) Please explain your response to question (1a)

2, how do the teaching aids help to prepare the pupils for employment?

D. VIEWS ON HOW ACADEMIC QUALIFICATION OF TEACHERS HELP TO PREPARE LEARNERS FOR EMPLOYMENT

1, what professional qualifications do the teachers have?

Certificate ☐ ☐

Diploma ☐ ☐

Degree ☐ ☐

Master's Degree ☐ ☐

Ph D ☐ ☐

2, (a) Do you think special education qualification is important for teachers who participate in teaching learners with intellectual disabilities?

Yes ☐ ☐

No ☐ ☐

(b) Please explain your response to question 2(a)

3, Suggest how teachers professional qualifications can be used to help prepare learners for employment.

E. VIEWS OF HEAD TEACHERS ON THE CURRICULUM CONTENT.

1. What is the curriculum content offered in your school?

2. Is this content of the curriculum relevant to preparing learners for employment?

3.

Very much ☐ much ☐ Not much ☐ Not very much ☐

4. What would you like the ministry of education to do on the issue of curriculum content?

APPENDIX D

FOCUS GROUP DISCUSSION QUESTIONS FOR PUPILS WITH INTELLECTUAL DISABILITIES

1. How are the teachers preparing you for employment?
2. Do you interact with your teachers? How has it helped you to prepare for employment?
3. How have the teaching aids helped you to prepare for employment?
4. What skills have you learnt at school?
5. How do these skills help you?