

## CHAPTER ONE

### 1.0 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives and questions of the study, significance of the study and theoretical framework.

### 1.1 Theoretical Background

The inclusion of children with special needs in the general educational settings has become a primary service option since the adoption of the UNESCO's Salamanca statement and framework for action on special needs education in 1994 (UNESCO, 1994). Although inclusion may mean different things to different people, it is generally believed to mean the extent to which a school or community welcomes children with special needs as full members of the group and values them for the contribution which they make; the children actively belong to, are welcomed by and participate in a mainstream school and community (Farrell 2004).

Underlying the process of inclusion is the assumption that the general classroom teacher has certain knowledge and understanding about the needs of different learners, teaching techniques and curriculum strategies. Florian and Rouse (2009) state that, '*The task of initial teacher education is to prepare people to enter a profession which accepts individual and collective responsibility for improving the learning and participation of **all** children*' (p.595).

Schumm and Vaughn (1995) and Baker and Zigmond (1995) observed that increasing numbers of children with special needs are being served in regular classrooms which is dramatically

changing the way special education services are being provided in schools. They stressed that this development must be addressed in pre-service teacher education programs so that the next generation of educators will be better prepared to work more efficiently and effectively in handling diversity in the classroom. Therefore, the importance of changing the traditional ways of teaching in regular classrooms cannot be overemphasized.

With the increasing diversity among children in today's classrooms, teacher preparation programs are increasingly called on to train teachers who are able to respond competently to the challenges of inclusive classrooms (Munby, Lock, Hutchinson, Whitehead, & Martin, 1999). A major part of responding to the diversity found inside the classroom is through effective and efficient teacher preparation. Regular and special education teachers often feel that they are inadequately prepared to address the needs of learners with various categories of exceptionalities. Carroll, Forlin and Jobling (2003) also point out that teachers need to develop confidence in their ability, the knowledge and skills in inclusive education to meet the challenges that they will encounter in the present school climate.

Ashby (2012) further points out that during training, trainee teachers must be prompted to raise their level of awareness regarding issues of disability and begin to see learners with disabilities as resources providing opportunities to learn and understand student characteristics more deeply in order to develop skills and empathy with the learners' abilities. Ashby also stresses the need for teacher educators to explore their understanding of disability and inclusion, and examine the ways that the curriculum addresses aspects of equity within the educational system and the teacher's responsibility for these issues.

Therefore, at the center of teacher development programs for inclusion is the demand for teachers who can address the needs of diverse learners. Hargreaves (1994) argues that, it is '*what teachers think, what teachers believe and what teachers do*' (p.117) that will eventually determine the kind of learning that young people receive. In order to realize the aspired change, teacher trainees should be equipped with skills, knowledge and competencies which promote successful inclusion of students with disabilities. According to McLeskey and Waldron (2002) high quality teacher development programs "*...are an integral part of current efforts to transform schools into inclusive school communities.*" (p.144).

## **1.2 Contextual Background.**

The United Nations Universal Declaration of Human Rights of 1948 and the world Declaration on Education for All of 1990 acknowledged and proclaimed that Education is a fundamental human right (UNESCO, 1994). 'Education for All' in this respect provides the basic policy on education worldwide, and calls for a need to streamline it further to allow for the concept of inclusion. This quest arose from the fact that although the pronouncement of 'Education for All' underscored the right of every child to education, the existing educational structures in developing countries including Zambia promoted a wide range of discrimination among the school aged children (UNESCO, 1994). As a signatory to the United Nations Educational and Scientific Organization (UNESCO), Zambia is bound to achieve Education For All (EFA) goals targeted for 2015, which emphasizes inclusive education and non-discriminatory education practices (UNESCO, 2009).

Later in 1993, the Standard Rules on Equalization of Opportunities for Persons with Disabilities pointed out that education authorities are responsible for the education of persons with disabilities in integrated settings within ordinary schools (Johnstone, 2007). The principle of inclusive education was therefore, adopted as an alternative policy at the Salamanca World Conference on Special Needs Education: Access and Quality in 1994 (Kisanji, 1999). It was organized by the government of Spain in co-operation with UNESCO. Its goal was inclusion of all the children in the world in schools and reform of the school system to make this possible. Specifically, the Salamanca Framework for Action stated among other things, that Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. The Latest call for inclusive education is the UN Convention on the Rights of Persons with Disabilities of 2006 which calls on all States Parties to ensure an inclusive education system at all levels (OECD 2010). Hence, all the above developments coupled by initiatives from the countries themselves as well as from various multilateral and bilateral organization and NGOs, have come to recognize the right of every child to a common education in their locality or community regardless of their background, attainment or disability.

Zambia being a signatory to the United Nations Educational and Scientific Organization (UNESCO), it has both signed and ratified the UN Convention on the Rights of the Child of 1989 which sets out children's rights in respect of freedom from discrimination and in respect of the representation of their wishes and views and the UN Convention on the Rights of Persons with Disabilities of 2006 which calls on all States Parties to ensure an inclusive education system at all levels.

### 1.3 Zambian perspective

As already alluded to, Zambia is a signatory to several inclusive education-related international instruments and conventions such as the Salamanca statement and framework for action on special needs education (UNESCO 1994). In Zambia, inclusive education is associated with disability and the school. It is one of the several ways in which the Zambian education authorities have sought to enhance citizen rights for children with disabilities (MoE, 2003). Therefore, most schools in Zambia are now vehicles of inclusive education. The Ministry of Education in Zambia formulated a policy document 'Educating our Future' (MoE, 1996) which clearly spells out the need for inclusive education as strategic for ensuring equality of educational opportunities for children with special needs. The document states that,

*'To the greatest extent possible the ministry will integrate pupils with special educational needs into mainstream institutions and will provide them with necessary facilities, however, where need is established the Ministry will participate in the provision of new special schools for the severely impaired.'* (p.67)

Furthermore, the Ministry of Education (2003) 'Inclusive Schooling Programme' asserts that a school is the delivery point for the country's education policies and curricula including the Inclusive Schooling Programme. It further points out the need for in-service training of teachers and the need to re-structure the teaching course for teachers in order to enable the teachers and would be teachers respond to the curriculum demands especially in an Inclusive set up (p22).

Following the policy pronouncement, Educating our Future policy (MoE, 1996) and Inclusive schooling Programme (MoE, 2003) some schools in several districts were adopted as Inclusive

Education piloting schools in 2004. Some senior education officials, head teachers and teachers also underwent sensitization and training in inclusive education. A structure was also put in place to propagate and monitor activities pertaining to inclusive education. Structures were also put in place at ministry headquarters, provincial office, district level, zone level and at the school level (GRZ, 2005). On the other hand, special schools have been maintained for pupils with severe disabilities (MoE, 2011).

Therefore, these educational policies, laws and declarations guide the education provision in Zambia. Hence, what is currently obtaining in the Zambian schools with regards to inclusive education can be categorized into three; Unit based integration, Resource room based integration and full inclusion.

*(i) Unit based integration*

A unit is a special class attached to the mainstream school that caters for learners with disabilities for part of the school day (Mandyata, 2002). Under this kind of arrangement, children receive specialized teaching from special teachers. At times, children with disabilities can join their peers in certain activities depending on individual's abilities, for example, music, dance and worship. The theory behind a unit is that it facilitates social interaction between the disabled and the non-disabled which in turn enables the disabled to gain valuable experiences and skills necessary in everyday living activities (Kisanji, 1999). Munali Special Unit at Munali Secondary school (Lusaka), Maamba Special Unit at Maamba Mine Basic School (Southern) and Hillside Special Unit at Hillside Basic School (Eastern) are examples of unit based integration

(ii) *Resource room based integration*

Mandyata (2002) defined the resource room as ‘a specially staffed room to which disabled children enrolled in the regular classroom came at planned intervals as the need arises.’ However, for the resource room based integration to be effective, there is need for collaboration between the regular teacher and the special teacher in order to meet the needs of the disabled child. The special teacher complements what the regular teacher gives in his or her class by providing specialized skills, instructions, information and academic remediation necessitated by the disability.

(iii) *Full inclusion*

In this format children with special educational needs are placed in ordinary classes for non-disabled children. Thomas and Loxley (2007) point out that;

*‘The philosophy that underpins inclusive schooling emerged from the view point of a democratic society and of truly comprehensive school system; the shift towards protecting children’s rights is perhaps the most essential issue within the inclusion debate. It is no longer a question of compulsory education or the children’s special needs, but rather the right to participate in common education’ (p124)*

While the Zambian Education policy promotes inclusive schooling, placement of children with special educational needs in ordinary Schools is done without proper assessment to ascertain the actual needs of the child and in most cases children with disabilities do not receive the optimum help they require (Mandyata, 2002). Most teachers who teach in such schools hardly have basic

skills in teaching children with disabilities. Therefore, this disadvantages children with special educational needs from acquiring quality education (Kasonde-Ng'andu & Moberg, 2001).

The need for qualified teachers has also been reflected in the Education Act of 2011 and the Persons with Disability Act of 2012. Specifically, the Education Act (Section 23:8) emphasises the need for well-qualified teachers in order to provide quality education to children with special education needs. The Persons with Disability Act in Zambia of 2012, PART V: Sections 22 to 25 spells out, the need for an inclusive type of education system at all levels of education in Zambia and provision of quality education to children with disability.

The implication of these two Acts (Education Act 2011 and Persons with disability Act of 2012) is that every classroom will include a student(s) with diverse needs and that teachers should endeavour to meet the needs of the learners in the classroom. Therefore, in order for all students to achieve quality education, teacher education programs must prepare teachers to develop their knowledge of diversity, skills for interpersonal communication, and appropriate dispositions to work with students and parents from different backgrounds (Pearson, 2007). Pre-service teacher education has a responsibility to both the teachers and their students to ensure that teachers are adequately prepared for the task of educating all students within the regular education classroom.

On the other hand, Peters (2004) points out that *'in practice, inclusive education may risk becoming a rhetorical proposal rather than a reality, being more about minor changes in school classrooms than about a change in curricular content and pedagogy relevant to children's learning needs (p15)'*. He further points out the need to provide teachers with the skills they need



to face the challenges of inclusive education. These skills must be taught at the level of pre-service teacher education, as opposed to more special education training. Braslavsky (2002) also points out that reforms in teacher education are needed to promote inclusive education in the classroom. They are also needed to ensure that new knowledge about inclusive education and learning in inclusive schools is taught to new teachers entering the profession.

Furthermore, Vaillant (2006) points out that preparing quality teachers for inclusive education is a challenging task in both developed and less developed countries. He also reveals that pre-service teacher education programs in Latin America are blamed for not addressing the needs of children with disabilities and unsatisfactory school system performance. The deficiencies most commonly found in Latin America are related to the inadequate methods used to train teachers.

The situation in Zambia is not different from other countries. The Education Act (MoE 2011) acknowledges the need for qualified and dedicated teachers to teach children with special education needs (p48). Such is possible if the government trains teachers to be responsive to the diversity that they find inside classrooms. By so doing, Zambia would be implementing inclusive education. Additionally, Zambia as signatory to the United Nations Educational and Scientific Organization (UNESCO), is bound to achieve Education For All (EFA) goals targeted for 2015, which emphasizes inclusive education and non-discriminatory education practices (UNESCO, 2009).

#### **1.4 Statement of the problem**

Inclusive education was introduced in Zambia early in the year 2000 following the 1994 Salamanca Conference. At this conference, governments, Zambia inclusive, renewed their commitment towards enhancing access to education especially for children with Special Educational Needs. Equal educational opportunities may be achieved only if the government of Zambia ensures that all students, irrespective of their differences receive quality education. Such is possible if the government trains teachers to be responsive to the diversity that they find inside classrooms. While inclusive education was introduced a decade ago, little is known with regards to trainee teacher preparedness towards inclusive education. Therefore, this study sought to establish trainee teachers' level of preparedness for inclusive education in Zambia.

#### **1.5 Purpose of the study**

The purpose of the study was to explore trainee teachers' preparation for inclusive education in Zambia. The study further explored the influence of teacher preparation programs on trainee teachers' attitudes toward inclusive education.

#### **1.6. General Objective of the study**

The general objective of the study was to establish trainee teachers' level of preparedness for inclusive education in Zambia.

### **1.7. Specific Objectives**

The following specific objectives guided the study

1. To establish the extent to which the current primary teacher training course equips trainee teachers with relevant knowledge and skills to teach in an inclusive set up.
2. To explore challenges encountered by trainee teachers during teaching practice in an inclusive setting.
3. To investigate trainee teachers attitudes towards inclusive education.
4. To identify barriers to effective trainee teachers preparation in inclusive schooling.

### **1.8. Research Questions of the study**

The study was guided by the following questions;

1. To what extent does the current primary teacher training course equip trainee teachers with relevant knowledge and skills to teach in inclusive set up?
2. What challenges do trainee teachers encounter during teaching practice in an inclusive setting?
3. What is the attitude of trainee teachers towards inclusive education?
4. What are the barriers to effective trainee teacher preparation in inclusive schooling?

### **1.9. Significance of the study**

Teachers are perceived to be an integral part to the implementation of inclusive education (Haskell, 2000). Research communicates the view that teachers are the key to the success of

inclusive programs (Cant, 1994), as they are viewed as cornerstones in the process of including students with disabilities into regular classes (Whiting & Young, 1995). Therefore;

It is hoped that the findings of this study may reveal the extent to which trainee teachers are prepared to teach at an inclusive school and may in turn help in the improvement of trainee teacher preparation for inclusive education in Zambia.

The findings of this study might also evoke or guide policy framework on inclusive education.

The findings from the study may also generate knowledge for effective implementation of inclusive education in Zambia.

#### **1.10. Theoretical Framework**

The study was guided by Ajzen's theory of planned behaviour, an extension of the theory of reasoned action (Ajzen, 1991). This is a widely used model to determine behaviour arising from attitudes and has been used in research involving attitudes toward individuals with disabilities. Assumptions derived from the theory are that theoretical variables of behavioural intention, that is, attitude toward the behaviour, the subjective norm and perceived behaviour control, should come together to estimate intention (Ajzen, 1991). Attitudes play a significant role in determining behaviour and preparedness to do something (Ajzen & Fishbein, 1977); it is therefore important to ascertain the factors shaping the attitudes of trainee teachers as they are prepared to teach in an inclusive setting.

### 1.11. Operational Definition of Terms

**Diversity:** According to National Council for Accreditation of Teacher Education (NCATE: 2002), diversity is defined as “the differences among groups of people and individuals based on ethnicity, race, socioeconomic status, and gender” The term diversity has many connotations but for the purpose of this research study the term will encompass disabilities.

**Equity:** Educational equity includes the educational policies, practices, and programs necessary to: (a) eliminate educational barriers based on gender, race/ethnicity, national origin, disability, age or other protected group status and (b) providing equal educational opportunities and ensure that historically underserved or underrepresented populations meet the same rigorous standard for academic performance expected of all children.(Banks, 2000),

**Knowledge** refers to understandings that have been agreed on within a community of scholars as worthwhile and valid.

**Inclusive education** is defined by UNESCO (2004) as a process of addressing and responding to the diverse needs of all learners by increasing participation in learning and reducing exclusion within and from education.

**Preparedness** refers to the state of full readiness. In this study therefore, trainee teacher’s preparedness for inclusive education refers to their state of readiness for inclusive education.

**Trainee teacher** refers to a person who is undergoing training to become a teacher. Trainee teacher is synonymous with student teacher.

**Teacher Educator** refers to a person who trains or educates others to be teachers. A lecturer at a college of education is called a teacher educator.

**Teacher education** is the process of providing **teachers** and potential **teachers** with the skills and knowledge necessary to teach effectively in a classroom environment. Most **teacher education** starts with initial training such as a diploma or degree program at a college or university, though other paths are available for a candidate to begin **teacher education**

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter provides a summary of both local and international literature in line with the study objectives. The following headings guided the literature review; Philosophy of Inclusive Education, Importance of Special Needs Education knowledge and skills, Challenges trainee teachers encounter during teaching practice, Factors influencing trainee teacher's attitude towards inclusive education and Barriers to effective trainee teacher preparation towards inclusive education. At the end the chapter gives summary analysis of the literature reviewed leading to the problem under study.

#### **2.1. Philosophy of Inclusive Education**

Inclusive education is an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination (UNESCO 2008 p. 3). Furthermore, Duane (2008) asserts that it is now clear that thinking has moved on beyond the narrow idea of inclusion as a means of understanding and overcoming a deficit and it is now widely accepted that it concerns issues of gender, ethnicity, class, social conditions, health and human rights encompassing universal involvement, access, participation and achievement.

Arnesen, Allen and Simonsen (2009) notes that *'inclusion may be understood not just as adding on to existing structures, but as a process of transforming societies, communities and institutions*

*such as schools to become diversity-sensitive*' (p. 46). The authors make the point that the international commitment to human rights has led to a changing view and a reduced emphasis on an individual's 'disability' which has, in turn, led to its classification as 'socio-cultural'. This view is consistent with the disability studies perspective which recognizes disability as *'another interesting way to be alive'* (Smith & Leonard, 2005) and sees individual support as the norm for all learners.

More specifically regarding teacher education, Ballard (2003) says that inclusive education is concerned with issues of social justice, which means that graduates entering the teaching profession should *'understand how they might create classrooms and schools that address issues of respect, fairness and equity. As part of this endeavor, they will need to understand the historical, socio-cultural and ideological contexts that create discriminatory and oppressive practices in education. The isolation and rejection of disabled students is but one area of injustice. Others include gender discrimination, poverty and racism'* (p. 59).

### **2.2.0. Importance of Special Needs Education knowledge and skills.**

As classrooms become more inclusive, major adjustments should be done to prepare teachers for more diverse student populations. Sharma, Forlin and Loreman (2007) point out that international studies have been carried out to understand trainee teachers' concerns and preparedness for teaching diverse learners. Many studies conclude that teachers are important to the success of inclusive education, yet candidates are still leaving initial teacher education without the skills, knowledge, or attitudes needed to work with all of their future students (Jones



and Fuller, 2003). Some have '*a heart for diversity instruction*' but lack the knowledge and skills of how to go beyond scratching the surface with students (Edwards and Kuhlman, 2007).

Hemmings and Weaven (2005) argue that some teacher education courses offer little in the form of inclusive education and/or even fail to address key aspects of inclusion. To elaborate more, many new teachers express apprehension in regards to their ability to teach students with diverse needs in mainstream classrooms and apportion blame on their preparation for inclusion (Jones, 2002; Winter, 2006). For many pre-service teachers their only exposure to the area of inclusive education is an introductory inclusive education subject included in their teacher education course (Carroll, Forlin, & Jobling, 2003).

For example, Carroll Forlin, and Jobling(2003) and Lancaster and Bain (2007) found that participation in short compulsory subjects dealing with inclusive education impacted favourably on discomfort levels, sympathy, uncertainty, fear, coping, and confidence. To exemplify, Nagata (2005) claims that a single university subject on inclusion or special education cannot adequately prepare teachers to successfully implement the various aspects of inclusion and its associated practices.

Similarly, Tait and Purdie (2000) concluded that a one-year postgraduate teacher training course had very little impact on participants' feelings about disabilities specifically and inclusion more generally. Their findings supported the work of Hasting and Oakford (2003) who reported that an information-based course did little to change the perceptions of pre-service teachers over a nine- week period. Two main reasons have been acknowledged for why change has not been readily forthcoming. Firstly, some researchers claim that there is a specific body of knowledge

and skills for working within inclusive classrooms and that the pre-service teacher training courses do not adequately cover these (Hodkinson, 2009). And secondly, newly qualified teachers do not have the necessary knowledge, skills, and attitudes to execute tasks in inclusive settings.

Furthermore, Wishart & Manning (1996) conducted a study on trainee teacher preparation in Northern Ireland and Scotland. Of 231 teacher trainees that participated in their study 96 percent indicated that they did not believe their professional training had prepared them to meet the challenge of inclusive education. Another study conducted in 45 states in the U.S.A. concerning inclusion reported that respondents did not feel prepared to meet the needs of their students with disabilities (Lombard, Miller & Hazelkorn, 1998). These results have been supported by an increasing body of literature that advocates for improved and revised teacher education programs to address the growing movement of inclusive education (Everington, Hamill, & Lubic, 1996; Kalabula, 1991; Mandayata, 2002; Smith & Hilton, 1997).

Similarly, In South Carolina, 342 general education teachers participated in a survey related to attitudes toward the inclusion of students with disabilities in general education classes (Monahan, Marino, & Miller, 2000). Seventy-two percent of the respondents believed that inclusion would never be successful due to resistance from general education teachers, while 75% of the respondents indicated that general education teachers did not possess the instructional skills necessary to effectively teach students with disabilities. With regard to collaboration, 84% of the respondents felt that both special and general education teachers must possess the skills to effectively collaborate with one another. The authors conclude that offering a “mainstreaming” course as the single method for general education teachers’ falls short of providing them with the

competencies needed to successfully include students with disabilities in their classes. Instead, they argue for a comprehensive teacher preparation program for general education teachers where, throughout their coursework and practice, the general education teacher candidates are learning to effectively include students with disabilities in their classes.

### **2.2.1. Knowledge and skills needed for Trainee Teachers.**

A longitudinal study conducted by Scruggs and Mastropieri (1996) reported that after 28 trials of investigating general educators' perceptions of inclusion between 1958 and 1995, only 29.2% of the general educators felt that they had adequate knowledge and skill to implement inclusive services in the general education classroom. Schumm and Vaughn (1995) studied 775 general educators' perceptions, knowledge, and skills in meeting the needs of disabled students in general education classrooms. They found that "many teachers were not prepared to plan and make adaptations for students with disabilities. Many acknowledged that their teacher preparation programs did not include intensive instruction on how to teach students with disabilities" (p. 172).

On the other hand, the European Commission Communication on Improving the Quality of Teacher Education (2007), calls for different policy measures on the level of member states in order to adapt the profession to meet the new challenges of the knowledge-based economy. It states: *'Changes in education and in society place new demands on the teaching profession. Classrooms now contain amore heterogeneous mix of young people from different backgrounds and with different levels of ability and disability. These changes require teachers not only to acquire new knowledge and skills but also to develop them continuously'* (p. 4).

Furthermore, The European Commission Communication on Improving the Quality of Teacher Education (2007, p12) states that teachers have a key role to play in preparing pupils to take their place in society and in the world of work and points out that teachers in particular need the skills necessary to:

- Identify the specific needs of each individual learner, and respond to them by deploying a wide range of teaching strategies;
- Support the development of young people into fully autonomous lifelong learners;
- Help young people to acquire the competences listed in the European Reference Framework of Key Competences;
- Work in multicultural settings (including an understanding of the value of diversity, and respect for difference);
- Work in close collaboration with colleagues, parents and the wider community.

Ferreira and Graça (2006) recommend that, to take full account of the diversity of the current school population, the following aspects should be included in teacher education: learning difficulties and disabilities; emotional and behavioural problems; communication techniques and technologies; symbolic representation, signification and multiculturalism; different curricula; teaching methods and techniques and educational relationships. To ensure culturally responsive teaching, Gay and Kirkland (2003) say that teacher education must include critical cultural self-reflection that takes place in a context of guided practice in realistic situations and with authentic examples.

Forlin (2008) points out that teachers also need a detailed understanding of their role as a teacher, requiring a 'self-critical perspective that involves constant involvement in a process of reflection and introspection'. She adds: *'effective inclusive teaching also requires a high level of ethics and morals, an understanding that the teacher's role is not only to inform and facilitate learning but also to act as a role model for guiding the development of their students, and a commitment to enable inclusion to happen'* (p. 65).

### **2.2.3. Need for improved Teacher Training.**

The need for improved teacher training arises from the limitations of many current teacher training programs. In many colleges, general and special education programs continue to operate under a dual system. That is, many teacher training programs still use a model that ensures separation between regular and special education teacher trainees (separate training model). Teacher training is thus, segregated with each discipline being viewed as different and special (Reed & Monday-Amaya, 1995; Villa Thousand, &Chapple, 1996). With this orientation, there are no opportunities to integrate materials taught or to experience the trans-disciplinary nature of education as it is practiced in classrooms today. Pre -service teachers rarely see or experience the process of collaboration between general and special education modelled for them, nor the integration of the two areas of expertise.

A further limitation of the separate teacher training model is that university teacher preparation programs over-emphasize knowledge acquisition to the detriment of equipping teachers with practical skills for teaching to a diverse range of students, including those with disabilities (Reed & Monda-Amaya, 1995). As a result, researchers have identified inadequate or inappropriate

field-based experiences and lack of exposure to persons with disabilities in many pre-service programs (D'Alonzo, Giordano & Cross, 1996; Edelen-Smith, Prater & Sileo, 1993). In a position paper, the National Joint Committee on Learning Disabilities (NJCLD, 1998) suggested that core competencies were required for all educators and that comprehensive trans-disciplinary preparation programs were needed to most effectively meet the needs of students with and without disabilities.

### **2.3.0. Challenges Trainee Teachers encounter during teaching practice.**

Cook (2007) believes that teaching practice plays a key role in shaping future teaching behaviour, and provides an opportunity to address the research-to-practice gap. Bridging research and practice can be problematic, as it appears difficult to change teachers' behaviour once their teaching routines have become established (Gersten and Dimino, 2001; Sindelar and Brownell, 2001). If beginning teachers leave student teaching with a strong practical base in the most effective instructional techniques, the need for expensive work to change their practice later will not be needed.

Lambe and Bones (2006), who surveyed 125 teachers, and held focus group sessions with 41 trainee teachers, observed that one of the most biggest challenge of inclusion was classroom congestion. The trainee teachers participating in this study felt that successful inclusion could only take place if class sizes were reduced. These same participants commented that that successful inclusion is reliant on the support of a classroom assistant. However, the trainee teachers stated that not only do the class assistants need training, but they needed training so that they could make better use of the classroom assistance.

Chhabra, Srivastava, and Srivastava (2010) reported that a lack of prepared teaching materials was a major issue that surfaced in their study of 103 practicing teachers in Botswana. Inflexible timetabling, inadequate time for planning and meetings, and a lack of specialist support were also factors reported to negatively impact on the success of inclusion. Jordan, Schwartz, and McGhie-Richmond (2009) noted that one of the most pressing concerns towards successful inclusion is that the time available for students without a disability is taken up by those with disabilities. This supports the contention by Lambe and Bones (2006) that providing adequate attention and time management are key challenges faced by teachers.

A study conducted by Mukhopadhyay, Molosiwa and Moswela (2009) also revealed that most challenges trainee teachers face during teaching practice in an inclusive set up are as a result of lack of the necessary skills. Participants of the study indicated that they lacked skills required for inclusive classroom setting. One of the participants of the study revealed that:

*“During teaching practice teachers had high expectation from us and it’s like you are to be a master of all. I had a student with hearing impairment in my class and I did not know how to handle a student with hearing impairment.”(p.24)*

The study by Mukhopadhyay, Molosiwa and Moswela (2009) also revealed that one of the participants during the focus group discussion said they were not able to help. She said that “if we were to be given basic skills like American Sign Language, Braille, it would save the situation.” Describing the issue of skills one of the participants in the same study also indicated that:

*“The truth is we are ‘half baked’ not yet ready to function in an inclusive education setting.”(p.28)*

As intimated earlier, lacking the necessary skills and understanding of inclusive classrooms can result in concerns for trainee and newly qualified teachers. One significant concern relates to the availability of resources. To illustrate this, Forlin, Loreman and Sharma (2007), in their study of 603 trainee teachers within Australia, Canada, Hong Kong, and Singapore, found that a lack of resources emerged as the most highly ranked concern for participants. This supports previous research in the USA by Heflin and Bullock (1999) and in Northern Ireland undertaken by Lambe and Bones (2006) who also found out in their studies about inclusive education that financial and material resources were major hindrances to inclusive education.

All of these researchers concluded that information about resources that support inclusion needs to be prioritized and then properly covered during teacher training. Concerns about lack of resources can also be alleviated by incorporating visits to schools where inclusive classroom teachers are successfully implementing inclusive practices (Sharma, Forlin & Loreman, 2007). These visits serve a second purpose in that they allow trainee teachers more contact with those with disabilities (Leatherman & Niemeyer, 2005). Avramidis and Norwich (2002) and Leatherman and Niemeyer (2005) emphasizes that pre-service teachers need to have an early and continuous hands-on exposure to students with diverse needs. This, they argue, results in more accepting attitudes and fewer concerns when starting teaching.

On the other hand, available research shows that field experience provides an opportunity to ‘learn the profession’ and reduces the anxiety of beginning teachers (Rice, 2003), there is little research about the impact of different forms of school experience on the practice of novice



teachers and the learning of their students or about the contribution of teaching practice versus the contribution of coursework on the development of knowledge and skills (Rice, 2003; Wilson 2006). Teacher educators also need to ensure that teaching practice is designed and well-focused to meet professional competences and standards (LaMontagne, Kenney and Nelson, 2001).

However, much depends on the practice of the co-operating teacher and Cook (2007) reported that trainee teachers that participated in focus discussions on the importance of collaboration between trainee teachers on teaching practice and serving teachers stated that the practices used by their 'co-operating teacher' often conflicted with their university training. In these cases, they usually decided to implement teaching strategies used by their co-operating teachers. Better ways to encourage skilled mentor-teachers to be involved are needed and the study also suggests that universities must provide training and support in supervisory and mentoring skills and the use of evidence-based practice to enable interested and suitably skilled teachers to participate.

#### **2.4.0. Factors influencing Trainee Teacher's attitude towards Inclusive Education.**

Given that regular and special education teachers are the service providers in teaching students with special needs in the inclusive classroom, their attitude towards educating students with special needs is a contributing factor to their success or failure. Teachers who are ill prepared or uncomfortable with the concept of inclusion may pass that discontent onto the students, which in turn can undermine the confidence and success of those students. Conversely, teachers who support and believe they are prepared for the concept of inclusion can provide special education students with confidence and a comfortable learning environment.

### **2.4.1 Attitudes in General**

Chambers and Forlin (2010) define an attitude as: ‘a learned, evaluative response about an object or an issue and ... a cumulative result of personal beliefs’ (p. 74). Forlin(2010) adds that beliefs influence trainee teacher’s attitudes to inclusive education that in turn, influence their intentions and behaviours. Attitudes are formed by experience as well as by implicit learning and may reflect an individual’s personality (Zimbardo and Lieppe, 1991). Johnson and Howell (2009) suggest that attitudes may be seen to have three related components: cognitive (i.e., the idea or assumptions upon which the attitude is based), affective (i.e., feelings about the issue), and behavioural (i.e., a predisposition toward an action that corresponds with the assumption or belief) (Wood, 2000).

### **2.4.2 Studies on Trainee Teachers Attitude towards Inclusive Education.**

Globally, a lot of research has been carried out on the attitudes of teachers including trainee teachers towards inclusive education. Studies focusing on trainee teachers have been done in Scotland and Northern Ireland (Wishart and Manning 1996; Lambe and Bones 2007), United Kingdom (Avramidis et al. 2000), in America (Ivey and Reinke 2002), in Australia (Campbell et al. 2003); in Australia, Canada and Hong Kong (Loreman, Earle, Sharma & Florlin, 2007a), in Nigeria (Obani & Doherty 1984) and in Zambia (Simui 2009). These studies indicate that in most cases, the trainee teachers had negative attitudes towards inclusive education with female trainee teachers having more favourable attitudes. The trainee teachers were reported to have developed positive attitudes towards the principle of inclusion as a result of exposure to children with disabilities.

On the other hand, Loreman, Earle, Sharma and Florlin (2007a) state that while pre-service or initial teacher training is seemingly the best point at which to try and influence positive attitudes towards inclusive education, studies focusing on initial or pre-service teachers' attitudes towards inclusion remain limited in number and scope. Simui (2009) propounds that teacher education should be at the 'centre' of inclusive education reform, hence, the need to see trainee teacher education as a beginning in the long journey of inclusive education. He further argues that preparing teachers for inclusive education should include strategies aimed at transforming teachers' practices, which are largely influenced by their attitudes, beliefs and values.

#### **2.4.3 Factors that influence Negative Attitude on Trainee Teachers towards inclusion.**

While some studies point out that trainee teachers' attitudes to inclusive education are typically positive, (Avramidis, Bayliss and Burden, 2000), other studies reveal that trainee teachers' attitudes towards inclusive may be negative because of a number of factors. The discussion that follows considers some of the factors raised by previous research, which may have influenced trainee teachers' negative attitudes toward the inclusion of students with disabilities into mainstream classes.

##### ***(i) Training Regarding Teaching Students with a Disability***

Researchers note that trainee teachers may resist inclusive practices on account of inadequate training (Heiman, 2001 and Hines & Johnston, 1996). It would appear that teachers perceive themselves as unprepared for inclusive education because they lack appropriate training in this area. Whitworth (1991) points out that inadequate training relating to inclusive education may result in lowered teacher confidence as they plan for inclusive education. Teachers who have not

undertaken training regarding the inclusion of students with disabilities, may exhibit negative attitudes toward such inclusion, while increased training was associated with more positive attitudes toward the inclusion of students with disabilities (Powers, 2002 and VanReusen et al., 2001). On the other hand, kuester (2000) points out that training in the field of special education appears to enhance understanding and improve attitudes regarding inclusion. Therefore, introductory courses in Special education offered through teacher preparation programs may sometimes be inadequate in preparing the general educator for successful inclusion.

***(ii) Class Size***

Van Reusen, Shoho and Barker (2001) point out that large classes may be viewed as an obstacle to the successful implementation of inclusive education. Larger classes place additional demands on the regular educator, while reinforcing concern that all students may not receive proper time or attention. Van Reusen Shoho and Barker (2001) make reference to Italian Law 517, which refers to the inclusion of students with disabilities into regular classes and that it stipulates that Class sizes should not exceed 20 if there is one student with a disability in a mainstream class. Consistency in terms of class size has allowed Italian teachers to be more supportive of inclusive education.

***(iii) Trainee Teachers lack of Confidence to include students with disabilities.***

Sigafoos and Elkons (1994) concluded that mainstream educators generally lacked confidence as they attempted to include students with disabilities into their classes. This may be as a result of lacking proficiency about modifying the regular education curriculum to suit students with

individual learning needs. Furthermore, Avramidis, Bayliss and Burden(2000) and Briggs, Johnson, Shepherd and Sedbrook(2002), support the view that teachers who perceive themselves as competent inclusive educators, often have more positive attitudes toward inclusive education. Teachers acquire increased competence as a result of increased training in the field of inclusive education (Avramidis Bayliss & Burden, 2000). Inadequate knowledge with regard to instructional techniques and curricular adaptations, which contributes to decreased confidence, may be factors which influence a teacher's attitude toward inclusive education.

***(iv) Previous Experience Teaching Students with Disabilities.***

Avissar (2000) assert that possessing previous experience as an inclusive educator appears to positively predispose teachers toward inclusive education. Therefore, it appears that previous experience in this field, allows mainstream teachers to feel more comfortable within the inclusive classroom. Direct experiences of including students with disabilities into mainstream settings appeared to be an essential factor in shaping teachers' views toward inclusive settings. However, Briggs, Johnson, Shepherd and Sedbrook (2002) point out that the nature of previous contact should be positive as it is this that results in positive attitudes toward inclusive education.

***(v) The Severity of Student's Disability.***

Many scholars (Heiman, 2001; Hodge & Jansma, 2000; Kuester, 2000) acknowledge that teachers' attitudes toward the inclusion of students with disabilities into regular classrooms appear to be shaped by the type and the degree of the disability of the student concerned. There is concern from teachers regarding the inclusion of students with more severe disabilities. On the other hand, Sigafoos & Elkins, (1994) point out that teachers view the move to include students

with multiple disabilities into the mainstream classroom, as impractical. The study done by Sigafoos and Elkins (1994) on attitude of teachers towards inclusive education found that teacher attitudes were less favourable about including students with multiple and physical disabilities into the regular class. While Avramidis and Norwich (2002) and Kuster (2000) also found that students with emotional and behavioural disorders attract the least positive attitudes from teachers within inclusive classroom.

***(vi) Support from Administrative Staff***

Administrative support has also been cited as a significant factor in determining teacher attitudes toward inclusion, as the teacher feels reaffirmed if the school principal fosters a positive learning environment for both teachers and students (Idol, 1994). Daane, Beirne-Smith and Latham (2000) points out that teachers believe that the support of the principal and other school leaders is critical in order for them to implement inclusive practices. Idol (1994) refers to a "visionary" principal, who will accept the challenge to create an inclusive environment for all students. Principals need to accept ownership of all students and support inclusive placement, in order to inspire these feelings among other school personnel. However, research suggests that administrators' attitudes toward students with disabilities are less than positive; thereby impacting on the process of inclusion in schools (Daane, Beirne-Smith & Latham, 2000). Clayton (1996) noted that administrative staffs lack sufficient understanding and expertise regarding the delivery of services to students with disabilities. On the other hand, it can further be commented that administrators may hold positive views of inclusion as they are further away than mainstream teachers, in terms of actual experiences.

Furthermore, Trent, Pernell, Mungai and Chimedza(1998) conducted a study on the impact of pre-service training programs on teacher attitudes. Trent, et al (1998) used pre- and post-concept maps (i.e., visual display of student ideas and concepts and the interrelationships between them) to measure the change in 30 students enrolled in a course in multicultural and special education. The course components emphasized Trans -disciplinary approaches, practical skills for teaching to a diverse range of students, adequate and appropriate field-based experiences, and interactions with people with disabilities. The results showed that the training had an impact on both the number of concepts understood and the depth of that understanding. The students were better able to integrate theory and practice and demonstrated a shift from general understanding of teaching to specific strategies and techniques.

On the other hand, Loreman, Earle, Sharma and Forlin (2007a) assert that if pre-service teachers are to develop positive attitudes towards inclusive education, they need opportunities for direct interaction with people with disabilities, instruction on policy and legislation relating to inclusive education, and opportunities to gain confidence in practical teaching situations with students with disabilities. Elhoweris and Alsheikh (2006) suggest that attitudes can be improved by increasing students' knowledge about learners with disabilities and ways to meet their learning needs and suggest that teacher education programmes may need to include more alternative learning styles and instructional strategies. They propose the use of successful inclusive teachers and individuals with disabilities as guest speakers and the use of disability simulation.

### **2.5.0. Barriers to effective Trainee Teacher preparation in Inclusive Education**

In a survey of 48 American public and private institutions of higher education, teacher educators were asked to determine the extent to which the pre-service general education teachers received, was relevant to inclusion of students with disabilities. It was shown that many of these institutions had failed in their attempts to prepare regular teachers for the challenges of inclusion and collaborative teaching environments (Reitz & Kerr, 1991). Similarly, in a study of teachers in rural British Columbia, it was established that both their in-service and pre-service education had inadequately prepared them for the realities of inclusion (Bandy & Boyer, 1994).

Furthermore, teacher educators pointed out that the current teacher training course does not fully equip trainee teachers with the right attitudes, skills and knowledge for them to function effectively in an inclusive setting. In support Meijer, Soriano and Watkins(2006) noted the need for positive teacher attitudes and for teachers to create a sense of belonging' to support effective inclusive practice and Cook (2002) and Silverman(2007) point out that teachers' attitudes and beliefs directly affect their behaviour with students and so have a great influence on classroom climate and student outcomes. Ainscow (2006) stresses that any teaching is likely to be ineffective where students subscribe to a belief system that regards some students as being 'in need of fixing.'

On the other hand, Mandyata(2002) established in his study(teachers views on inclusive education in Zambia)that trained special education teachers need retraining in inclusive education so that there are able to work hand in hand with ordinary teachers if inclusive



education has to succeed in Zambia. He further points to the need for re-structuring of the teacher education course to meet the demands of inclusive education.

In another survey conducted in Malaysia, comprising of 80 teacher educators, 82% agreed that pre-service teacher education must, therefore, be concerned with the promotion of teacher attitudes as well as instructional competences (Andrews, 2002). Pearson (2007) notes that the complexity of inclusive education should be accommodated by the inclusion of work on attitudes and beliefs in teacher education rather than 'relying solely on a techniques, competency-oriented approach (Edwards & Kuhlman, 2007) which is better suited to the transmission of bureaucratic and procedural knowledge. Pearson (2009) says that teacher education is a context in which changes in attitudes, beliefs and values do occur. Atkinson (2004) and Forlin and Rouse (2009) note that if the negative attitudes of pre-service teachers are not addressed during initial teacher education, they may continue to hamper the progress of inclusive education efforts in schools.

### **2.5.1 Effective Inclusive Education Programs in Teacher Education**

Brownell, Ross, Colon and McCallum (2005) identified the following characteristics in general teacher education programmes judged as highly effective. These are: (a) connections between carefully planned coursework and field work so that students connect what they learn with classroom practice; (b) the use of varied strategies by teacher educators to hold themselves accountable for pre-service teacher learning; (c) coursework and field work that emphasizes the needs of a diverse student population; (d) teacher education that occurs within a collaborative professional community, that includes pre-service teachers, in-service teachers and teacher educators; (e) a heavy emphasis on subject matter pedagogy that facilitates the development of

content specific pedagogy; (f) a clear vision of high quality teaching that is pervasive throughout the programme, and (g) use of active pedagogy (as contrasted with lecture) by teacher educators to promote student reflection that is likely to lead to conceptual change by pre-service teachers( p.248). Above all, Pearson (2007) points out that trainee teachers should learn either Braille or sign language before they graduate from their colleges.

#### **2.6.0. Summary**

From the literature reviewed, it was concluded that most studies that have been conducted in Zambia in relation to inclusive education focused mainly on trained teacher's views on inclusive education (Kalabula, 1991 and Mandyata (2002). Therefore, little research was done which focused on trainee teacher preparation for inclusive education and redesigning trainee teacher training programs to facilitate more positive feelings in the interactions between teachers and students with disabilities. Specific factors such as lack of skills, knowledge and negative attitudes need to be addressed in trainee teacher education. Reasons for not addressing these factors in trainee teacher preparation for inclusive education in Zambia were not clear in the literature reviewed. Therefore, the study was conducted to fill up this knowledge gap.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

The chapter is divided into the following sub- sections: The first section describes the design, population, sampling procedure and research instruments. The last section comprises data collection methods, analysis of data and limitation of the study.

#### **3.1 Research Design**

A descriptive survey design was employed. Neuman (2000) defines a “survey as a means of gathering information that describes the nature of the extent of a specific set of data ranging from physical counts and frequencies to attitudes and opinions (*p21*). This information in turn can be used to answer questions that have been raised, to solve problems that have been posed or observed. To asses needs and set goals to determine, whether or not specific objectives have been met, to describe what exist in what amount and in what context.” Therefore, the survey design was preferred because the study aimed at collecting information on participant’s ‘attitudes and opinions ’in relation to their preparedness for inclusive education. The key strength of a survey design is that if properly done, it allows one to generalise from a smaller group to a larger one where the sample has been selected (White, 2003).

Both qualitative and quantitative research methods were used because the data generated consisted both numeric and non-numeric values. The reason for triangulation to this study was to provide in-depth information and validity in the study which a single method might not achieve (Martyn, 2008). Qualitative method involves an interpretive, naturalistic approach to its subject

matter; it attempts to make sense of or to interpret, phenomena in terms of the meaning people bring to them (Frankfort-Nachmias & Nachmias, 2008). Therefore, Qualitative methods were appropriate to this investigation as it produced detailed data from a small group of participants, while exploring feelings, impressions and judgments (Best & Kahn, 1989).

On the other hand, quantitative method makes use of questionnaires, surveys and experiment to gather data that is revised and tabulated in numbers, which allows the data to be characterised by use of statistical analysis (Martyn, 2008).

### **3.2 Population.**

By definition a population refers to the larger group from which the sample is taken (Kombo& Tromp, 2006). In this study the population included all Trainee Teachers and all Teacher Educators in colleges of education in Eastern province. The colleges of education offered training at diploma and certificate level respectively.

### **3.3 Sample and Sampling Procedure**

By definition, a sample is the segment of the population that is selected for investigation (White, 2003). In this study, the sample comprised of trainee teachers and teacher educators from two teacher training colleges that were drawn from Eastern province. The sample comprised a total of 95 participants distributed as follows; 82 trainee teachers and 13 teacher educators.

The gender distribution for trainee teachers is presented in figure one below;

***Figure 1; Gender of Trainee Teacher.***

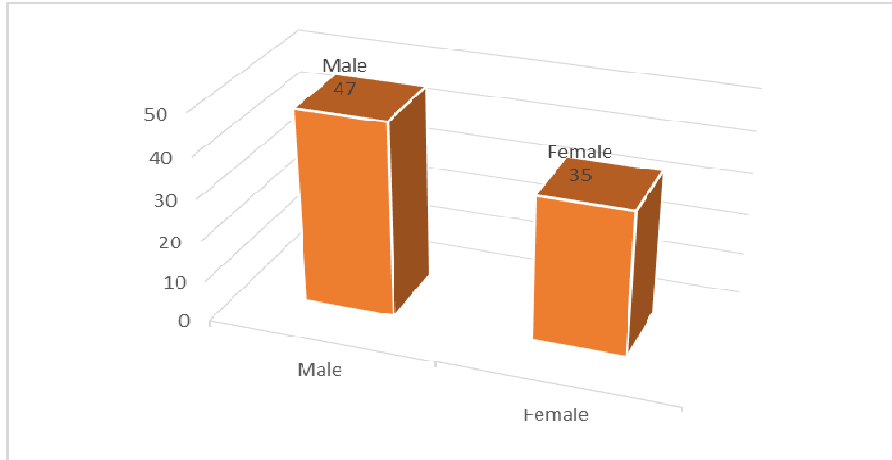


Figure 1 shows that 35 of the trainee teachers were females and 47 were males. Equal gender representation was impossible to get as gender enrolment at the two colleges was not equal as well. Equal representation from the two colleges was equally impossible as the other college (Jubeva) only had 22 final year Trainee Teachers, hence, the distribution of; 22 trainee teachers from Jubeva and 60 trainee teachers from Chipata College of Education. Worth mentioning here is that all the trainee teachers (82) that participated in the study had been exposed to inclusive education, 78 said they learnt of Inclusive Education from lectures, literature and radio while the remaining 4 learnt of inclusive education from literature and radio only.

The gender distribution for teacher educators is presented in Table 1 below;

***Table 1. Gender of Teacher Educators***

Sex	Frequency	percent	Cumulative Percent
Female	4	30.8	30.8
Male	9	69.2	100
Total	13	100	

Of the 13 teacher educators that participated in the study, 9 were males and 4 were females. This also represents another discrepancy in the gender inequality when it comes to female teacher educator's representation. The statistics obtained from the two colleges showed that Jubeva had no female teacher educator and Chipata had only 6 female educators out of 22 teacher educators at the time the study was conducted. In addition, the areas of specialisation of the 8 teacher educators drawn from Chipata College of Education were as follows; 3 trained in Educational Psychology, 2 trained in Social Science, 1 trained in Languages, 1 trained in Educational Administration and 1 trained in Special Education. Similarly, the other 5 teacher educators were drawn from Jubeva College of education with the following specialisation distribution; 3 trained in Social Sciences, 1 trained in Educational Psychology and 1 trained in Education Administration (The Vice Principal)

Both purposive and simple random sampling techniques were used to select participants. Purposive sampling was used to come up with the two colleges in order to establish rich information cases for the in depth analysis related to the central issue in this study as these two institutions have been training teachers for over a decade now. Simple random sampling was used to come up with the trainee teachers. According to White (2003), simple random technique is a selection technique that provides each population element an equal chance of being included in the sample. In this situation, each trainee teacher had an equal chance to be selected for the sample. The same sampling technique was used to come up with the 13 teacher educators from the two colleges. This meant that all the trainee teachers and all the teacher educators respectively had an equal chance of being included into the sample.

### **3.4 Research instruments**

The instruments that were used to collect data were questionnaires, focus group discussions guides, interview guides, documents analysis and newspapers containing any relevant information and introspection. Questionnaires were used to elicit trainee teacher's attitude, opinion and views on inclusive education and their preparedness for inclusive education. A semi-structured interview schedule administered to Teacher Educators solicited detailed information on teacher education curriculum, its strength and weaknesses and what should be done to effectively prepare trainee teachers for inclusive education. Focus group discussion provided information on experiences, attitudes, challenges trainee teachers encounter in inclusive setting.

### **3.5 Procedure.**

Data collection was scheduled to take place during the second term of the school calendar, which is from May to August. However, the exercise was conducted in the third term (September) because in the second term the targeted trainee teachers (3<sup>rd</sup> and 2<sup>nd</sup> years respectively) were on teaching practice. Teacher Educators assisted the researcher in administering the questionnaires to trainee teachers and in organising trainee teachers for the focus group discussions.

Two focus group discussions were held, one at Chipata College of Education and the other one at Jubeva College of Education. For the purpose of this presentation, the focus group discussion for Chipata College of Education will be referred to as focus group discussion one(FGD 1) whereas the one held at Jubeva college of Education will be referred to as focus group discussion two(FGD 2). Each focus group discussion had 6 trainee teachers, 3 females and 3 males respectively. All participants in the focus group discussions had children with special education

needs (SEN) during teaching practice. The focus group discussion process allowed the participants of this study to share their perceptions, listen and respond to the views of other members of the group during discussions (Krueger, 1998).

### **3.6 Data Analysis**

Qualitative data was analysed through quick impressionist summary. Kombo and Tromp (2006) points out that quick impressionist summary is appropriate for key findings in focus group discussion and interviews where the researcher notes down the frequent responses of the participants on key issues. Quantitative data was processed and analysed using Statistical Package for Social Science (SPSS). The SPSS version 16.0 was used to generate graphs, tables, frequencies and percentages.

### **3.7 Limitation of the study**

The study comprised of Trainee Teachers and Teacher educators from the two colleges of education from the Eastern part of Zambia due to time factor and financial constraints. The study was also restricted to a descriptive survey design. Therefore the findings of the study may not be generalized to what might be happening in other colleges of education in the country.

### **3.8 Ethical Consideration**

Before the process of collecting data Permission was sort from the principals of the two institutions who gladly gave their consent by requesting their subordinates to assist the researcher. The participants also gave their consent to participate in the study. The data collected was absolutely kept secret and for the intended purpose which is academic. Names were not



included and questions that may cause discomfort to the respondents were avoided. This was done in line with Wimmer and Dominick (1994) who identified the principle of confidentiality and respect as the most important ethical issues requiring compliance on the part of the researcher. Therefore, ethical considerations were highly upheld throughout the study.

### **3.9 Summary**

A descriptive survey was employed in the study and triangulation was used to provide in-depth information and validity in the study which a single method might not achieve. Purposive sampling was used to come up with the two colleges because of the vast experience these colleges have in training teachers. On the other hand, Simple random sampling gave an equal opportunity to the entire Trainee Teachers and all Teacher educators to be included in the sample. Finally, the researcher's knowledge of special education and inclusive education was of great help in the analysis of data and further helped him to come up with conclusions.

## CHAPTER FOUR

### PRESENTATION OF THE FINDINGS

#### 4.0. Introduction

This section presents the findings of the study to establish trainee teacher's preparedness for inclusive education in Zambia. The findings are presented according to the objectives under investigation. The following are the headings: Extent to which the current primary teaching course equips equipping Trainee Teachers with relevant knowledge and skills, Challenges trainee teachers encounter during teaching practice, Trainee Teacher's attitudes towards inclusive education and barriers to effective trainee teacher's preparation for inclusive education.

#### 4.1.0 Extent to which the current primary teaching course equips Trainee Teachers with relevant knowledge and skills to teach in an inclusive set up

***Figure 2:*** Effectiveness of the Teacher Education Course in relation to Inclusive Education

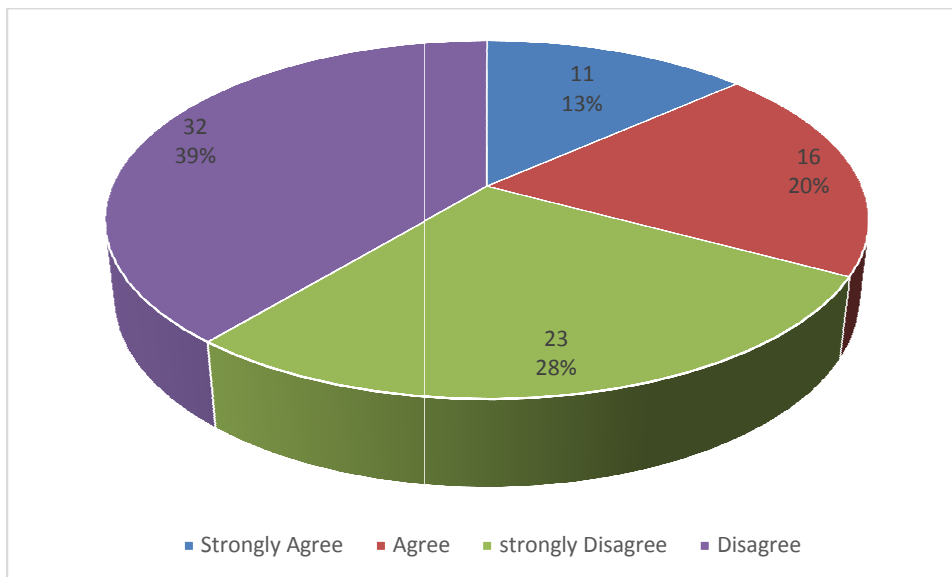


Figure 2 shows the responses from the 82 trainee teachers that responded to questionnaires as to whether the course they are doing was equipping them with the relevant special educational needs knowledge to teach effectively at an inclusive school. The results show that, out of the 82 trainee teachers, 11(13%) strongly agreed that the primary teacher training course was equipping them with the relevant knowledge while 16(20%) just agreed, but 23(28%) disagreed and 32(39%) strongly disagreed.

Results from the focus groups discussions also revealed that the primary Teacher Training course is not adequately equipping them with relevant SEN skills to teach effectively at an inclusive school. One female trainee teacher (FGD 1) pointed out that if some trainee teachers claim that the course is equipping them with special education knowledge then those trainee teachers did not have children with special education needs in their classes during teaching practice. One male trainee teacher (FGD1) also said, *'If I recall very well we only had 5 lessons in special education in the first year'*. Another male trainee teacher (FGD 1) said that,

*'What do you expect to get from 5 lessons? Special education is a broader subject, some people have studied special education for 4 years at the University of Zambia but they still face some challenges teaching children with disabilities. But the government expect us to perform miracles with only 5 lessons. The government should at least come up with a one year compulsory course in special education for all ordinary trainee teachers before they graduate.'*

Similarly, the responses from the 13 teacher educators interviewed as to whether the current primary teacher training course was equipping trainee teachers with relevant knowledge and skills were also negative. One Teacher educator from Chipata College (trained in Educational Psychology) observed that trainee teachers were only given introductory lectures in special

education in the first year of their training, this in itself is not enough to prepare them for the realities of inclusive education. Another teacher educator from Jubeva College (trained in Education Administration) had this to say;

*‘Zambia is not yet ripe for inclusive education. The government was in hurry in directing ordinary schools to include pupils with specials educational needs, because colleges have not yet started imparting inclusive knowledge and skills in trainee teachers. Some colleges of education in Zambia don’t even have trained teacher educators in special education. So what do you expect? Trainee teachers will graduate from these colleges without the relevant knowledge and skills for inclusive education.’*

On the same, another teacher educator (trained in Social Sciences) from Chipata College further pointed out the need for the Ministry of Education to sensitize all teacher educator on inclusive education and to strictly scrutinize teacher educator’s qualification before employing them.

#### **4.2.0. Challenges Trainee Teachers faced during teaching Practice**

***Table 2:*** Did you have children with SEN during Teaching Practice in your classroom?

Presence of SEN children during TP	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	47	57.3	57.3	57.3
No	35	42.2	42.2	100.0
Total	82	100.0	100.0	

Table 2 shows the number of trainee teachers that reported having children with SEN in their classes during teaching practice. Out of the 82 trainee teachers, 47(57.3%) agreed to have had

one or more children with Special Educational Needs in their classrooms during teaching practice while the remaining 35(42.2) trainee teachers did not have any.

Identification of children with special education needs also emerged as a major challenge for trainee teachers in the focus group discussions. One female trainee teacher (FGD 2) pointed out that trainee teachers lacked skills for identifying children with special education needs especially those disabilities that are not common. Another male trainee teacher (FGD2) had this to say;

*‘I had this girl whose behaviour was very excellent and was very good in mathematics but the girl could not read a single word in English despite being in grade four. Her handwriting was also pathetic. I wondered what was wrong with her. The class teacher told me the girl was just dull.’*

**Figure 3:** Challenges Trainee Teachers faced during teaching Practice in an inclusive class.

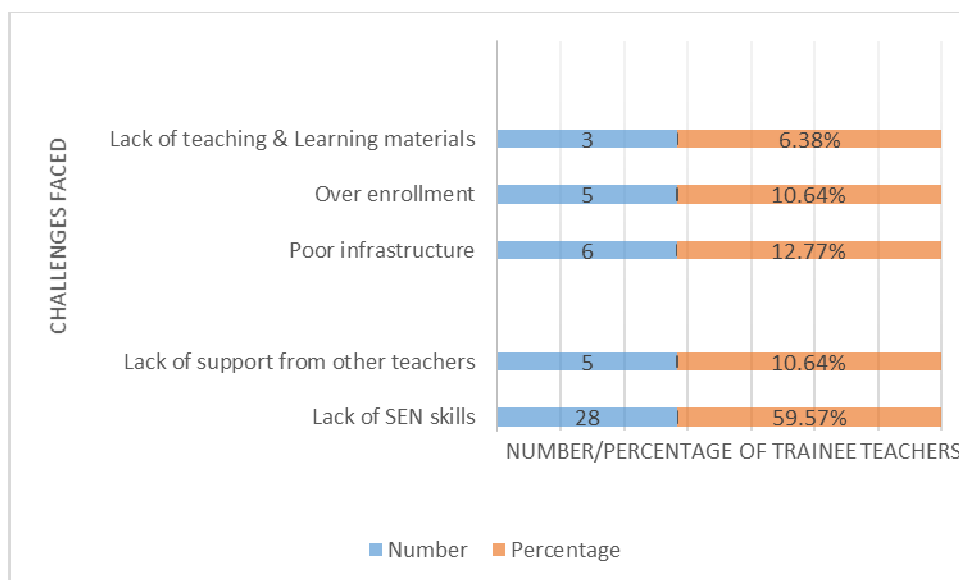


Figure 3 shows the challenges trainee teachers faced teaching children with Special Education Needs during teaching practice. Out the 47 trainee teachers that had children with special needs

in their classes during teaching practice, 28(59.57%) trainee teachers faced a challenge of lack of SEN skills 5(10.64%) also faced a challenge of lack of support from other teachers, 6(12.77%) complained of poor infrastructure, 5(10.64%) also complained of over enrolment and 3(6.38%) complained of lack of appropriate teaching and learning materials.

On the other hand, one male trainee teacher (FGD2) revealed that he had problems getting along with the grade teacher of the class he was teaching, he lamented that the class teacher always condemned his teaching methodology which he had being taught at the college and always referred to children with special needs as being dull. Commenting on poor infrastructure, another female trainee teacher (FGD 1) said that,

*‘The infrastructure in most schools is not suitable for children with physical disabilities. If you go to our demonstration school you will find that structural modifications have been made such as ramps and assisted toilets. However, the gradients of the ramps were too steep for learners with physical impairments, who needed assistance from other students to enter the buildings’*

Another male trainee teacher(FGD 2) also said that the government should consider making modification in a number of schools to make them friendly especially to children on crutches and wheel chairs. He further pointed out that some schools were built a long time ago before inclusive education was introduced and no provisions were made for children with physical or visual impairment in terms of mobility.

**Figure 4:** *Trainee teachers self assessment in teaching SEN children.*

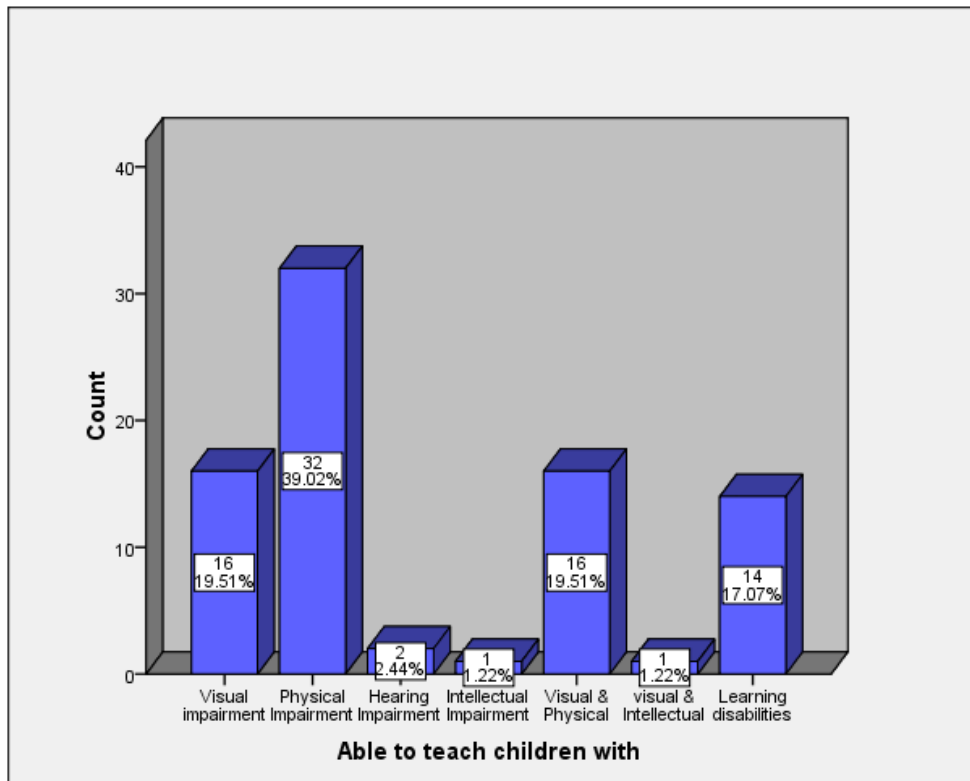


Figure 4 shows that trainee teachers showed more confidence in teaching children with visual impairment 16(19.51%), physical impairment 32(39.02%) and those with a combination of visual and physical 16(19.51%) disabilities than any other disability. On the other hand, the graph also shows that few trainee teachers had confidence in teaching children with hearing impairment 2(2.44%), intellectual impairment 1(1.22%) and those with a combination of visual and intellectual 1(1.22%) disabilities. Furthermore, 14(17.07%) trainee teachers showed more confidence in teaching children with Learning disabilities.

In the focus group discussions participants pointed out that physically impaired (especially those on wheel chairs and crutches) and the visually impaired (especially those who are partially

sighted) are not difficult to teach because they can follow the normal teaching. One male trainee teacher (FGD 1) pointed out that;

*‘I had no problems teaching a physically challenged boy in my grade 5 class who was on crutches. The boy behaved normally and was very intelligent. I did not apply any special skills when teaching, the boy followed everything normally as if he was not on crutches. Though he had difficulties moving around the school premises as the terrain was hilly’*

Another female trainee teacher (FGD1) also said that he had a child who was partially sighted who did not give her problems as she had to place her in front of the class and write large prints on the chalkboard. On the other hand, one male trainee teacher (FGD2) said that he was able to attend to the needs of a Hearing impaired boy in his class, the other 5 trainee teachers rose up and challenged him to explain where he learnt Sign Language from. He explained that his young brother was deaf so he took kin interest to learn Sign Language whilst at home. This brought in the issue of past experience.

#### **4.3.0. Trainee Teacher’s attitude towards Inclusive Education.**

**Table 3:** *Trainee- Teacher’s attitude towards Inclusive Education.*

Attitude	Frequency	Percent	Valid Percent	Cumulative Percent
Positive	23	28.0	28.0	28.0
Negative	54	65.9	65.9	93.9
Not sure	5	6.1	6.1	100.0
Total	82	100.0	100.0	



Table 3 shows that out of 82 trainee teachers that participated in the study, 23(28.0%) had positive attitude towards inclusive education in Zambia while 54(65.9%) of them were negative about it and 5(6.1%) were not sure.

Favourable attitude towards learners with disabilities plays an important role in the implementation of inclusive education. Unfortunately, trainee teachers that participated in the focus group discussions failed to demonstrate favourable attitude and complained about the deficit of the students. One female trainee teacher (FGD2) had this to say;

*‘The kids with disabilities were difficult to manage; I needed to work extra hard to manage those kids. I needed to be parenting them, learn. Their parents dumped them in the school. Other teachers were not supportive during teaching some of them cannot practice; they expected me to help all the learners with disabilities. They expect one to be a master of all.’*

Reflecting on their experiences of attitudes, participants in the focus group discussions reported that special education is not well recognized in the current curriculum of teacher training course for regular teachers, they are not taught the basic skills in sign language and braille hence the negative attitude expressed by many trainee teachers. One male trainee teacher (FGD2) had this to say;

*‘Before teaching practice I had a positive attitude towards inclusive education, but because of the challenges I faced during teaching practice in teaching children with special education needs(one with hearing impairment and two with visual impairment ) made me to develop a negative attitude towards inclusive education in Zambia. I was of very little help to these children because I did not have basic knowledge in sign language and Braille.’*

#### 4.4.0. Barriers to effective Trainee Teacher preparation in Inclusive Education

***Table 4:*** Barriers identified by Trainee teachers

Barriers Identified	Frequency	Percent	Valid Percent	Cumulative Percent
Lack of SEN/ Inclusive skills	30	36.6	36.6	36.6
Lack of SEN knowledge	27	32.9	32.9	69.5
Few lessons in Special Education/inclusive education	7	8.5	8.5	78.0
Lack of qualified Lecturers in SEN/ Inclusive Education	7	8.5	8.5	86.6
Little exposure to Children with SEN during training	3	3.7	3.7	90.2
Inappropriate teaching and learning materials during training	5	6.1	6.1	96.3
Negative attitude of some teacher educators towards inclusive education	3	3.7	3.7	100.0
Total	82	100.0	100.0	

Table 4 shows barriers identified by trainee teachers as contributing to their inadequate preparedness for inclusive education. The majority of the Participants said lack of exposure to practical skills in SEN/ inclusive skills 30(36.6%) and lack of SEN knowledge 27(32.9%) were the major barriers to their preparation for inclusive education while 7(8.5%) identified few lessons in Special Education/inclusive education as barrier and another 7(8.5%) also identified lack of qualified teacher educators in SEN/ Inclusive Education. On the other hand, 5(6.1%)

identified inappropriate teaching and learning materials during training, while 3(3.7%) identified little exposure to Children with SEN during training and another 3(3.7%)negative attitude of some teacher educators towards inclusive education as barriers to their effective preparation for inclusive education.

Reflecting on the issue of practical skills one female trainee teacher (FGD 1) during the focus group discussion said they were not able to help. She said that “if we were to be given basic skills like Sign Language and Braille, it would save the situation.” Another male trainee teacher(FGD 1) stated that;

*The duration of teaching practice (TP) is very short; we do not have time to practice and learn skills such as Sign Language, various instructional designs, and development of materials. I wish the teaching practice could be more like internship where we could be placed for the whole year and get the opportunity to practice what I have learned in the classroom and learn from teachers in the field.*

Similarly, out of the 13 teacher educators interviewed only 1 agreed that the current primary teacher training course was meeting the requirements of inclusive education while the remaining 12 strongly objected. One Teacher educator from Jubeva College (trained in Education Psychology) pointed out that you don’t expect trainee teachers to be effective teachers in an inclusive setting when they graduate because we are not equipping them with necessary special education needs skills; they do more theory than practical and are not exposed to children with disabilities during training. Another Teacher educator from Chipata College (trained in Special Education) also said that,

*‘There is very little consideration for special education activities by management, when you give them a budget concerning these activities they will just ignore it. Their attitude of some of my fellow teacher educators towards inclusive education is also so negative- how do you expect us to progress like this?’*

Furthermore, teacher educators interviewed express dissatisfaction with the 2003 inclusive education programme (INSPRO). One Teacher educator from Jubeva College (trained in Social Sciences) said that the government should come with a clear policy on inclusive education. On the other hand, another teacher educator from Chipata College (trained in Education Administration) had this to say;

*‘Despite the many pronouncements of inclusive education made by government, what is obtaining on the ground is something else. What we need right now, is a law or policy that will compel colleges to meet certain obligation if we are to effectively prepare trainee teachers for the realities of inclusive education in Zambia, in fact, the ministry of education needs to come up with a proper approach to inclusive education- mere political pronouncements are not helping us.’*

When asked as to what should be done to effectively prepare trainee teachers for the realities of inclusive education, teacher educators interviewed echoed that apart from the traditional skills of sign language and braille, trainee teachers also need specific programmes that will foster a positive attitude towards children with special educational needs and inclusive education in general. One Teacher educator from Chipata College (trained in Languages) pointed out the need for mentorship programmes. She said that colleges should trainee mentors in schools where trainee teachers do their teaching practice so that there is effective collaboration between colleges of education and schools when it comes to teaching methodologies and strategies.

Another teacher educator from Jubeva College (trained in Educational Psychology) pointed out that the current teacher education course needs complete overhauling. He said, “The ministry of education needs to re-design the teacher education curriculum, the curriculum we have right now does adequately address issues of inclusive education”. Furthermore, another teacher educator from Chipata College (trained in Special Education) had this to say;

*‘The following aspects should be adequately addressed in teacher education curriculum: learning difficulties and disabilities; emotional and behavioural problems; communication techniques and technologies; teaching methods and writing of an individualised Education plan if inclusive education has to succeed in Zambia.’*

#### **4.5.0. Summary**

The majority of trainee teachers strongly disagreed that that the course they were doing was equipping them with the necessary knowledge and skills to function effectively in an inclusive setting. Both Trainee teachers and teacher educators rightly pointed out that: few lessons in special education and inclusive education, negative attitude from both Trainee Teachers and Teacher Educators, inadequate exposure to special needs children, lack of teaching and learning materials, poor funding and lack of inclusive education policy interpretation were the major barriers to the effective preparation of Trainee Teachers for the realities of inclusive Education.

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.0 Introduction

This chapter discusses the findings of the study in the same sequence as presented in the proceeding chapter.

#### **5.1. Extent to which the current primary teaching course equips Trainee Teachers with relevant knowledge and skills to teach in an inclusive set up.**

The study has revealed in Figure 2 that significant percentage of the trainee teachers (39% strongly disagreed + 28% disagreed = 67%) surveyed in this study reported that they felt poorly prepared to teach students with diverse needs. This is not surprising on at least two fronts: firstly, during training, trainee teachers have had few lessons in inclusive education and little experience of inclusive education; secondly, some colleges of education in Zambia don't even have trained teacher educators in special education. This means that trainee teachers are likely to become more aware of the realities of inclusive practice after certain experiences and subsequent reflection on what this means for them.

Similar findings were also obtained in South Africa where Pottas (2005) reported that trainee teachers lacked adequate knowledge, skills and training for effective implementation of inclusive education. The finding also confirms UNESCO (1994) cited by Kisanji (1999) that the majority of mainstream teachers needed training in the special needs education field. Mandyata (2002) argued that inclusive education could work in Zambia if teacher training courses were

restructured to make them compatible with inclusive education and including special needs education content and practice in teacher training

Results from the focus group discussions also revealed that trainee teachers were not getting the relevant special education needs knowledge and skills from the course they were doing. One male trainee teacher (FGD1) also made a call for a one year compulsory course in special education for all ordinary trainee teachers before they graduate in order for them to acquire the necessary special education knowledge. The call for a course compulsory course in special education can be supported by Hastings & Oakford (2003) who reported that an information-based course did little to change the perceptions of pre-service teachers over a nine- week period. Two main reasons have been acknowledged for why change has not been readily forthcoming. Firstly, some researchers claim that there is a specific body of knowledge and skills for working within inclusive classrooms and secondly, that the pre-service teacher training courses do not adequately cover these (Hodkinson, 2009).

Similarly, Carroll, Forlin and Jobling (2003) and Lancaster and Bain (2007) found that participation in short compulsory subjects dealing with inclusive education impacted favourably on discomfort levels, sympathy, uncertainty, fear, coping, and confidence. Although the inclusion of compulsory inclusive education subjects has been shown to have a positive effect on the preparation of pre-service teachers, research has also shown that these findings may be limited. To exemplify, Nagata (2005) claims that a single university subject on inclusion or special education cannot adequately prepare teachers to successfully implement the various aspects of inclusion and its associated practices.

It also emerged from study, that those trainee teachers who agreed (13% strongly agreed + 19% agreed =32%) that the course they were doing was equipping them with relevant knowledge and skills to teach effectively at an inclusive school comprised mainly of those that did not have any SEN children during teaching practice. One female trainee teacher (FGD1) said that,

*‘If some trainee teachers claim that the course is equipping them with special education knowledge then those trainee teachers did not have children with special educational needs in their classes during teaching practice.’*

This issue raises the need for selection of schools where trainee teachers should do their teaching practice. Loreman (2010) writes that teacher preparation institutions might consider building elements of what constitutes an inclusive environment into their criteria for selecting a practicum school. He further states that although this may be difficult due to a shortage of school placements, *‘to simply accept practicum schools because a quota must be filled, regardless of the standard of practice in the school does pre-service teachers (and ultimately children) a disservice’* (p. 62).

While it is generally believed that field experience provides an opportunity to ‘learn the profession’ and reduces the anxiety of beginning teachers, Rice (2003) argues that although there is little research about the impact of different forms of school experience on the practice of novice teachers and the learning of their students or about the contribution of teaching practice versus the contribution of coursework on the development of knowledge and skills. Teacher



educators also need to ensure that teaching practice is designed and well-focused to meet professional competences and standards.

The study also revealed that some teacher Educators felt that the government was in a hurry in directing ordinary schools to include pupils with special educational needs. One Teacher Educator from Jubeva College (trained in Education Administration) pointed out that Zambia is not ripe for inclusive education because some colleges do not even have trained teacher educators in special education hence, trainee teachers will graduate from these colleges without the relevant knowledge and skills for inclusive education. Another teacher educator from Chipata (trained in Educational Psychology) also said introductory lectures in special education are not enough for trainee teachers to acquire the relevant special education knowledge and skills.

## **5.2 Challenges Trainee Teachers encounter during teaching Practice**

The study revealed that out of 82 trainee teachers (Table 2) that participated in the study 44(53.7%) of them had one or more children with special educational needs in their classrooms during teaching practice, while the remaining 38(46.3%) did not have any. On the other hand, focus group discussions also revealed that identification of children with special educational needs also emerge as a major challenge during teaching practice. One female trainee teacher (FGD2) lamented that trainee teachers lacked skills for identifying children with special educational needs, especially those disabilities that were not common. Kisanji (1999) asserts that identification of children with special educational needs should be emphasized in teacher education as it is the starting point for addressing their needs.

Furthermore, the study revealed that trainee teachers (Figure 3) that reported having children with special educational needs during teaching practice faced challenges which included; lack of Special Educational Needs (SEN) skills 24(54.55%), lack of support from other teachers 5(11.36%), poor and inappropriate infrastructure 4(9.09%) , over enrolment 5(11.36%) and shortage of learning materials 6(13.64%). In line with lack of SEN skills, Mukhopadhyay, Molosiwa and Moswela(2009) pointed out that most challenges trainee teachers face during teaching practice in an inclusive set up were as a result of lack of the necessary skills.

On the other hand, it is not surprising that the trainee teachers in the study reported that support, cooperation, and acceptance from other teachers was lacking because the practices used by their ‘co-operating teacher’ often conflicted with their college training. One male trainee teacher (FGD 2) said that he had problems getting along with the grade teacher who always condemned his teaching methodology that he had been taught at the college. *‘My grade teacher always disagreed with my college teaching methods,’* he said. In line with this, Carroll, Forlin and Jobling (2003) points out that the practices used by their ‘co-operating teacher’ often conflicted with trainee teachers college training. In these cases, trainee teachers usually decide to implement teaching strategies used by their co-operating teachers to avoid conflict. Pearson (2007) point out that Colleges need to conduct mentorship trainings for teachers in order to enhance the collaboration between teachers and trainee teachers.

Poor infrastructure (Figure 3) was also one challenge that came out in the study. One female trainee teacher (FDG 1) who did her teaching practice at a nearby demonstration school rightly pointed out that *there had been some structural modifications made such as ramps and assisted*

*toilets at the school. However, the gradients of the ramps were too steep for learners with physical impairments, who needed assistance from other students to enter the buildings.* This finding provides an understanding in which implementation of inclusive education could be assessed and measured in primary schools in Zambia.

The study also revealed that 5(11.36%) of the trainee teachers faced a challenge of over enrolment in their classrooms. Lambe and Bones (2006), who surveyed 125 teachers, and held focus group sessions with 41 trainee teachers, also nominated that one of the most concerning aspects about inclusion was classroom congestion. The trainee teachers that participated in this study felt that successful inclusion could only take place if class sizes were reduced. The same participants commented that successful inclusion is reliant on the support of a classroom assistant.

Furthermore, 6(13.64%) of trainee teachers faced a challenge of lack of appropriate teaching and learning materials. This revelation of lack of appropriate teaching and learning materials confirms previous Zambian findings by Kalabula (1991); Kasonde-Ng'andu and Moberg(2001) and Mandyata (2002). Mowes and Engelbrecht (2004) also found out that lack of materials affected inclusive education in Namibia. Johnstone (2007) also made similar observations for Lesotho. A similar scenario was also reported in South Africa by Eloff and Kgwete (2007) who revealed that South African teachers included large classes and insufficient resources as challenges to inclusive education. The scenario of lack of resources may be explained by Eleweke's (2001) argument that expenditure on Special Needs Education is given little priority in many developing countries. The findings of this study and those from literature support

Mushoriwa's (2002) observation that lack of resources in developing countries negatively affects the implementation of inclusive education.

On one hand, the study also revealed (Figure 4) that 32(39.02%) trainee teachers showed more confidence in teaching children with physical impairment while on the other hand, 16(19.5%) trainee teachers showed confidence in teaching children with visual impairment and another 16(19.5) showed confidence in teaching those with a combination of physical and visual impairment.. Similarly, one male trainee teacher (FDG 1) who had a physically challenged boy in his class said that he had no problems teaching him. Mandyata(2002) points out that most physically and visually impaired children can follow normal teaching instructions to a larger extent but they may also require specialised instruction in a resource room.

Furthermore, 14(17.07%) showed confidence in teaching children with learning disabilities while on 2(2.44) express confidence in teaching children with hearing impairment. One male trainee teacher (FGD1) said that he was able to attend to the needs of a hearing impaired pupil in his class during teaching practise because of his experience with his young brother who is hearing impaired. This brought about the issue of past experience which is in line with Ajzen's theory of planned behaviour that past experience determine behaviour and preparedness to do something (Azjen, 1991). On the other hand, only 1(1.22%) trainee teacher expressed confidence in teaching children with intellectual impairment and 1(1.22%) trainee teacher expressed confidence in teaching children with a combination of Intellectual and visual impairment.

### **5.3. Trainee Teacher's Attitudes towards Inclusive Education**

The results presented in Table 3 shows that the majority of trainee teachers 54(65.9%) had a negative attitude towards inclusive education. This negative attitude could have emanated from their teaching practice experiences, that is; the challenges they encountered while teaching children with special educational needs during their teaching practice. This assumption can also be supported by the views expressed by one male trainee teacher (FGD 2) who said his attitudes towards inclusive education changed after teaching practice because he was of little help to a child with visual impairment. This is in line with what Whitworth (1991) noted, that inadequate training relating to inclusive education, may result in lowered teacher confidence which translates into negative attitude towards inclusive education.

Furthermore, results presented in table 3 also shows that 23(28.0%) trainee teachers had positive attitude towards inclusive education in Zambia. On the other hand, one male trainee teacher (FGD1) argued that trainee teachers that indicated a positive attitude towards inclusive education comprised of those that did not have children with disabilities in their classes during teaching practice. Rice (2003) argues that although there is little research about the impact of different forms of school experience on the practice of novice teachers and the learning of their students or about the contribution of teaching practice versus the contribution of coursework on the development of knowledge, skills and positive attitude is important.

Similarly, negative attitude towards special needs children and inclusive education in general came out so strongly in the focus group discussions. One female trainee teacher (FGD 2) said that children with disabilities were difficult to manage, they could not learn and that their parents

just dumped them in school. Ainscow (2006) stresses that any teaching is likely to be ineffective where students subscribe to a belief system that regards some students as being ‘in need of fixing’ or worse, as ‘deficient and therefore beyond fixing, Teacher training education must, therefore, be concerned with the promotion of teacher attitudes as well as instructional competences. (Andrews, 2002).

Further, the study also revealed that past experience with special needs children also influenced ones preparedness for inclusive education. One male trainee teacher (FGD1) said that he was able to attend to needs of a hearing impaired pupil in his class during teachings practise because of his experience with his young brother who is hearing impaired. This is in line with the theoretical framework of this study which looks at the past experience as having an influence on attitude, and that attitude plays a significant role in determining behaviour and preparedness to do something. (Azjen, 1991)

#### **5.4.0. Barriers to effective Trainee Teacher Preparation.**

Not surprisingly, a lengthy list of barriers to adequate trainee teacher’s preparation for inclusive education was evident in the responses from both trainee teachers (Table 4) and teacher educators.

##### ***5.4.1 Lack of SEN Knowledge and Skills***

The study revealed in Table 4 that 30(36.6%) trainee teachers alluded to lack of SEN knowledge as a barrier to effective preparation of trainee teacher while another 27(32.9%) alluded to lack of SEN skills as another barrier. On the other hand, one female trainee teacher (FGD2) observed

that because of lack of SEN skills she had problems to establish what was wrong with one pupil in her class who was good in mathematics but could not read a single word in English despite being in grade four. Villa Thousand, & Chapple, (1996) point out that this scenario(lack of SEN skills) arise from the fact that many teacher training programs still use a model that ensures separation between regular and special education teacher trainees (separate training model). Teacher training is thus segregated with each discipline being viewed as different and special. With this orientation, there are no opportunities to integrate materials taught or to experience the trans-disciplinary nature of education as it is practiced in classrooms today.

#### ***5.4.2 Few lessons in Special Education and lack of qualified Teacher Educators.***

Furthermore, the study revealed that 7(8.5%) trainee teachers alluded to few lessons in special education as a barrier to effective preparation of trainee teacher while another 7(8.5%) alluded to lack of qualified special education teacher educators as another barrier (Table 4). Few lessons in special education may also be substantiated by earlier claims by one male trainee teacher(FGD 1) who said “you don’t expect them to teach effectively in an inclusive class with only five lessons in Special Education.” Related findings on present teacher education curriculum not meeting the needs of SNE children because of few lessons in special education were established in Namibia by Mowes and Engelbrecht (2004) who established that inclusive education can only succeed if the current curriculum is changed. Although only two colleges of education were surveyed, the course structure for those follows a very similar pattern to many other teacher education programs in Zambia and therefore a question about the adequacy of preparation could be asked to those designing teacher education curriculum in Zambia.

On the other hand, lack of qualified special education teacher educators was also mentioned earlier in the presentation of findings by one teacher educator (trained in Special Education) who said, *‘some colleges of education in Zambia do not have trained teacher educators in special education. So what do you expect? Trainee teachers will graduate from these colleges without the relevant knowledge and skills for inclusive education.’* In upholding the need for qualified teacher educators, Bondy et al. (2007) stresses that teacher educators must employ diverse approaches to learning for their students. As teacher education students ultimately will become teachers of diverse learners, teacher educators must be explicit about this aspect of teaching and learning.

#### ***5.4.3 Inappropriate Teaching and Learning materials at Colleges***

Inappropriate teaching and learning materials at colleges was another barrier that also came out prominently. 5(6.1%) of the trainee teachers bemoaned the unavailability of special education books and equipment in their colleges. This revelation concurs with what Mukhopadhyay, Mulosiwa and Moswela (2009) found in their study of trainee teachers at the University of Botswana where one student lamented that:

*‘Other departments such as Science have many latest types of equipment whereas in our program we learn about this equipment, software theoretically. When will we learn to use materials for students with disabilities and software that we always hear about in classes? For the last four years I have been seeing the same computers and none of them have any specialized software.’*



#### ***5.4.4. Inadequate Exposure to Children with SEN***

Furthermore, it also emerged from the study in Table 4 that 3(3.7%) of the trainee teachers also noted that little exposure to children with disability during the course of study for trainee teachers was another barrier to adequate preparation for inclusive education. This revelation of inadequate exposure was also echoed by teacher educators. One Teacher educator from Chipata College (trained in Education Psychology) pointed out that trainee teachers do more theory than practical and are not exposed to children with disabilities during training. In line with this, Conderman, Morin and Stephens(2005) allude the lack of exposure to children with disabilities to teacher education programmes that lack an organized approach, linking courses and field experiences within a conceptual framework resulting in ‘incongruence in definition, purpose, and goals for the teaching experience’

This lack of conceptual framework also means that student teachers may be more influenced by the practices of teacher mentors than by college/university courses or supervision. Teacher education programmes need to consider attachment in schools and classrooms where inclusion has been embraced as a philosophy and in practice and where there is enough appropriate support to ensure a successful experience for pre-service teachers. Jordan, Schwartz and McGhie-Richmond (2009) stress the need for practicum experiences in which there are ‘opportunities to examine and foster their beliefs and then learn about how to address the needs of diversity in the classroom’ – a dimension which is neither typically or rigorously addressed in teacher education programmes.

#### **5.4.5. Negative attitudes of some Teacher Educators**

Similarly, it also emerged from table 4 in the study that negative attitude from some teacher educators was another barrier to effective trainee teachers' preparation for inclusive education in Zambia. 3 (3.7%) of the trainee teachers in the study highlighted it as a barrier to effective trainee teachers' preparation for inclusive education. Teacher educators interviewed also mentioned negative attitude of some of the teacher educators as a barrier to effective trainee teachers' preparation for inclusive education. One Teacher educator (trained in Special Education) also lamented that,

*'There is very little consideration for special education activities by management, when you give them a budget concerning these activities they will just ignore it. The attitude of some of my fellow teacher educators towards inclusive education is also so negative- how do you expect us to progress like this?'*

Boling (2007) highlights the need for teacher educators to ensure that their interaction with teacher candidates should portray a positive attitude towards children with disabilities.

#### ***Lack of a clear Inclusive Education Policy.***

The study also revealed that teacher educators interviewed express dissatisfaction with the 2003 Inclusive Schooling Programme (INSPRO). One teacher educator from Chipata College said that the government should come up with a clear policy on inclusive education. Teacher educators also observed that the programme also lacks a political backing to translate it into practice. On the other hand, another Teacher educator from Jubeva College (trained in Education Administration) observed that;

*‘Despite the many pronouncements of inclusive education made by government, what is obtaining on the ground is something else. What we need right now, is a law or policy that will compel colleges to meet certain obligation if we are to effectively prepare trainee teachers for the realities of inclusive education in Zambia, in fact, the ministry of education needs to come up with a proper approach to inclusive education- mere political pronouncements are not helping us.’*

In line with clear policy, Mandyata (2002) pointed out that there is need for the ministry of education in Zambia to come up with a clear policy on inclusive education in Zambia if inclusion has to succeed in Zambia.

Positively, the study also revealed that teacher educators identified other essential competencies for trainee teacher’s preparation for inclusive education apart from the tradition skills of sign language and Braille. One Teacher educator from Chipata College (trained in Social Sciences) said that trainee teachers also need specific programmes that will foster a positive attitude towards children with special educational needs and inclusive education in general. With regards competencies, Andrews(2002) points out that competencies needed for trainee teachers should include integrity, ethics, and professional judgment,” fostering a “fair and respectful environment,” “having positive regard for students, families and professionals,” and having interpersonal skills that are “considerate, sensitive, non-judgmental, supportive, adaptive and flexible.”

On the other hand, one Teacher educator from Chipata College (trained in Languages) also pointed out the need for mentorship programmes. She said, *‘colleges should trainee mentors in schools where trainee teachers do their teaching practice so that there is effective collaboration*

*between colleges of education and schools when it comes to teaching methodologies and strategies.* Pearson (2007) points out that the advantage of mentorship programmes between colleges and schools is that it promotes collaboration. In this case, mentorship can also promote collaboration between trainee teachers and special education teachers.

Finally, the study also revealed the need for re-designing the current teacher education curriculum. One Teacher educator from Jubeva College (trained in Education Psychology) pointed out that the current teacher education course needs to be re-design in order for it to adequately address issues of inclusive education”. Furthermore, another teacher educator (trained in special education) also pointed out that;

*‘The following aspects should be adequately addressed in teacher education curriculum: learning difficulties and disabilities; emotional and behavioural problems; communication techniques and technologies; teaching methods and writing of an individualised Education plan if inclusive education has to succeed in Zambia.’*

The request made by one teacher educator(trained in Special education) for the teacher education curriculum to adequately address aspects of learning difficulties and disabilities; emotional and behavioural problems; communication techniques and technologies; teaching methods and writing of an individualised education plan are also supported by Ferreira and Graça (2006). Ferreira and Graça (2006) recommend that, in order to take full account of the diversity of the current school population, the following aspects should be adequately addressed in teacher education curriculum: learning difficulties and disabilities; symbolic representation, signification and multiculturalism; emotional and behavioural problems; communication techniques and technologies; different curricula; teaching methods and techniques and educational relationships.

### **5.5.0. Summary**

Generally, the study has revealed that trainee teachers are not adequately prepared for realities of inclusive education because they are leaving still leaving colleges of education without the skills, knowledge, or attitudes needed to work with all of their future students. Most trainee teachers confessed that they are going to face a lot of challenges teaching children with diverse needs. The challenges hinge around present teacher training curriculum. These findings have several implications for those designing teacher education courses. First, courses need to provide an increased exposure to a range of educational settings (e.g., regular classrooms and support classes) so that trainee teachers are better prepared for an inclusive classroom. Secondly, there is need to address the negative attitude of some trainee teachers towards inclusive education during training. Finally, collaboration between trainee teachers and special education teachers has to be enhanced.

## **CHAPTER 6**

### **SUMMARY AND RECOMMENDATIONS**

#### **6.0 Introduction**

This chapter gives a summary analysis of the major findings of the study bearing in mind the objectives and the purpose of the study and then drawing a thin line to the conclusion. Recommendations based on the findings of the study are also given at the end.

#### **6.1 SUMMARY**

The purpose of the study was to explore trainee teachers' preparation for inclusive education in Zambia. The study further explored the influence of teacher preparation programs on trainee teachers' attitudes toward inclusive education. It also sought to identify barriers that may interfere with trainee teachers' preparedness for inclusive education. The summary of the most significant findings are presented below;

The results of this study have demonstrated that the current teacher training curriculum in Zambia does not adequately prepare trainee teachers for the realities of an inclusive class. The curriculum does not equip trainee teachers with relevant SEN knowledge, skills and attitudes. Trainee teachers are not even exposed to special schools or inclusive schools during training for them to have contact with children with special educational needs. In fact what these findings imply is that trainee teachers are going to graduate from these colleges without the relevant knowledge, skills or attitude needed to work with all of their future students.

The study also revealed that programs in the current teacher training curriculum have very little influence on trainee teachers' attitudes towards inclusion because they are not exposed to the realities of an inclusive class during their training. Programs that trainee teachers are exposed to in relation to inclusive education are too theoretical, without the practical aspects of them. The study has demonstrated that some participants had a positive attitude towards inclusive education before teaching practice. But when they were faced with realities of inclusion during teaching practice, they adopted a negative attitude position because they were unable to address the needs of children with various disabilities.

The study also revealed a number of barriers that are believed to be interfering with effective trainee teacher preparation for inclusive education. These barriers includes; Lack of special education needs knowledge and skills among teacher educators, Negative attitude towards Children with special education needs by both trainee teachers and teacher educators, lack of teaching and Learning materials, little exposure to SEN children, poor funding towards activities that promote SEN teaching at college level and lack of Inclusive policy interpretation.

Therefore, the study concluded that Trainee Teachers are not fully prepared to meet the learning needs of diverse categories of learners with disabilities in inclusive settings.

## **6.2. RECOMMENDATIONS**

Based on the findings of the study the following recommendation are made to the Ministry of Education and Colleges of Education in an effort to improve trainee teacher preparation for inclusive education in Zambia

- (a) Ministry of Education to re-design the teacher education curriculum by strengthening the Special Education component. Special Education should be taught as an independent compulsory subject in teacher education.
- (b) Ministry of Education should come up with an elaborate policy on inclusive education which should guide the implementation of inclusive education in Zambia.
- (c) Ministry of Education to ensure that teacher educators are equipped with the relevant knowledge, skills and attitude towards inclusive education through continuous professional development(CPD)
- (d) Colleges of Education should train teachers for practical experience by ensuring that trainee teachers do their teaching practice at an inclusive school.
- (e) Colleges of Education to establish mentorship programmes in schools where trainee teachers do their teaching practice in order to enhance college – school collaboration.



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**APPENDIX 1:**  
**SEMI STRUCTURED QUESTIONNAIRE FOR TRAINEE TEACHERS**

Questionnaire to be completed by trainee teachers from Chipata College of Education and Jubeva College of Education in Chipata District of the Eastern Province: Zambia.

The University of Zambia  
School of Education  
Department of Educational Psychology, Sociology and Special Education.

Dear respondent,

I am a postgraduate student at the University of Zambia, studying Special Education. I am carrying out a research project and you have been chosen as sampled. Be assured that the information you will give out shall be strictly kept as secret. The aim is not in any way meant to investigate you, but it's purely academic.

**INSTRUCTIONS**

You are kindly required to put a tick where you think the response is most appropriate and write in as brief as possible where you are required to write.

**PART A: RESPONDENTS BIODATA**

**Gender**

Male [ ]      Female [ ]

**Age:**

1. 5 – 20 [ ]
2. 21 – 25 [ ]

3. 26 – 30 [ ]
4. Above 30 [ ]

### **College**

1. Chipata College of Education [ ]
2. Jubeva College of Education. [ ]

## **PART B: RESPONDENTS AWARENESS OF INCLUSIVE EDUCATION**

1. Are you aware of inclusive education? 1. Yes [ ] 2. No [ ] 3. Not sure [ ]
2. If your answer to question 1 (above) is yes, where did you learn inclusive education from?
  1. Lecturers, literature and radio [ ]
  2. Literature and radio [ ]
  3. Radio [ ]
3. During the course of your study, have you have been exposed to a number of lectures that promote special education teaching strategies?
  1. Yes [ ] 2. No [ ]
4. Have you ever been exposed to a special school or an inclusive school?
  1. Both special school and inclusive school [ ]
  2. Special school only [ ]
  3. Inclusive school only [ ]

## **PART B: RESPONDENTS SELF ASSESSMENT.**

5. Can you adequately teach children with
  - (a) Visual impairment. 1. Yes [ ] 2. No [ ]

- (b) Physical impairment.      1. Yes [ ]      2. No [ ]
- (c) Hearing impairment.      1. Yes [ ]      2. No [ ]
- (d) Intellectual impairment.      1. Yes [ ]      2. No [ ]
- (e) Learning disabilities      1. Yes [ ]      2. No [ ]
- (f) Visual/Physical impairments      1. Yes [ ]      2. No [ ]
- (g) Visual/Intellectual impairments      1. Yes [ ]      2. No [ ]

6. The course you are doing is it equipping you with the necessary skills to teach at an inclusive School. What do you say?

1. Strongly agree [ ]    2. Agree [ ]    3. Disagree [ ]    4. Strongly disagree. [ ]

7. If you disagree or strongly disagree in question 6, what do you suggest should be done

.....

.....

.....

.....

### **PART C: RESPONDENTS EXPERIENCE WITH SPECIAL NEEDS CHILDREN.**

8. During teaching practice, did you have any child with a disability in your class?

1. Yes [ ]    2. No [ ]

9. If yes to question 8, mention the disability(s)

- (a) .....
- (b) .....
- (c) .....
- (d) .....

10. Did you adequately address the needs of this/these children with disabilities in your class? 1. Yes [ ] 2. No [ ] 3. Not sure [ ]

11. What challenges did you encounter teaching children with disability(s) in your class

.....

.....

.....

.....

.....

.....

12. Do you feel you have had sufficient preparation to teach children with special needs in your classroom?

1. Yes [ ] 2. No [ ]

13. If your answer is **No** in question 12 above, give reasons

.....

.....

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.....

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.....

**THANK YOU FOR YOUR CO-OPERATION**



**APPENDIX 2:**  
**SEMI – STRUCTURED INTERVIEW GUIDE FOR TEACHER EDUCATORS**

1. Do you think the present primary teacher training course is equipping trainee teachers to teach at an inclusive school?
2. What do you think are the most important factors for inclusion to succeed?
3. Do you expose trainee teachers to special schools or schools that practice inclusive education?
4. What should be done to effectively prepare teachers for inclusive education?
5. Do you think Zambia is ripe for inclusive education?

### **APPENDIX 3:**

#### **FOCUS GROUPS DISCUSSION GUIDE FOR TRAINEE TEACHERS.**

1. Do you think the course you are undergoing is preparing you adequately to teach at an inclusive school?
2. What were your experiences with regards to teaching children with disabilities during you teaching practice?
3. The lessons you have had in special education, were they beneficial to you?
4. What concerns do you have with regards to teaching in an inclusive classroom?
5. For you to teach effectively at an inclusive school, what do you propose should be done with regards to your course?