AN INVESTIGATION INTO FACTORS THAT MOTIVATE TEACHERS IN SPECIAL EDUCATION CLASSES: A CASE OF LUSAKA URBAN DISTRICT

BY

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A REPORT SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE BACHELOR OF ADULT EDUCATION DEGREE

UNZA 2004
DEDICATION

To my children:

- Mwangala;
- Danny; and
- Sendoi Simasiku

So that they may grow and assist those who will need their help.
ACKNOWLEDGEMENTS

In the first place, I would like to thank the almighty God for the good health I have enjoyed up to this day. It's my prayer that he continues to protect me from the evils of this world.

I would also like to acknowledge all teachers and pupils at the University Demonstration Special Education class, Munali and Chainama special schools for the data that they availed to me. To you all I say thank you.

My other appreciation go to all members of staff in the Department of Adult Education for the rich knowledge that I have acquired through their tireless efforts.

I would also like to recognise the encouragement that I received from some of my classmates. In particular I would want to mention Mr Phiri Element, Ireen Jere-Siamwenya, Mr Hachimena, and Mr Banda Joseph.

My heartfelt thanks should also go to my lovely and humble husband Mr R.N. Simasiku for his generous support and encouragement throughout the programme and also for his understanding at times when I could not give him the attention he deserved.
Many thanks to my children for their patience and tolerance when I could not avail myself to them as a mother. I love you all!

Last but not least, I would like to thank my academic supervisor Mr Patrick Seleta Ngoma for his support and guidance in writing the report.
ABSTRACT

The study was undertaken to investigate factors motivating teachers in special education classes. The sample population of the study composed of 13 teachers, and 10 girls in special education schools. The study targeted three classes and these were the University of Zambia Demonstration class, Munali and Chainama.

The research had the following objectives:

- Investigate factors that motivated teachers in special education classes;
- To establish academic and professional qualifications of the teachers in special education classes;
- To determine the attitude of disabled children towards learning;
- To investigate the attitude of teachers towards the disabled children;
- To examine the learning/teaching environment for the children;
- To establish the enrolment levels; and
- To establish the working conditions for special education teachers.

A descriptive research design was used and a simple random sampling procedure was used to pick a sample of 23. Questionnaires consisting of both closed and open-ended questions were used. Some structured interviews were used as a technique for collecting primary data. The data collected was analysed manually both qualitatively and quantitatively.
The study discovered that teachers in special education classes were demotivated. Lack of teaching and learning materials, lack of accommodation, lack of transport and high enrolment levels had negatively affected special education teachers.

The study also revealed that despite most of the teachers serving for more than 20 years, they were still serving as class teachers. This showed lack of recognition on the part of the employer. The issue of integration was quite prominent during research. It was revealed that children who were supposed to be in special education classes were integrated with normal children, thereby making it very difficult for teachers to operate effectively.

In general, the study concluded that the working conditions for special education teachers were poor.
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CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

The convention on the rights of the child states that all children have the right to basic education. According to Kokkala (1977:5) article 26 of the Universal Declaration of human rights (1948) states that:

everyone has the right in education and it shall be free in the elementary and fundamental stages.

In line with the above declaration, the Ministry of Education decided to put in place a policy that would ensure that education was provided free in the elementary stages (Grades 1 – 9). This was in order to allow all children of school going age access basic education (MOE, 2000).

Kokkala (1997:6) observed that education was to be regarded as a key to social cohesion and integration of all the vulnerable children such as the physically, mentally, psychological and physiologically challenged should not be forgotten. Equal opportunities were to be availed to all children so that they grew with right attitudes, knowledge and skills acquired from the formal education system. Failure to achieve this would entail a situation where some children grew up into adults who would be dependent upon others as Toose (1981) observed;
A dependent child will be a dependent adult and as such will be unable to achieve his/her true potential and such an adult is likely either to have, ‘a chip on his/her shoulder’ or ‘to retreat into his/her shell’.

However, research as observed by Kokkala (1997) indicated that only a fraction of the world’s disabled children had access to school and basic education. The same applied to disabled adults whose educational opportunities were scarce. This scenario entailed that the voice of the disabled could not be heard.

Society, on the other hand, has failed to accept that education of the disabled was an investment that would pay off. In most cases, the failure to educate the disabled was not financial but socio-cultural based on beliefs and superstition. In most cases, a mentally retarded child was not regarded as a human being with greater potentials but as a burden, shame or ridicule. There was always fear of the unknown and unpredictable on the part of the parents. The mentally retarded children were regarded as a burden because they were viewed as worthless, useless or perpetual dependants. Such children in most situations were regarded as a problem to the family and the entire community (Ingstad et al 1975:7 and Thorn 1978:25).

In order to give voice to the disabled children, the government of the republic of Zambia in partnership with the Finish Development Co-operation launched the first ever bilateral special education Zambia.
Since then, Zambia has traditionally been Finland’s cooperating partner in the special education sector. The support from the Finish Government has been coming informal of human and non-human resources. This was due to the understanding that unlike the Western industrialised countries, third world countries had no immense resources in terms of providing for the children with special needs. Due to abundant resources, children with special needs in western countries are categorized into eight (8) groups as follows:

- The deaf;
- Early childhood;
- Emotional and behavioural disorders;
- The gifted and talented;
- Mental retardation and developmental disabilities;
- Physical and health disabilities; and
- Visual impairments.

In developing countries, as observed by Toose (1981) the situation is different. Most of the disabilities were ignored due to lack of resources. Emphasis was put only on the;

- Deaf and blind;
- Physically disabled; and
- Mentally retarded

Despite the stigma that went with disability and the rejection of such children by society, there are some trained teachers handling special education classes. Many teachers were still being trained in the field of special
education so that they could handle special education classes upon graduation. The study, therefore, aimed at investigating factors that motivated teachers in special education classes.

1.2 STATEMENT OF THE PROBLEM

In recent years, the performance of teachers in general was questionable. They were accused of producing half-baked graduates, who failed to perform to the expected standards of the society and labour market. The teachers on the other hand attributed their poor performance to lack of motivation from the employer. Money, as observed by Beech and Mac Kenna (2000:147), was one of the major motivating factors. However, the Zambian teachers were said to be the lowest paid in the whole region. This problem of poor salaries had led to high turnover of teachers, absenteeism, reporting late for work and knocking off early.

Apart from lower salaries, other conditions of service left much to be desired. Despite all these demotivating factors, the number of teachers specializing in special education was growing and the classes for special education went on as per schedule. The study, therefore, sought to investigate factors that motivated teachers in classes of children with special needs.
1.3 **PURPOSE OF THE STUDY**

The study sought to investigate factors that motivated teachers in classes of children with special needs.

1.4 **OBJECTIVES OF THE STUDY**

The objectives of the study were to:

- Investigate factors that motivated teachers in classes of children with special needs.
- Establish academic and professional qualifications of the teachers in special education classes.
- Determine the attitude of disabled children toward learning;
- Investigate the attitude of teachers towards the disabled children;
- Examine the learning/teaching environment for the children;
- Establish the enrolment levels;
- Investigate the teaching methods; and
- Establish the working conditions of special education teachers.

1.5 **HYPOTHESES**

The study was centred on the following hypotheses:

$H_0$: factors such as recognition, relationships, achievement, availability of teaching aids, a good salary and conducive working environment do not motivate teachers in special education classes.
H1: factors such as recognition, relationships, achievement, availability of teaching aids, a good salary and a conducive working environment do motivate teachers in special education classes.

1.6 SIGNIFICANCE OF THE STUDY

The study was intended to change the perception of society towards disabled children. The results might also help to provide guidelines for those in authority in determining relevant and appropriate policies aimed at motivating teachers in special education classes. The donors/funders might also benefit from the study as it might provide information in areas that needed assistance.

1.7 ASSUMPTION OF THE STUDY

The study assumed that:

- Teachers of special education were well qualified;
- The attitude of teachers towards disabled children was positive;
- The learning environment for the disabled children was conducive;
- The enrolment levels were manageable;
- The methods used in special education classes were appropriate; and
- The working conditions for teachers were good.
1.8 LIMITATIONS OF THE STUDY

The study should have covered all the special education schools in Lusaka Province but due to lack of time and other resources to enable the researcher visit all the schools, the research was only limited to the three schools. The other limitation that the research faced was difficulties in retrieving all the questionnaires that were distributed.

1.9 DEFINITION OF OPERATIONAL CONCEPTS

In the study, the following terms took the following meaning:

1.9.1 Motivation: a goal directed behaviour and it is concerned with how behaviour is initiated, energized, sustained, directed and stopped or motivation can be defined as the ‘why’ of behaviour. (Mwanalushi, 1992).

1.9.2 Special Education: This is education by special methods appropriate to the requirements of pupils whose physical intellectual, emotional or social development cannot in the opinion of the education authorities, be adequately promoted (provided) by ordinary methods of education (Kokkala, 1997).

1.9.3 Disability: The impact of impairment upon the performance of activities commonly accepted as a basic element of everyday life such as walking, dressing and ceding (Toose, 1981).
CHAPTER TWO

LITERATURE REVIEW

Human behaviour is a consequence of motivation and this is the centrality of worker’s performance. Motivation as defined by Bateman, et al (1990) are, forces, that energize, direct and sustain a person’s goals. In support of the same definition is Koontz et al (1990) who also feels that motivation s the reason for people’s behaviour. Mwanalushi, (1992) maintains that motivation is a goal –directed behaviour, and it is concerned with how behaviour is initiated, energized, sustained, directed and stopped.

There are two major conceptions about the nature of human motivation. These are the nativistic and environmental conceptual frameworks. The nativistic otherwise known as internal or endogenous as according to Mwanalushi (1992) stems from Kant and has been supported by Frend, Maslow, Mc Gregor and Herzberg. Within this framework, man is seen as developing physiologically and psychologically. Under this framework, it is advisable to focus attention on the internal capacities which give rise to feelings, attitudes and so on. It is against this background that some cognitively based theories were developed in order to explain motivation. Some of these theories and Adam’s Equity theories.
The environmental (external or exogenous) school of thought stems from Locke, and have been supported by Thorndike, Watson and Skinner who have argued that human motivation and behaviour are shaped primarily by forces outside themselves. To this effect, Thorndike formulated the "Law of Effect" which states that behaviour with rewarding consequences tend to be repeated and strengthened while behaviour with punishing effects tend to be weakened and ultimately disappear. According to Mwanalushi (1992) behaviour is determined by its consequences. This is an indication that employers are expected to motivate workers if the workers are to put in their best. To this effect Bateman et al (1990) stresses that good managers should facilitate performance by providing basic requirements for the employees in order for them to work efficiently. In order to understand causes of change in behaviour among workers in working places, it is important to look at the theories of motivation as explained by early theorists.

2.1.1 **MASLOW'S HIERACHY OF NEEDS**

This theory states that within every human being is a hierarchy of five needs and each of these needs has to be satisfied as it occurs if a worker has to operate effectively (Coulter and Robbin's, 1990:531). A need, in this case, be defined as an internal state that makes certain outcomes appear attractive (Smith and Cronje, 1997). The five basic needs are as follows:
(a) **Physiological needs:**

These are needs at the lowest level of human basic needs. They include food, drink, shelter, sexual satisfaction and other physical requirements. These have to be satisfied before the next needs on the hierarchy appear.

(b) **Safety needs**

These are second on the hierarchy of needs. They include security and protection from physical and emotional harm as well as assurance that physical needs will continue to be met.

(c) **Social needs**

These include affection, belongings, acceptance and friendship.

(d) **Esteem needs**

These include internal factors such as self-respect, autonomy, and achievement and external factors such as status, recognition and attention.

(d) **Self actualisation needs**

Top on the hierarchy of basic needs is self actualisation. These needs include growth, achieving one's potential and self fulfilment, the drive to become what one is capable of becoming.

Coultar and Robbins (1996) further indicate that as each need is substantially satisfied, the next need becomes dominant from the stand point of
motivation. The theory proposes that although no need is ever fully satisfied, a substantially satisfied need will no longer motivate an individual. Going by Maslow’s hierarchy of needs, Adams (1963) cautions employers to understand the level of the hierarchy workers are operating from so that they focus on satisfying such needs. By doing that, workers will be motivated and increase their performance. Failure to identify such needs will force the workers to concentrate on means and ways that will meet their needs. In most cases this has resulted in loss of productivity time, absenteeism and resignation.

2.1.2 THE EXPECTANCY THEORY

Parter and Lawler (1968) and Vroom (1964) propose a relevant theory of motivation. The theory states that people bring to work various expectations about the likely consequences of various forms of behaviour reflected in work performance. People’s motivation in carrying out certain tasks is in most cases influenced by the value they attach to the outcomes. Beech (1995) in support of the above views, also states that if people expect that the expenditure of effort will lead to good work performance and generate a satisfactory outcome in terms of intrinsic rewards which are valued, and such expectations are realized in practice, then productive effort is likely to be forthcoming in future. However, if this scenario was altered so that the relationship between effort and reward did not stand, it is possible that the motivational disposition of the worker would change and future effort may be adjusted downwards or discontinued.
2.1.3 THE MOTIVATION – HYGIENE THEORY

Herzberg developed this cognitive theory which stipulates that an individual’s relation to his or her work is a basic one and that his or her altitude towards work can determine success or failure. This theory, is short, can be attrubted to the question, “what do people want from their jobs?” (Coulter and Robbins, 1995) using concepts similar to Maslow, Herzberg concluded from his studies that satisfied feelings at work stemmed from a challenging job, extra responsibility, personal accomplishments, recognition from supervisors and progress in one’s career. These are the real motivators. Contrary, negative feelings and dissatisfaction could arise from poor relationships with colleagues and supervisors, less than satisfactory policies and administration, poor pay and adverse working conditions. These are the ‘hygiene’ factors, if improved could lower the level of ‘dissatisfaction’ and negativity.

2.1.4 THE EQUITY THEORY

Equity theory, in relation to work motivation, is concerned with the equitable nature of reward and has significance when the employee perceives the relationship between effort and reward. In employment situation, one considers two important variables; input and output. Inputs, according to Adams (1963), include education skills, experience and effort while on the other hand salary, fringe benefits, career advancement would be viewed as
outputs. People, therefore, tend to compare each other's inputs and output and if they perceive unfairness, feelings of inequity may arise (Beech and MacKenna, 2000).

2.1.5 REINFORCEMENT THEORY
This is a theory developed by B.F. Skinner. The theory argues that behaviour is externally caused what controls behaviour are reinforcers. The theory maintains that individuals are motivated by proper design of their work environment and recognition of good performance. Since the theory emphasizes positive reinforcement not punishment, employers should ignore, not punish unfavourable behaviour. Coulter and Robbins (1995) maintains that even though punishment eliminates undesired behaviour faster than non-reinforcement does, its effect is only temporary and may have unpleasant side effects, including days functional behaviour such as work place conflicts, absenteeism, and turnover. These theories on motivation played a big role in explaining the factors that motivated teachers teaching classes of children with special need in Lusaka Urban District.
CHAPTER THREE

METHODOLOGY

3.1 RESEARCH DESIGN

In order to provide an accurate explanation of the factors that motivated teachers in class of children with special needs in Lusaka urban district, the researcher opted for a descriptive study. A survey was used in eliciting whatever relevant information was needed for the study.

3.2 POPULATION

The population of the study was drawn from the University of Zambia Demonstration class for special education. Chainama and Munali special education schools. The study comprised of teachers and pupils in special education classes. The total population was ninety (90).

3.3 SAMPLE AND SAMPLING PROCEDURES

Out of 35 teachers, only 15 were included in the sample and only 10 pupils out of 55 were part of the sample. A simple random sampling procedure of lottery method was used. This was in order to allow all the items to be included in the sample. This procedure as observed by Merian and Simpson
(1995) allows all members of the universe an equal opportunity in the population of being included in the sample.

3.4. DATA COLLECTION INSTRUMENTS

3.4.1. Questionnaires

Both open and closed ended questions were included in the questionnaire.

3.4.2 Interviews

Some unstructured interviews were conducted with the pupils during the researcher's visits made to schools. This was in order to get more views on the conduct of special education teachers. This technique proved more appropriate for the target group as most of the respondents were unable to write due to their different disabilities.

3.4.3 Observations

The researcher made some observations on particular issues which were relevant to the study, some of the observation made included the following:

- Physical appearance of the school environment
- Physical appearance of teachers/pupils
- Interaction levels.
  a) between teachers and pupils;
  b) among pupils; and
  c) among teachers themselves.
3.5 DATA ANALYSIS

In the study, both qualitative and quantitative methods of data analysis have been used. For quantitative data, tables of frequency distributions and pie charts have been used. For qualitative data discussions have been made.
CHAPTER FOUR

FINDINGS

INTRODUCTION

This chapter presents findings from data collected. Section A presents responses from the teachers and Section B presents response as given by pupil.

15 questionnaires were administered to teachers and only 13 were collected. Therefore, the findings of the study were based on the responses from the 13 teachers and 10 pupils. Section C brings out the researcher’s observations.

Section A: Responses from the teachers.

Table 1A. Distribution by school:

<table>
<thead>
<tr>
<th>School</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Zambia</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Special Education Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Munali</td>
<td>6</td>
<td>46.15</td>
</tr>
<tr>
<td>Chainama</td>
<td>6</td>
<td>46.15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

7.7% of the teachers came from the University of Zambia special education class while 46.15% came from Munali and another 46.15% of the teachers were from Chainama special education school.
Table 2A. **Sex**

<table>
<thead>
<tr>
<th>Sex</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>8</td>
<td>61-53</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>38-46</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

61.53% of the respondents were females while 38.46% were males.

Table 3A. **Respondents’ Age**

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 18 years</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>18 – 25 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 – 32 years</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>32 – 39 years</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>39 – 46 years</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td>46 and above</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The data revealed that 7.7% of the respondent were aged below 18 years, while another 7.7% of the respondents were aged between 25 and 32 years. 15.4% were aged between 32 and 39 years while 53.8% were aged between the age of 39 and 46 years. 15.4% indicated that they were aged 46 years and above.

Table 4A. **Position of responsibility held in school**

<table>
<thead>
<tr>
<th>Position</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy head teacher</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Senior teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class teacher</td>
<td>11</td>
<td>84.6</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
7.7% of the respondents were deputy head teachers while 84.6% were class teachers while 84.6% were class teachers. Another 7.7% of the respondents indicated that they were resource persons.

5A. **Highest academic qualifications**

It was discovered that all the respondents' highest academic qualification was grade 12 certificate.

<table>
<thead>
<tr>
<th>Table 6A.</th>
<th>Respondents' highest professional qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>Certificate in special education</td>
<td>7</td>
</tr>
<tr>
<td>Diploma in special education</td>
<td>4</td>
</tr>
<tr>
<td>Special education degree</td>
<td>1</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

53.8% of the respondent had certificates in special education, while 30.8% had diploma in special education. 7.7% of the respondents revealed that they had a degree in special education while another 7.7% had a primary teacher's certificate.
Table 7A.  **Number of years served**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 5</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>5 – 10</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>10 – 15</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>15 – 20</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>20 and above</td>
<td>6</td>
<td>46.1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to the data shown above, 23.1% of the respondents had served in the Ministry of Education between the range of 0 to 5 years, 15.4% of the respondents had served for about 5 to 10 years. 7.7% of the respondents indicated that they had served for about 10 to 15 years and another 7.7% of the respondents had served for about 15 to 20 years. 46.1% of the respondents had served for 20 years and above.

Table 8A.  **Conditions of service**

<table>
<thead>
<tr>
<th>Condition of Service</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probation</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Pensionable</td>
<td>12</td>
<td>92.3</td>
</tr>
<tr>
<td>Contract</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Others</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The responses indicated that 7.7% of the respondents were serving on probation while 92.3% were on pensionable conditions of service.
30.8% of the respondents described the relationship as excellent whereas 69.2% described it as good.

Table 10A. Interaction level for pupils

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Fairly high</td>
<td>5</td>
<td>38.5</td>
</tr>
<tr>
<td>Average</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

According to the data above, 7.7% of the respondents indicated that the interaction level was very high. 38.5% of the respondents revealed that the interaction level among pupils was fairly high while 53.8% stated that it was average.
Table 11A. **Responses according to enrolment levels in class**

<table>
<thead>
<tr>
<th>No of pupils</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
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<tr>
<td>0 – 3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3 – 6</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>6 – 9</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>9 – 12</td>
<td>3</td>
<td>23.1</td>
</tr>
<tr>
<td>12 and above</td>
<td>13</td>
<td>53.8</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>13</strong></td>
<td><strong>100</strong></td>
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</table>

The responses were that 7.7% of the respondents had a number of pupils ranging between 3 and 6 while 15.4% had pupils between the range of 6 to 9. 23.1% revealed that the number of children ranged between 9 and 12 while 53.8% had more than 12 pupils.

Figure 12A. **ATTITUDE TOWARDS LEARNING**

76.9% of the respondents revealed that the attitude of children towards learning was positive and 23.1% of the respondents indicated that the attitude of children towards learning was negative.

- The reasons advanced for the negative attitude towards learning by the children were as follows:
- lack of learning materials/facilities
- nature of certain disabilities put the children off when it came to learning.

Figure 13A. **Respondents mode of Transport**

![Mode of Transport](image)

It was revealed that 23.1% of the respondents walked to their work places and 69.1% used public transport and only 7.7 drove their own cars.

Table 14A. **Provision of accommodation by the employer**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2</td>
<td>15.4</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>84.6</td>
</tr>
<tr>
<td>Totals</td>
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Only 15.4% of the respondents were accommodated by the employer while 84.6% indicated that they were not offered accommodation.
15A. **Monthly salary and its adequacy**

The monthly salaries ranged between K530,000=00 and K832,000-00, and all the respondents indicated that their monthly salaries were inadequate to meet the basic needs.

16A. **Comparison of salary scales for special education**

All the respondents indicated that they were on the same scale as their counterparts in normal classes.

17A. **Recognition from employer**

The respondents indicated that there was very little recognition from the employers and in most cases it was done verbally.

18A. **Availability of teaching and learning material**

All the respondents indicated that there were no enough teaching and learning materials.

19A. **Teaching and Learning methods**

The teaching and learning methods were as follows:

- question and answer;
- expository;
- guided learning;
- group work;
- individualised learning;
• discussions; and
• child centred approaches.

20A. **Views of respondents on factors that motivated special education teachers.**

All the respondents indicated that there were no factors that motivated teachers in special education classes. The only reason for their dedication to special education was merely love for the disabled children.

According to the data collected, the following, if present, could motivate teachers in special education classes:

• special education allowance
• adequate salary that meets basic needs
• adequate teaching and learning aids (materials)
• availability of accommodation
• attending seminars, workshop, conferences related to the field of special education
• promotions

**SECTION B: Responses from pupils**

**Table 1B. Sex of pupils**

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<thead>
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<th>Sex</th>
<th>Frequency</th>
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<td>60</td>
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<tr>
<td>Female</td>
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<td><strong>10</strong></td>
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60% of the respondents were male and 40% were female.

Table 2B. **Age**

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<td>-</td>
</tr>
<tr>
<td>10 – 15</td>
<td>3</td>
<td>30</td>
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<tr>
<td>15 – 20</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>20 – 25</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
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</table>

30% of the respondents were aged between 10 and 15 while 70% were aged between 15 and 20.

Table 3B. **Pupil-teacher relationship**

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<thead>
<tr>
<th>Relationship</th>
<th>Frequency</th>
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<tr>
<td>Excellent</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Good</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
<td>10</td>
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<tr>
<td><strong>Totals</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
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</table>

20% of the respondents described the relationship as excellent while 50% described it as good. 20% indicated that the pupils-teacher relationship was fair and 10% stated that it was poor.

Table 4B. **Preference for sex teacher**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
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</table>
30% of the respondents preferred to be taught by a male teacher while 70% indicated that they preferred a female teacher.

Table 5B. **Respondents’ views on reporting and knocking off time**

<table>
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<th>Response</th>
<th>Frequency</th>
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<tbody>
<tr>
<td>Knock off early</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Report for work on time</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

30% of the respondents revealed that teachers had a habit of reporting later for work and knocking off before the scheduled time. 70% of the respondents indicated that teachers reported and knocked off at the schedule time.

6B. **Home – work**

All the respondents indicated that their teachers never gave them home work.

Table 7B. **Treatment by parents/guardians**

<table>
<thead>
<tr>
<th>Response</th>
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<tr>
<td>Excellent</td>
<td>3</td>
<td>30</td>
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<td>Good</td>
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<tr>
<td>Fair</td>
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<td>-</td>
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<tr>
<td>Unfairly</td>
<td>2</td>
<td>20</td>
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<tr>
<td><strong>Totals</strong></td>
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</tr>
</tbody>
</table>

30% of the respondents revealed that treatment from parents/guardians was excellent. 50% indicated that it was good and 20% described the treatment as unfair.
Figure 9B. **Availability of learning materials**

From the responses, 40% indicated that learning materials were available and 60% revealed that learning materials were not available in special education.

Figure 10B **Use of appropriate Language**

50% of the respondents described the use of language by teachers to pupils as appropriate while 50% indicated that teachers language was abusive in nature.

**11B. Description of Teachers’ attitude towards**

The pupils described attitude towards work as:

- positive
- negative
- that of frustrations
The reasons for negative and frustrated attitude were as follows:

- lack of teaching and learning materials; and
- lack of motivation from the employer

SECTION C: Observations

The researcher made some observations on the following areas.

a) physical appearance of the school environment

b) physical appearance of the teachers and pupils

c) interactions levels among pupils

d) size of the class.

Physical Appearance of the School environment

All the schools visited appeared tidy and well maintained. Most classrooms visited had “talking walls”, as this could be judged from a variety of teaching and learning aids from the walls.

Physical appearance of teachers and pupils

The teachers appeared quite smart. Most of them appeared to be happy with what they were doing. It could be judged from how well they interacted with the pupils.
The physical appearance of the pupils was good. Most of them appeared quite tidy. A very small fraction of the of the pupils appeared a little bit untidy.

**Interaction levels**

The interaction level among pupils appeared good. The deaf interacted amongst themselves through sign language and the level was quite high. However, in one severe class visited at Chainama special education school, the interaction level was very low.

**Availability of teaching and learning materials**

The story was quite unbalanced, while some schools seemed much better others were in a serious crisis. The most hit were the two categories of disabled children namely deaf and the blind. They did not have enough learning materials. Human resource was yet another inadequacy. Apart from lack of text books and other materials, there were no enough teachers especially for sign language. The researcher learnt that most learning institutions training special education had no courses in sign language due to lack of facilitators/instructors.
Size of the class

It was observed that most classes were over enrolled. The number of pupils were more than five which was the normal size of a special education class. Therefore, the conclusion would be that the classes were too large.
5.1 DISCUSSION

Age of respondents
The study discovered that about 53.9% of the respondents were aged between 32 and 39 years. This was an indication that special education teachers were mature and experienced people who were committed to their work. It was for that reason that most of them had served for more than 20 years.

Availability of teaching and learning materials
The study revealed that there were no enough teaching and learning materials in all special education schools. In some schools like Munali, the situation was so severe that it was almost impossible for teachers to conduct lessons. Most pupils talked to bemoaned lack of learning materials in their schools. Some of the pupils had to rely on their parents and guardians to provide them with learning materials. The situation had resulted into many teachers feeling demotivated.
Provision of accommodation

It was discovered that very few teachers were provided with accommodation by their employer. Most teachers, as indicated in table 14A, were not provided with accommodation. It was revealed that most of the teachers were not provided with housing allowance. In case of the teachers who received housing allowance, the amount was too little to enable them rent decent houses. According to Maslow's hierarchy of need, shelter is one of the basic needs and has to be fully satisfied if one is to operate effectively. Therefore, failure to satisfy the need for shelter meant that teachers had to look alternative ways of meeting their needs, thereby failing to perform to their full capabilities.

Enrolment levels

It was discovered that the enrolment levels in special education classes were quite high. In a normal situation a class was supposed to enrol up to five (5) children but the current enrolment levels ranged from 6 to 12 and above. These were too large numbers to be handled by one teacher. It was estimated that one special child was equivalent to five normal children.

This situation, as revealed in table 11A, had created a situation where teachers failed to provide the individual attention that the children required.
Mode of transport

The study revealed that most of the special education teachers either walked or used public transport to their places of work (Fig, 13A). Lack of transport had resulted into some teachers reporting late for work.

Academic and Professional Qualifications

The study revealed that all the teachers in special education classes were grade twelves and their professional qualifications ranged from certificates in special education to special education degree (table 6A). This was an indication that all the teachers of special education were qualified.

Adequacy of salary

It was discovered that salaries for special education teachers were inadequate. It was further stated that their salaries could not meet their basic needs. In Zambia today, a family of 6 need about K850,000=00 per month in order to survive but the salaries of teachers ranged between K530,000=00 to K832,000=00 (Table 15A). It was further revealed that despite special education teachers handling over enrolled classes, they were not considered for either double class or special education allowances. These teachers served on the same scale as any other government teacher despite handling complicated cases (Table 16A).
Recognition from Employer

The revelations was that there was only a very minimal recognition from government and in most cases it was done verbally. This could be interpreted that the efforts of these teachers were never appreciated by the government. This state of affair was actually confirmed in Table 4A where it was revealed that despite most of these teachers having served for over 20 years, they still remained at the position of a mere class teacher.

Usage of Language

From the discussions that the researcher held with the pupils, it was revealed that though a good number of teachers used appropriate language when talking to pupils, there were same teachers who still used abusive language towards the disabled children. This was quite unfortunate because most of these pupils expected to be loved by the same teachers. It was further explained that the reason for the use of abusive language by some teachers could be due to the frustrations they had, resulting from poor working conditions.

Due to lack of motivation, the teachers had reached a stage where they found it irrelevant to be giving the pupils some home work. This is confirmed in Table 7B where all the respondents revealed that their teachers never gave them home work.
Reporting and knocking off time.

Although the majority of the pupils indicated that their teachers reported early for work and knocked off at the scheduled time, there were some pupils who expressed some disappointment about some teachers who were in the habit of reporting late for work and knocking off early. This system resulted in loss of many productive hours.

5.1.1 Other Observations

The researcher observed that some children with special needs were integrated in classes of normal children and the arrangement made it difficult for teachers to teach effectively. Apart from integration, it was equally observed that special education was arranged according to the degree of disability. At Chainama special education school, classes were arranged in the following order:

- severe;
- moderate; and
- mild

The research also discovered that pure special education schools never followed the hierarchical arrangement of the formal school system where children graduated from grade 1 to 7 and so on. Instead, the system in special education progressed in levels such as level 1, 2, 3 and so on and these children never sat for the final examinations. Instead they were just
given skills and rightful knowledge that could enable them survive when they left the formal school system.

5.2 CONCLUSION

In all the three schools, visited in the district which offered special education, the teachers expected more from government as their employer. The Ministry of Education should consider equipping such classes with relevant and adequate learning and teaching materials. This would ensure the smooth running of special education classes.

The pupils talked to, echoed the teachers’ sentiments of lack of teaching and learning materials. In some cases, the situation was so serious that it was almost impossible for the pupils to learn. Not only did the teachers complain about lack of teaching and learning materials but also learning facilities. They gave an example of the blind pupils who were lacking in appropriate facilities like braille typewriters. These could help reduce the problems faced by both the teachers and the pupils when it came to teaching and learning respectively.

Lack of classrooms had led to congestion in classes of special education. As already alluded to, it was discovered that special education classes were over enrolled due to inadequate classrooms.
It was also discovered that there was a serious shortage of teachers in special education classes. The problem was more pronounced in the deaf and dump section, where there was not even a single teacher of sign language. The contributing factor, to the problem was that most of the higher learning institutions never offered courses in sign language due to lack of tutors and lecturers. The other contribution factor to lack of teachers with special education qualification either shunned the sector in preference for other specialisations upon completion of special education programmes or were immediately promoted to higher administrative n offices. The few that remained either left the country for greener pastures in the sub-region or joined the private sector where the working conditions appeared to be much better as compared to government.

The issue of integration of children with special needs and the normal children created a difficult situation for the teachers to handle such classes. The needy children being special cases, needed special attention from their teachers. However, this was not possible due to some problems the teachers were facing.

Poor working conditions, lack of recognition from the government, improper design of work and inadequate salary demotivated teachers in classes of children with special needs.
5.4 RECOMMENDATIONS

In line with the findings of the study, the researcher would like to make the following recommendations to policy makers, practitioners and future researchers.

a. **Policy Makers**
   
   - The government should ensure that working conditions for teachers of special education are improved if the teachers are to be motivated.
   
   - Policy makers should see to it that every special education teacher is provided with decent accommodation if the teachers are to perform effectively and efficiently for the benefit of the children.
   
   - The government should ensure that adequate and relevant learning and teaching materials are supplied to special education schools.
   
   - A deliberate policy that will prevent teachers from leaving the country upon graduating should be put in place. This would help in addressing the shortage of staff.
   
   - Government should ensure that courses that are embracive of all aspects of disability are introduced to all teachers training in special education colleges and higher learning institutions.
   
   - There is need to introduce a special education allowance so that special education teachers are motivated.
   
   - Government should consider funding special education sector adequately.
• Government should from time to time ensure that visitations are made to special education schools and identify some hardworking teachers to be given rewards and also promoting them.
• More classrooms should be built in special schools to avoid overcrowding in classes.

b. Practitioners

• There is need for teachers of special education to form a union that will work towards the improvement of their working conditions.
• Teachers should introduce some sensitisation programmes so that society can appreciate the work done by special education teachers.
• Teachers should ensure that they make follow ups to the children who graduate from special education schools and establish whether what they learnt at school was put to good use.
• Teachers should demand that any class with more that 5 children be regarded for double class allowance.
• Teachers should be demanding for in-service training every so often.

c. Future Research

Future research should be conducted on the following:

• A comparative study of motivation for special education teachers in government and those in the private sectors.
• The impact of integration on the performance of disabled children.
REFERENCES


# Appendix 1

## Time Plan

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A QUESTIONNAIRE FOR TEACHERS

INVESTING FACTORS THAT MOTIVATE TEACHERS IN CLASSES OF CHILDREN WITH SPECIAL NEEDS IN LUSAKA URBAN DISTRICT

Dear Respondent,

INTRODUCTION

The purpose of this study is to investigate factors in classes of children with special needs. This study is conducted by Claire Chakale Sakubita, a fourth year student at the University of Zambia. All the information collected will be treated confidentially and will be used purely for academic work.

INSTRUCTIONS:

1. Please answer all questions.
2. Answer each question as frankly and honestly as possible.
3. Please answer by ticking (✓) in the box provided next to the answer of your choice or by writing the answer in the space provided.
PART A: PERSONAL DATA

1. Name of School

2. Your sex
   a. Male ☐
   b. Female ☐

3. Position held
   a. Headteacher ☐
   b. Deputy Head ☐
   c. Senior Teacher ☐
   d. Class Teacher ☐
   e. Other ☐

   If other specify ..........

4. Age Group
   a. Below 18 years ☐
   b. 18 - 25 years ☐
   c. 25 - 32 years ☐
   d. 32 - 39 years ☐
   e. 39 - 46 years ☐
   f. 46 and above ☐

5. What is your highest academic qualifications?
   a. Grade 9 ☐
   b. Grade 12 ☐
   c. Others ☐

   If others specify .........................

6. What is your highest professional qualification
   a. Certificate in Special Education ☐
   b. Diploma in Special Education ☐
   c. Degree of Bachelor of Education in Special Education ☐
   d. Other ☐

   If other specify .........................
7. For how long have you been on your current job?
   a. 0 – 5 years □
   b. 5 – 10 years □
   c. 10 – 15 years □
   d. 15 – 20 years □
   e. 20 and above □

8. On what conditions are you serving?
   a. Probation □
   b. Pensionable □
   c. Contract □
   d. Other □

   If other specify ______________________________________________________________________

PART B: PROFESSIONAL DATA

9. How is the relationship between yourself and the children you are teaching?
   a. Excellent □
   b. Good □
   c. Fail □
   d. Poor □

   If poor state the reasons __________________________________________________________________

10. What is the interaction level amongst the children in your class?
    a. Very high □
    b. Fairly high □
    c. Average □
    d. Below average □

    If below average, state the reason __________________________________________________________________

11. What is the enrolment level in your class?
    a. 0 – 3 □
    b. 3 – 6 □
    c. 6 – 9 □
    d. 9 – 12 □
    e. 12 and above □
12. (i) What is the attitude of the children towards learning?
   a. Positive □
   b. Negative □

   (ii) If negative, what could be the contributing factors? ____________________________

13. What mode of transport do you use when coming for work?

14. (i) Does the Institution/Ministry provide you with accommodation?
   a. Yes □
   b. No □

   (ii) If No, does the Ministry/Institution provide you with housing allowance?
   a. Yes □
   b. No □

15. (i) How much in terms of monthly salary are you getting? Indicate amount __________________

   (ii) Is your monthly salary adequate enough to meet your basic needs?
   a. Yes □
   b. No □

   (iii) If No, do you think it has an effect on your work performance? __________________________

16. (i) Is your salary scale higher than those teacher teaching in normal school?
   a. Much higher □
   b. Slightly higher □
   c. Same scale □
   d. Lower than those in normal schools □

   (ii) If lower, what could be the factors that motivate you to stick to that sector?

   (i) Do you think the work you are doing is appreciated by both society and your employers?
   a. Yes for both □
   b. No for both □
   c. Yes for society □
   d. Yes for employers □
   e. No for employers □
(ii) If yes for both, how is the appreciation shown?
    - Society __________________________
    - Employers _________________________

(iii) If No for both, what could be the reasons (in your own opinion) for the failure?

______________________________________________________________________________
______________________________________________________________________________

18. Are the material for both teaching and learning adequate enough to facilitate teaching and learning?
   a. Yes [ ]
   b. No [ ]

19. What methods do you use in your class?
   State: _______________________________________________________________________

______________________________________________________________________________

20. In your own view, what do you think are the motivating factors for teachers teaching children with special needs?
    ___________________________________________________________________________

______________________________________________________________________________

THANK YOU FOR YOUR COOPERATION
INTERVIEW GUIDE

1. How does your teacher relate to you?
2. Do you feel comfortable in the company of your teachers?
   If not; why not?
3. Does your teacher come late for classes?
4. Do your parents/guardians regard you like the normal child?
   If yes, how do they show this?
5. Do you have enough learning materials?
6. How often does your teacher give you homework?
7. Does your teacher beat you or use abusive language, such as calling you names?
   If at all they do, how does it make you feel?
8. How would you describe the attitude of your teacher towards work?

Thanking you for your cooperation!
Appendix v

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

Telephone: 292702
Telegrams: UNZA LUSAKA
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Fax: + 260-1-292702

P O BOX 32379
Lusaka, Zambia

Your Ref:

29th November, 2004

NAME: Chakala Jakuta

TO WHOM IT MAY CONCERN

RE: RESEARCH UNDERTAKING

The bearer(s) of this letter is a student in the Diploma/Degree in Adult Education. He/she has been requested to undertake research in your organization as part of his/her learning experience. Your help and cooperation in this regard will be highly appreciated by the department, as this will enable the student to link theory work, which is offered in the class, and practical work, which can only be obtained from organizations like yours.

I look forward very much to a favourable response in this regard.

Yours faithfully

D.M. Sibalwa (Dr.)
ACTING HEAD OF DEPARTMENT
ADULT EDUCATION AND EXTENSION STUDIES.
AN INVESTIGATION INTO FACTORS THAT MOTIVATE TEACHERS IN SPECIAL EDUCATION CLASSES: A CASE OF LUSAKA URBAN DISTRICT

BY

CLAIRE CHAKALE SAKUBITA

UNZA 2004