

**TEACHERS' VIEWS ON INCLUSIVE PRACTICES: A CASE STUDY  
OF BASIC SCHOOLS IN KASAMA DISTRICT, ZAMBIA**

**BY**

**JOSEPH MWAPE MANDYATA**

**MARCH 2002**

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**BY**

**JOSEPH MWAPE MANDYATA**

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

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Kasama District, Zambia.**

## DECLARATION

I, **Joseph Mwape Mandyata**, do declare that this dissertation is my own work which has not been submitted for a degree at this or another University.

Signature: .....  .....

Date: ..... 1<sup>st</sup> March, 2002 .....

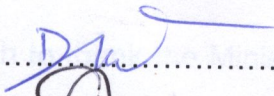
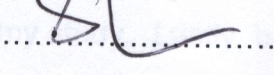
## **DEDICATION**

This dissertation is dedicated to my wife, Mudenda; sons Mando, Chomba, Mwape and daughter, Muleya, for their patience and encouragement during the course of my study.

## APPROVAL

This dissertation by Joseph Mwape Mandyata is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education (Special Education) of the University of Zambia.

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## **ABSTRACT**

The purpose of the study was to investigate the views of teachers on inclusive practices in basic schools in Kasama District, Zambia. In the present study, inclusive practices referred to an arrangement in which pupils with disabilities learn together with other pupils in ordinary schools.

Studies undertaken in other countries such as Australia, Israel and the United States of America have shown that the arrangement had been problematic in that many disabled pupils struggle to learn in ordinary schools. This could have been due to a gap between teachers' opinions in ordinary schools and the way inclusion was practiced. A gap theory used in the study suggested that teachers were more likely to use effective teaching behaviour in inclusive schools when inclusion was perceived positively (Stanovich and Jordan, 1998). The study therefore, was carried out to investigate the nature of teachers' views on inclusive practices in basic schools in the district.

124 respondents participated in the study. Respondents consisted of ordinary teachers (N=60), special education teachers (N=32), head-teachers (N=09), deputy head-teachers (N=09) and senior teachers (N=14) from basic schools in the district. Questionnaires and interviews were used to obtain information from respondents. Frequencies, percentages and chi-square test were used to analyse the quantitative data obtained. Responses from interviews were coded and grouped to establish the emerging themes in the study.

The study found that teachers were not in favour of including pupils with disabilities in ordinary schools, type of training was not a potent factor in teachers' acceptance of pupils with disabilities in ordinary schools, location of a school, length of service of a teacher, educational resources and information on inclusive practices were significant in teachers' acceptance of pupils with disabilities, and teachers preferred pupils with learning difficulties, physical impairments and partially sighted for inclusion in ordinary schools.

The study recommended that:

- pre- service and in- service teachers should be provided with relevant skills and knowledge on inclusive practices in schools through short and long training programmes.
- teachers, head-teachers, deputy head-teachers and senior teachers should be sensitized so that their levels of awareness on inclusive practices, is increased.
- existing facilities and distribution of resources should be strengthened to enable inclusive practices to be run smoothly.
- Ministry of Education, parents, local communities, line ministries and non-governmental organizations should work together in ensuring the success to inclusive practices in schools.

## **CHAPTER ONE**

### **1.1 INTRODUCTION**

It is estimated that ten percent of any population in the world has a physical, mental or sensory disability, and would benefit greatly from early interventions (Haggis, 1995). Haggis further states that, at present, no more than one percent of the disabled people in developing countries benefit from any active intervention, in education, health and other social services. In other words, only between one and two million of the one to two hundred million people with disabilities in developing countries who need services, such as education, are actually receiving them. Hegarty (1998) observes that people with disabilities are more often than not excluded from mainstream society and denied equal access to education, employment, family life, and leisure activities. They are usually among the poorest and most discriminated against members of society. Disabled children in particular are denied equal access to education due to their various handicapping conditions.

In the past, some of children with disabilities were educated in special schools and some institutions that catered for the disabled. At the moment, societies are advocating for integration of people with disabilities into the wider community. This implies that social institutions such as schools ought not to segregate nor isolate children with disabilities but work to include them in the school system. Kasonde-Ng'andu and Moberg (2001) observes that in an ideal situation, children

with disabilities should be included in ordinary schools to the greatest extent possible and should receive the necessary support while enjoying mainstream education provided (Lipsky and Gartner, 1989). This would enable them to have equal educational opportunities. However, it is important to note that equity in educational opportunities does not merely mean equal access to “placement” in school situation. It also means that necessary support services should be provided. Children identified as having special problems should be provided with additional help in the area in which they are experiencing difficulties.

People with disabilities may be denied access to education because of negative attitudes of teachers and other professional educators based on a lack of awareness and understanding of the needs of the disabled. As Kasonde-Ng'andu and Moberg (2001) observes, sometimes the negative attitudes stem from misinformation and cultural beliefs. There is need for a change in attitudes towards people with disability in the society. Teachers have an important role to play in the changing of attitudes towards persons with disabilities especially in young children in schools, and those in the communities in which schools are situated.

## **1.2 Background to the study**

### **1.2.1 Global developments.**

Education is a fundamental human right. It was formally acknowledged and proclaimed under the United Nations Universal Declaration of Human Rights in 1948 and the World Declaration on Education For All of 1990. In the subsequent years, more effort was put towards achieving the various specific needs of education. While the principle of Education For All (EFA) constituted the basic policy on education world wide, there was need to streamline it further to allow for the concept of 'inclusion' (UNESCO, 1994, 1999; Jonsson, 1995; Sida, 1996; Lopez, 1999). This arose from the fact that although the policy of Education For All underscored the right of every child to education, Jomtien World Conference, (1990), the existing educational structures in developing countries including Zambia promoted, a wide range of discrimination among the school - aged children. The principle of inclusive education was therefore adopted as an alternative policy (Salamanca World Conference on special Education, 1994). This was aimed at making ordinary schools accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions (Milter, 1995; Moberg, 1997; Hegarty, 1998). Henceforth, all member nations of the above legislation agreed to work towards increasing access to education for the majority of school aged children with disabilities.

In spite of this, educating young citizens with disabilities is a significant challenge for every nation. School systems especially those in the developing world face the increasing pressure to raise standards, broaden their curricular, become

more technological and develop the social and personal skills of their citizens. Furthermore, nations, and schools struggle with the problem of paying greater attention towards the equalisation of opportunities and preparing young people for a rapidly changing world (Mayor, 1994; Rizzo, Davis and Toussaint 1994; Lindquist, 1996). Few developing countries, therefore, are making efforts in ensuring that the education of children with disabilities and those with learning difficulties is at the top of their list of priorities.

The United Nations (1994) and World Education Forum, (2000) put the world population of persons with disabilities at 600 million. About 200 million of these are children below the age of 15 and requiring education and other social services. Eighty percent of these children live in developing countries with very few receiving good medical and educational services. Ray (1985) and Rizzo, Davis and Toussaint (1994) observe that less than two percent of children with disabilities in developing countries receive special services of any kind. Additionally, the few that access education lack qualified teachers, disability friendly classrooms, educational materials and equipment for them to receive quality education (Lopez, 1999). The world social policy, thus, sees the need for an inclusive approach to education of children with impairments and those with learning difficulties as opposed to their exclusion from the mainstream of education. In this way, there is an increase in their access and improvement in the quality of education being provided to them.

### **1.2.2 National developments**

There were between 160,000 and 250,000 children of primary school age with disabilities in 1995 in Zambia (Ministry of Education, 1996). However, this is a conservative estimate considering that Zambia is a developing country with many factors likely to lead to impairments among children and adults. Additionally, the estimates do not consider the presence of children with specific learning difficulties ( for example, language, reading and mathematics) already included in the school system, but receiving no individualised attention at all for them to learn effectively.

In 1995, the mean percentage score was at 39 for children in primary schools who could neither read nor write in Grade 5 in their mother tongue (Icibemba). The low reading rate was attributed to many factors including the absence of assessed educational needs and initial literacy programmes in their foundation years (Kelly and Kanyika, 2000). The 1995 enrolment figures of disabled pupils do not also take into account international reports which estimate that at least one child in ten is born with or acquires a serious impairment which if attention was not given could impede the development of the child (UNICEF, 1980). The Zambian Government however, recognises the importance of providing education to all children including those with disabilities through both separate and inclusive models depending on their educational needs (MOE, 1996).

Historically, special education in Zambia can be traced through an attempt made by Issie Hofmeyer at Magwero in Eastern Zambia in 1905 (Snelson, 1970). As a wife of a Dutch Reformed Church Missionary, she also taught reading and writing in braille to five visually impaired children. These children included Lazaro Banda, who later attracted the attention of another missionary, Ella Botes, following his effort in conducting reading in braille to other visually impaired children after the death of Hofmeyer in 1910. Botes started a class of 12 visually impaired pupils at Madzimoyo in 1914. As the class expanded, a school was established in 1923 at Nyanje and in 1930, it moved to Magwero (Snelson, 1970). Kalabula, (1989) observed that in the early special education schools the curriculum offered mainly consisted of studying the bible, reading and writing in braille and basic handicrafts.

Other agencies, mostly Christian Church Missionaries joined in the establishment of schools for children with disabilities following the success of the Dutch Reformed Church in the Eastern part of Zambia. These included the Christian Missions in Many Lands (C.M.M.L) in Luapula Province and the Roman Catholic Church (R.C.C) in the Northern part of Zambia. Predominantly, early special education schools provided education to only four traditional disability groups (that is, visually, physically, mentally and hearing impaired children).

Special education in Zambia was not part of the responsibilities of the Ministry of Education until 1971 following a presidential decree. This decree empowered

the Ministry of Education to establish schools for children with disabilities, design their curriculum, and provide educational resources and personnel needed to educate such children. Consequently, the Lusaka College for Teachers of the Handicapped (now Zambia Institute of Special Education - ZAMISE) and the Special Education Inspectorate were established with a view of increasing the number of teachers trained in the field of Special education and improving the quality of education provided to pupils with disabilities.

Early initiatives in the education of disabled children in Zambia, lacked the support of legislation and policy. Classrooms were often crowded with no adequate reading materials for disabled pupils. In addition the majority of the mainstream teachers had no capacity to assist pupils with disabilities cope with school work, hence such initiatives had less impact on the education of children with disabilities in the country (Kalabula, 1991).

The 1977 Educational Reforms document proposed a set of policies in favour of special education. It recognised the need to increase access to education for children with disabilities. The policy called for an integrative approach to education of the disabled, but little was done to implement it. In an unpublished article, Kelly, (1998) observes that, the 1992 policy, 'Focus on Learning' was much influenced by the Education For All principle. It paid a great deal of attention to the needs of the disabled children and set out strategies which the Ministry of Education was to adopt in order to respond better to the individual

needs of disabled pupils (MOE, 1991, 1992). Like the Educational Reforms policy, it was not backed by legislation, and lacked government commitment to have it implemented. Nevertheless, the 1996 Education policy undertakes to increase access, promote equalisation of educational opportunities and improve the quality of education for all children. The government recognises and commits itself to the inclusion of children with disabilities, where possible and practicable into ordinary schools.

Currently, special education provision in Zambia is offered to mentally, visually, hearing, and physically impaired children, and those with specific learning difficulties. Much of the special needs education provisions take the form of residential schools. Each school has its own specialised teachers, caters for a specific disability group, and has a different curriculum designed to meet the needs of the children enrolled in such a school.

The integration of pupils with disabilities is yet another approach used to make education available to disabled children in Zambia. In this approach, a unit or resource room is attached to an ordinary school. One or two specialised teachers run the unit. In the case of secondary schools, resource teachers also have additional responsibilities in regular classrooms like the ordinary teachers (Kalabula, 1991).

According to the Ministry of Education, (1996) there were 31 special schools and 80 units in primary and secondary schools in Zambia by 1995. The population of pupils with disabilities in residential special schools and units was about 2000. It increased from 0.1 percent in 1990 to 1 percent in 1995. That of the able – bodied increased from 35 percent in 1990 to 88 percent in 1995 (Katwishi, 1995). The imbalance in access was attributed to insufficient intervention programmes for children with disabilities in the country. The number of those included in the mainstream of education however is not known.

The low enrolment and progression rate of pupils with disabilities in schools can be explained on the basis of factors such as: the problem of competing claims within the education sector, negative parental and societal attitudes, lack of adequate information on the number of children with disabilities needing education and fears by many donors in getting involved in special education (Kelly, 1998). The donors such as the Swedish International Development Agency feel that special needs education is a costly venture with few returns (Sida, 1996). Because of this, equity of access to the existing educational provisions is difficult to realise since both government and donors are unwilling to invest in the education of all pupils including those with disabilities.

Special education in Zambia however, is of recent origin as is the case in other developing countries in Africa. This is evidenced in the planning, organisation and orientation, which has shown inadequacies in funding, information, attitudes

and lack of commitment by the government in promoting the education of the disabled (Kalabula,2000). Fewer children with disabilities therefore, are able to access education in developing countries including Zambia.

To increase their access to education, the Ministry of Education, (1996) has recognised the need to educate children with disabilities together with the able-bodied where possible and practicable in the mainstream of education. However, in his unpublished article, Mwansa, (2000) observes that more pupils with disabilities are being enrolled in ordinary schools. Consequently, more teachers have become involved in the teaching of pupils with disabilities in ordinary classrooms in both basic and secondary schools in Zambia.

### ***1.2.3 Provincial Developments***

In response to the 1996 Education policy, Kasama district decided to move beyond the able-bodied children in the provision of education in the district in 1997. With financial assistance from the government of Ireland, existing special needs education provisions were rehabilitated and refurbished to cater for pupils with severe disabilities (O'Keefe, 1998). In order to create more school places for the identified and assessed children with special learning needs, it was seen as a matter of human rights and for economical reasons, necessary to include such children where possible and practicable in ordinary schools. Inclusive schooling, thus, has been introduced in selected basic schools in the district, has with a view of expanding the programme to other schools in the subsequent

years. The district committed itself to maintaining special units where necessary, constructing new ones for pupils with severe impairments and facilitating the enrolment of more pupils with mild disabilities in ordinary schools.

Although disabled pupils have been included in schools, studies done in other countries show that many teachers have unfavourable attitudes towards pupils with disabilities and are unable to accept them in their ordinary classes. Semmel, Abernathy, Butera and Lesar (1991) studied teachers' attitudes regarding specific practices used in the education of children with mild disabilities in mainstream classes in the United States. The study identified two divergent views that of segregation and that of providing as many services as possible within the child's regular classroom - inclusion. The findings suggest that the majority of teachers supported the segregated model. Sixty percent of the teachers felt ill-prepared to attempt mainstreaming in their ordinary classrooms.

Knoff (1985) and Lilly (1988) also found that teachers in New York and Massachusetts perceived special education classroom settings as preferable to regular classroom settings for disabled children. However, the results of Berryman and Neal (1980) indicated that teachers generally find the idea of inclusion to be favourable but had no time, skills nor resources to successfully teach all pupils through the mainstream of education.

The success of inclusive practices in schools therefore appears to depend on many factors including the views held by teachers toward the philosophy of inclusive education. Therefore, teachers in Kasama could not be an exception to the noticed trend among teachers in other countries.

### **1.3 THEORETICAL FRAME WORK**

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

“Teachers are more likely to use effective teaching behaviour in a classroom when inclusion is perceived positively and teachers have skills and abilities to influence learning of all pupils”( p.236).

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

### **1.4 STATEMENT OF THE PROBLEM**

From the review of literature, one of the features that surfaces is that very few studies have been done on the inclusion of pupils with special needs in ordinary schools in Zambia. The few studies that have been carried out in the field of special education such as of Kalabula (1991), and Katwishi (1995), have mainly focussed on integration of such children in ordinary schools, activities existing in special schools and early childhood education. These studies have further

provided suggestions on how best to run special education schools and units as a way of improving education provided to children with disabilities. However, the views of teachers on the inclusion of children with disabilities in ordinary classrooms in Zambia, are not known. There is therefore, need to find out their views on the presence of pupils with disabilities in ordinary classrooms in basic schools.

## **1.5 PURPOSE OF STUDY**

Literature on the teaching of children with disabilities is inconsistent. On one hand, advocates of inclusion perceive separate education provision as being dehumanizing, ineffective and expensive, while non advocates of inclusion believe that separate education is appropriate and means quality education for children with disabilities (Kalabula, 1991; McWhir, 1996). In the light of the foregoing, the general purpose of the study was to investigate whether teachers were in favour of including children with disabilities in ordinary schools in Kasama district. Further, the study made an attempt to establish the presence of differences in perceptions on inclusive practices in schools between special and ordinary teachers.

## **1.6 OBJECTIVES OF THE STUDY**

The objectives that guided this study were as follows:

### **1.6.1 General**

- Investigate the views of teachers on the inclusion of children with disabilities in ordinary basic schools in Kasama district.

### **1.6.2 Specific**

- investigate ordinary and special education teachers' views on the presence of children with disabilities in ordinary schools in the district.
- find out the opinions of school administrators on the presence of children with disabilities in their schools.
- identify factors influencing teachers' views on inclusive practices in ordinary schools.
- establish teachers' preferred disabilities for inclusive teaching in schools.
- ascertain teachers' expectations of inclusive practices in schools.

## **1.7 RESEARCH QUESTIONS FOR THE STUDY**

The following questions guided the study:

- are teachers in favour of inclusive practices in ordinary schools?
- are there differences in perceptions towards inclusive practices between special and ordinary teachers?
- what factors influence teachers' and school administrators' views on inclusive practices in schools.
- what disabilities (if any) do teachers prefer having in their ordinary schools?
- what innovations do teachers expect to see in schools practicing inclusive schooling?

## **1.8 SIGNIFICANCE OF THE STUDY**

Teachers are more likely to work for an innovation such as of educating pupils with disabilities in ordinary schools if they feel they have been consulted and have contributed to the change. This study, therefore, provided literature on views of teachers on the inclusion of pupils with disabilities in the mainstream of education, hence contributing to the changes taking place in our education system.

Further, it is hoped that the information obtained from this study ,will be of use to both national leaders and educational planners in the Zambia in that it will reveal the kind of services currently existing in ordinary schools, and what should be added to them for the purpose of inclusive schooling. The information might as well provide a base on how special education ought to be integrated in ordinary education in Kasama district and other schools in Zambia.

The Ministry of Education has so far not carried out any formal evaluation or study concerning the inclusion of children with disabilities in basic schools. It is therefore, hoped that this study may bring to light vital knowledge concerning views on inclusion, and the aspirations of teachers in ordinary classrooms.

## **1.9 DEFINITIONS OF TERMS IN THE STUDY**

The terms used in the present study were as follows:

**Basic School:** an educational institution providing education to

pupils up to Grade 9 level of education in Zambia.

**Disability:** restrictions or limitations in ability to perform given tasks arising from an impairment or conditions.

**Inclusive Education:** a philosophy in which schools have a responsibility of meeting the needs all children within ordinary education. In addition, teachers are able to differentiate and adapt curriculum and instructional strategies to suit the differing needs and abilities of each child in an ordinary school.

**Inclusive Practices:** placement of pupils with disabilities and those with specific learning difficulties in ordinary education settings where their special needs are met. The able-bodied and disabled children learn together in an ordinary school or classrooms. This may take a particular form such as children with disabilities learning in an ordinary classroom all the time, (full inclusion) or periodically withdrawing for specialist attention in a resource room. It may also be an arrangement whereby children with disabilities learn separately within an ordinary school through a special class arrangement.

**Inclusive Schooling:** implies that all children, no matter how severe their disabilities or how intensive their needs are, can be

accommodated in an ordinary class in their neighbourhood school- the school they would attend if they did not have a disability.

**Ordinary School:** an educational institution exclusively designed for able-bodied children without impairments.

**Ordinary teacher:** an individual who has undergone a formal training in general education and is teaching.

**.Mainstream:** ordinary education. It may also mean an ordinary class or school.

**Special Education (SE):** education exclusively or intended for children with disabilities and those with specific learning difficulties.

**Special Educational Needs (SEN):** extra educational resources needed for Children with disabilities to receive education effectively.

**Special Needs Education (SNE):** appropriate education provision for Children with disabilities. These include special schools, units within ordinary schools and inclusive classrooms.

**Special Education Teacher:** an individual who has undergone a formal training in teaching pupils with disabilities and those with specific learning difficulties and is teaching.

Teachers' view: the teachers' acceptability of children with disabilities

It is how a teacher feels about inclusion, in particular whether he or she likes or dislikes the presence of pupils with disabilities in the classroom or school. Every individual has a view which allows her or him to respond positively or negatively to the people or ideas. In this study, agreeing and disagreeing means positive and negative views respectively.

## CHAPTER TWO

### 2.1 LITERATURE REVIEW

Scuggs and Mastropieri (1996) in their investigation of teacher perceptions of inclusion, observed that two thirds of teachers did not supported the idea of inclusion while a third approved it. Acceptance of pupils with disabilities was on the basis of the nature of disabling conditions. More serious disabilities provoked more resistance. Furthermore, they observed that acceptance was theoretical rather than practical in that only one third of the respondents believed had time, resources, and expertise to ensure that inclusion worked. The majority of teachers (two thirds) did not support the idea of inclusion but favoured exclusion which appeared to be more practical in meeting the educational needs of disabled pupils.

However, Scuggs and Mastropieris' (1996) study did not consider other variables such as previous experience with children with disabilities, the age of the teacher, and length of service which might equally influence the acceptance of such children in ordinary classrooms.

Marston and Leslie (1983) conducted a study in which experience with children with disabilities was another variable which appeared to have influenced teachers' attitudes towards the presence of such children in ordinary schools. It was revealed in this study that teachers who had earlier contacts with children

with disabilities tended to perceive greater benefits from inclusion than those with no experience. Marston and Leslie (1983) further argue that experience with such children in ordinary classrooms was only good when inclusion was supported with adequate educational materials and supportive services. Where little support had been provided, teachers tended to express negative attitudes towards the presence of pupils with disabilities in an ordinary classroom. It was revealed in the study that variables such as the marital and parental status of a teacher had no significant influence on teachers' perceptions of inclusion. However, no relationship between the sex of a teacher and acceptance of pupils with disabilities in ordinary schools was shown.

Semmel, Abernathy, Butera and Lesar (1991) in a series of studies examined the perceptions of the general public and teachers on the need to integrate specific types of disabilities into ordinary education in the United States. Perceptions of 2,500 serving teachers, pre-service teachers and general public were obtained based on specific responses to a questionnaire. The studies revealed that favourable perceptions, were held by teachers on the inclusion of children with disabilities except where children showed disruptive behaviour. It was also observed that older teachers tended to show more negative perceptions about including pupils with disabilities into ordinary classrooms. On the other hand, favourable perceptions were held regardless of the teachers' sex and type of training received.

Centre and Ward (1987) in Australia, found that 77.6 percent of the teachers who participated in a survey on the presence of pupils with disabilities in ordinary classrooms agreed with the concept of and not the modality of inclusion. It was observed that the teachers' support of inclusion depend much on the availability of the back-up resources for both teachers and pupils involved in inclusive schooling. Phelan (1980) argued that while the individual needs of pupils with disabilities were easily identified and received some attention from a teacher in an inclusive classroom, those of other children in the class were often not. Moberg (1997) suggests that a more welcoming inclusive education policy is that which leads to a better recognition of the needs of all children in an ordinary classroom.

Berryman and Neal (1980) developed a scale aimed at eliciting teachers' preference on the two types of service delivery models, that is the 'pull-out' model referring to separate education and the 'in-class' model indicating inclusive education. The scale was administered on a sample of 382 teachers. The results showed that both special and mainstream teachers favoured a pull-out model. The results agreed with those of coates (1989) and Kauffman (1993) who established that ordinary education teachers in United States did not agree with the inclusion but preferred exclusion from the mainstream of education because teachers felt ill-prepared to handle such children with disabilities in ordinary classrooms.

Avissar (2000) studied teacher's responses, on the inclusion of children with disabilities in ordinary classrooms in Israel, involving fifty ordinary education teachers. Avissar (2000) noted that though inclusion was practiced in schools in Israel, not all teachers felt actively involved in it. Avissar added that though teachers' attitudes towards inclusion were favourable, teachers identified several difficulties and issues that, to a large extent, influenced acceptance of learners with special needs in ordinary classes, including lack of a workable policy, legislation, and inadequate professional support to effectively educate children with disabilities. Following the difficulties stated above, teachers preferred a model which educated children with disabilities separately to that which tended to bring them into ordinary classrooms. Avissar (2000) further established that teachers in Israel were unwilling to support inclusion. Teachers felt that they had no adequate resources and time to attempt teaching of such pupils in ordinary classes. They therefore, favoured a separate education for children with disabilities.

A survey on teachers attitudes in a school system where mainstreaming had been a policy for a number of years, found that teachers were rather ambivalent towards mainstreaming (Yaffe, 1979). While they agreed with the philosophy itself and saw the positive gain in mainstreaming for both children with disabilities and the able-bodied children, mainstreaming appeared to have made their jobs more difficult and in some cases, more frustrating. Other researchers such as Leyer (1988); Yatvins (1995) felt that ordinary teachers were not trained in

special education hence a child with special needs in a mainstream class was seen as an unnecessary burden.

Kalabula (1991) investigated the views of secondary school teachers in Zambia regarding integration of visually impaired pupils in ordinary secondary schools. It was observed that teachers had many obstacles to overcome in an integrated classroom. Teachers confirmed that they lacked training and guidance in teaching visually impaired children in their classes. Ordinary secondary school teachers regarded provision of information as important for their effective delivery of education to visually impaired pupils in integrated classes. They generally felt that visually impaired children should be taught separately, unless teachers in ordinary schools were adequately prepared for integration.

However, Kalabula (1991)'s work focussed only on secondary school teachers in Zambia. Their views may not necessarily reflect those of basic school teachers. Secondly, it addressed only one disability group - the visually impaired. Teachers may hold different views regarding integrating those with different disabilities in ordinary classrooms.

Teachers often tend to show positive commitment after they have gained mastery of the professional expertise needed to implement inclusive programmes (Mwansa, 2000; Bayliss and Avramidi, 2000). A field based approach to the training of teachers on inclusive schooling as Musonda (1995) and Lopez (1999)

have observed, tends to increase the possibility of training ordinary teachers in changing their attitudes. Furthermore, it has the advantage of reaching many teachers. In addition, teachers are helped to quickly build confidence in teaching learners with disabilities in an inclusive classroom through the use of improved teaching instructions. School based training programme therefore, provide teachers with the opportunity of identifying own training needs, plan and implement programmes.

Teachers hold different perceptions about their roles in meeting the needs of all children in ordinary classrooms. Jordan-Wilson and Silverman (1991) studied perceptions of teachers on their roles, in providing educational services to pupils with disabilities in ordinary schools through semi-structured interviews involving teachers own personal experiences with children with disabilities. They found that teachers believed that the children's learning from inclusive classes were partly constrained by inadequate teacher-pupil interaction. The significance of the study was that it gave teachers the primary role of adjusting their interactive behaviour for the purpose of accommodating different needs of children in their inclusive classrooms.

Monahan Mario and Miller (1994) described the attitudes held by ordinary teachers towards including learners with special needs in ordinary classrooms. The study focussed on areas such as the role of ordinary teachers in inclusive schooling, their attitudes and knowledge about inclusion, collaboration and team

teaching, resources, the right of learners and family support. Results revealed that attitudes of teachers with little experience in teaching learners with special needs in ordinary schools, were not different from those of experienced teachers. The majority of the teachers agreed that the education of learners with special needs was not primarily the role of ordinary teachers but of special education teachers teaching in ordinary or special school settings. However, the study did not show teachers' understanding of their responsibilities in inclusive classes which may equally influence teachers' responses to inclusive practices in schools.

Katwishi (1995) has discussed the need for early identification, assessment, referral and appropriate follow-ups for children with disabilities. In Katwishi (1995)'s view, this formed a base for the development of an effective inclusive schooling system in Zambia. It has argued that through early identification and assessment, the strengths of children are identified and early interventions provided. Further, the assessed needs formed a basis for the formulation of Individualised Family Programmes (I.F.P) and Individualised Educational Programmes (I.E.P) by teachers and parents involved in inclusive schooling. In spite of this, Katwishi's work does not show the extent to which early identification and assessment services are being provided in Zambia.

Hodgson (1984) observed that inclusion has meant that the majority of pupils with disabilities were being taught in classrooms, which were not specifically

designed with their needs in mind. They were often located in school buildings which in many cases presented problems in terms of access, space, illumination and the dimensions of the teaching area. The location of facilities within an inclusive school tended to influence the way in which an individual pupil participated in the classroom activities and moved about in the school. Hodson (1984) saw the need to have physical adaptation of school buildings and classrooms to facilitate inclusion of pupils with special needs in ordinary classrooms.

As Jonsson (1995) observed, classroom design and layout, were obviously important for the children whose mobility was restricted and those who required the use of special equipment. Ordinary teachers thus, felt that, accessibility and support, services, designed to meet the needs of pupils with disabilities ought to be provided for inclusive schooling to succeed. Baylis and Avramidis (2000) argued that head-teachers were aware of the lack of space and flexibility in many classrooms. As a matter of policy, head-teachers tended to restrict the number of pupils with disabilities enrolled in their schools for inclusion in ordinary classrooms. The head-teachers considered it vital not only to restrict the number of pupils with mobility problems in each group but, to consider the kinds of demands the pupils with disabilities make on the school system in terms of support and equipment. Jonsson (1995) and, Baylis and Avramidis (2000) however, have not shown whether head-teachers find it easier to cater for two or

more pupils with similar kinds of special needs in one group or pupils having different kinds of special needs within the existing school infrastructure.

Additionally, educational materials and equipment were important in helping pupils with special needs to learn, communicate, or move around the school. They enable pupils to participate more easily in activities within an inclusive classroom. Clunies-Ross (1984) observed that the availability of adequate educational resources was paramount to the success of inclusive teaching in schools.

The physical presence of pupils with disabilities in the classrooms is by no way a guarantee of their involvement in class activities. Thomas, Walker and Webb (1998) observe that integration could happen in the classroom, but may not necessarily be a situation of inclusion. Thomas, Walker and Webb (1998) concluded that often the inclusion happens because of the school curriculum, which meets the diverse needs of all learners in an ordinary classroom.

Stainback and Stainback (1984) conducted a survey on the attitudes of headteachers towards integrating children with disabilities in ordinary schools and the support services being provided. The results indicated that headteachers were positive only about integrating children who demanded neither extra competencies nor extra curricular duties from ordinary teachers. The headteachers expressed dissatisfaction on the quantity and quality of

support services, educational materials and personnel available in ordinary schools to effectively support integration.

Wendy (1986) observed that attitudes of teachers on inclusion of pupils with disabilities in the mainstream classes ranged from being enthusiastic, through teachers' knowledge, ability to help learners with disabilities, time available to give help and the willingness to offer individual educational attention to pupils with disabilities in ordinary classrooms. Such help partly depended on the confidence of a teacher to meet the educational needs of learners with disabilities. It was concluded that teachers without confidence felt threatened by the presence of disabled children in an ordinary classroom.

Moberg (1997) assessed the attitudes of special education teachers on inclusive practices in Estonia, Finland and United States. It was observed that there was a significant relationship between the location of the study and the attitudes of teachers towards the inclusion of pupils with disabilities in ordinary schools. The Estonians were more critical of inclusion than the Finns. Furthermore, he adds that the strategies employed in implementing inclusive schooling and the meanings attached to those with disabilities in different areas where schools are located tend to influence the attitudes of teachers on the presence of pupils with disabilities in ordinary classrooms.

Kasonde-Ng'andu and Moberg (2001) also carried out a survey on the attitudes of teachers towards inclusive education in North- Western and Western provinces of Zambia. The findings revealed that head-teachers and ordinary teachers had more positive attitudes than special education teachers. Most of the special education teachers thought that separate special education provisions were more ideal in meeting special educational needs of pupils with disabilities, hence favoured exclusion.

From the review of literature, inclusive education has evolved as a movement to challenge exclusionary policies and practices in the educational systems of the world. It is increasingly becoming the most effective approach in meeting the educational needs of all pupils and in ensuring that all children have a right to be educated, regardless of their disability or learning difficulties within an ordinary school environment. However, inclusive education among teachers continues to be topical due to several factors such as: insufficient teaching skills, resources, absence of legislation and policies to support inclusion.

## **CHAPTER THREE**

### **METHODOLOGY**

A survey was used to carry out the present research. The chapter is divided into ten sub-sections. The first four sections describe the design, population, sampling procedure and research instruments. Pre-testing of instruments, sample size, collection and analysis of data, are the other four sections. The last two sections provide problems encountered during fieldwork.

#### **3.2 Design**

A survey was chosen because of its ability to collect data on variables or subjects as are found in the study sites. In the study, a survey deals with incidences, distribution and relationships between various variables on inclusive practices in schools. It also provided a detailed description of the prevailing conditions in schools, identified alternative standards and was carried out on a small scale.

#### **3.3 Population**

The population consisted of 923 teachers in Kasama District. The rationale for selecting teachers was that they were the first in 1998 to feel the impact of teaching children with disabilities in ordinary classrooms in the district. Furthermore, it was felt that their experiences, views and attitudes on inclusion would contribute new knowledge to the existing body of knowledge on inclusive schooling in Zambia.

### **3.4 Sample and Sampling procedure**

Kasama District has a total of 84 Basic Schools hence, it was felt that nine schools making up 10.7 percent of all schools in the district would be representative enough in the study. A stratified random sampling technique was used to select schools from which respondents were drawn to participate in the study. The technique was found to be suitable because it gave a desired representation of the schools (Howard and Sharp, 1983). The respondents came from the following schools: Mutoba; Munkonge; Nkole Mfumu which were classified as rural, Chafwa; Henry Kapata; and Musa representing peri-urban, while Chifwani, Kasama and Kasenda were urban schools. The classification of the participating schools was based on whether a school was located in an urbanised and commercialised area of the district. In addition, distance from the township was considered as well. Schools within 5-10 kilometres from the township were classified as urban, those at 11-20 kilometres were peri-urban and those beyond 20 kilometres were regarded as rural.

At each school, a stratified proportionate sampling technique was used to ensure an equal representation between male and female respondents. Furthermore, a simple random sampling technique was employed to determine teachers who should participate in the study. Numbers were assigned to all teachers and put in two separate boxes representing male and female teachers respectively. The researcher then, randomly picked numbers from the boxes indicating teachers to participate in the study. This technique had the advantage of allowing each

teacher an equal chance of being selected for the sample and was a better way of obtaining a more representative sample of respondents for this kind of the study (Lay, 1976).

In each school, half of the participating teachers were females. Where this was not possible, a more convenient technique was employed to arrive at the number of female teachers to participate in the study.

### **3.5 Research instruments**

The structured questionnaire and semi- structured interview schedules were used in the collection of data. The questionnaire consisted of two parts. The first part had the checklist responses and fill-ins. The checklist response mode consisted of questions which sought information on location of schools, sex, age, length of service and type of training of teachers. It also had questions on class size and preferred disabilities for inclusion in ordinary schools.

In the second part of the questionnaire, a Likert type scale was used to determine teachers' views on inclusion. This required an individual to pick out one of the following responses to each statement: Strongly agree; agree; undecided; disagree and strongly disagree. These were used to measure attitudes in general (Yuker, Block and Young, 1966). The structured questionnaire captured quantitative data. It was also more reliable because of its anonymity, encouraged honesty and was economic in terms of time and financial resources. Its disadvantages included being a problem to respondents

with limited literacy, filled in hurriedly and often showed a low percentage of returns.

Semi-structured interview schedules solicited for information on location of schools, sex of respondents, type of training, educational settings, teaching skills, educational resources, preferences and expectations of teachers on inclusive practices in schools. Interviews had the advantage of allowing the respondents to express their opinion more clearly. The researcher equally had the opportunity of probing and seeking clarification on issues raised during interviews. One weakness of interviews however, was the invalidity of responses obtained. Use of questionnaire in the study provided convergent validity, which made the data collected unsuspect and reliable.

### **3.6 Pre-testing of research instruments**

This was carried out in Kalulushi District on the Copperbelt Province of Zambia. It involved teachers, headteachers, deputies and senior teachers selected from three Basic Schools. The following schools participated in pre-testing of research instruments. Mitobo (urban); Chibuluma (peri-urban); Kafubu depot (rural). These schools were chosen because of their involvement in inclusive schooling programme. Furthermore, activities were similar to those found in Kasama District.

The testing of instruments was aimed at establishing the internal consistency of the questions. Furthermore, it was directed at finding out whether items in the two instruments were measuring what was intended to be captured in the study. The pre-testing of instruments ensured clarity and provided an opportunity to rephrase questions or statements, which were ambiguous (Cohen and Manion, 1998).

### **3.7 Sample**

The sample comprised of ninety-two teachers, nine head-teachers, nine deputy head-teachers and fourteen senior-teachers. They represented ten percent of the total population of teachers and school administrators in the district.

### **3.8 Data Collection procedure**

Data was collected during the third term of the school calendar, which is from September to December. However, actual collection of data could not be done until the month of December, 2000, because headteachers, deputies, senior teachers and teachers who were engaged in the preparation of Grade Seven pupils for examinations were free to participate in the study.

The questionnaire and interview schedule were administered during class time. This arrangement was disruptive to classes. At each school, a deputy head or senior teacher helped to distribute the questionnaire to teachers included in the sample. Teachers were allowed to complete the questionnaire during their free

time. Before the questionnaires were completed, teachers were given instructions on how to complete them. These included making choices and writing responses on spaces provide on the questionnaire.

Anonymity and confidentiality were ensured by not allowing teachers to write their names on the questionnaire. This helped to minimise fears of victimisation and promoted honest responses from teachers. Interviews took a longer period: 90 to 120 minutes at times with interruptions from teachers, pupils and parents seeking to have an audience with the head teacher, deputy head or senior teacher during the course of the interviews.

### **3.9 Data Analysis**

To obtain the required information, numbers were assigned to response categories to which individuals belonged. For instance, location as a variable was divided into three namely; rural, peri-urban and urban. The number 1 was assigned to rural, 2 to peri-urban and 3, was assigned to urban. Scoring consisted of counting the number of those who recorded 'rural'. In short, teachers count was the scoring procedure that was used to analyse certain questions. The scores were expressed in tables consisting of frequencies and percentages.

In questions requiring a teacher to indicate the degree of agreement or disagreement, a Likert scale involving, the allocation of a score to each point on

the scale was assigned. A positive item was scored by the following key; strongly agree (SA) = 5, Agree (A) = 4, Undecided (U) = 3, Disagree (D) = 2 and strongly disagree (SD) = 1. The negative item was scored by the following key; SA = 1, A = 2, U = 3, D=4 and SD = 5. A teacher's overall scored was found by adding up all his or her scores. Thereafter, responses for all teachers were added up in order to determine the percentage of teachers who had positive and those with negative views on the presence of pupils with disabilities in ordinary schools. Some of the questions were tested statistically by use of chi-square ( $X^2$ ). The chi-square was used to determine the significance of differences between two independent groups of respondents.

### **3.10 Data interpretation**

The interpretation of quantitative data involved the use of frequencies, percentages and chi-square. The chi-square was used to compare the significance of differences between groups of respondents. The analysed data was shown in form of tables or graphs. The responses from interviews were coded and grouped to establish the merging themes. The similarities and differences were presented in form of a detailed description of the observed situation in the study sites.

### **3.11 Problems encountered in the field**

Some teachers were reluctant to complete the questionnaires nor participate in interviews. They viewed the study as away of reporting on their classroom

performances. The researcher had to solicit for the support of head-teachers for teachers to participate in the study.

Another challenge was that teachers were conducting grade seven examinations in the month of November, 2000. The researcher therefore, had to wait until after examinations for teachers to participate in the study. This contributed to a delay in the completion of data collection exercise by about two months.

During interviews with head-teachers, their deputies and senior teachers, there was exaggeration in the responses given to certain questions. Perhaps this was done to impress the researcher.

## CHAPTER FOUR

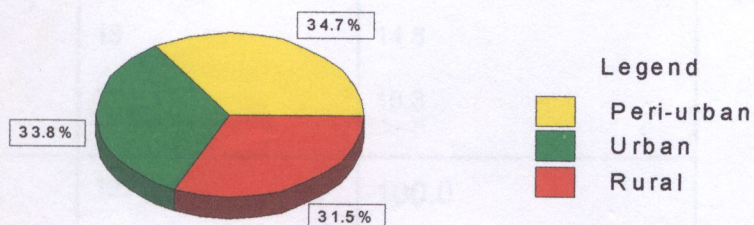
### FINDINGS OF THE STUDY

The findings of the interviews and questionnaires conducted to establish the views of teachers on inclusive practices in schools are presented. The findings are given under full headings derived from the objectives of the study. The headings are sub-divided to include: research locations, sex, age, length of service and professional qualifications of respondents. Other sub-headings are enrolment of pupils with disabilities, educational settings, attitudes, teachers' competencies, educational resources and preferred disabilities for inclusive schooling. The last sub-heading deals with teachers' expectations of inclusive practices in schools.

#### 4.2.0 Socio-economic background of respondents

##### 4.2.1: Location of respondents

Figure 1: Respondents and their locations



Of the one hundred and twenty-four respondents who were drawn from three different locations in the district, thirty-nine (31.5%) were from rural schools, forty-three (34.7%) from peri-urban schools while the remaining forty-two (33.8%) came from urban schools.

#### **4.2.2 Sex of respondents**

There was a balance between the male and female respondents with both groups comprising sixty-two (50%) respectively.

#### **4.2.3 Age of respondents**

The ages of respondents ranged from 21 to 53 years. The mean age was 30.

#### **4.2.4 Respondents' length of service**

**Table 1: Respondents and length of service**

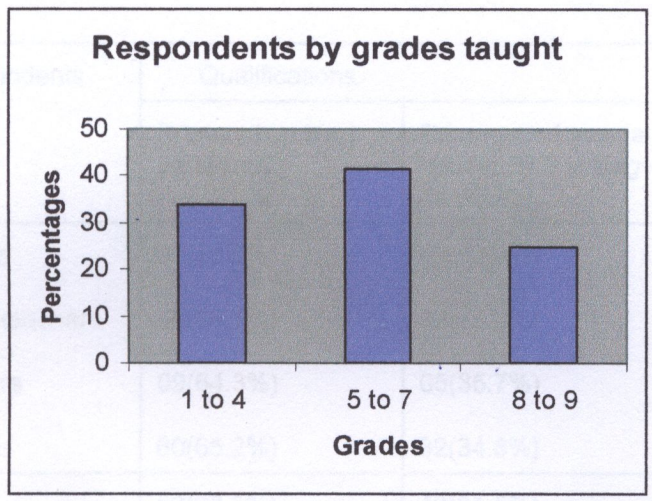
n = 122

| Length of service in years | Frequency | Percentage |
|----------------------------|-----------|------------|
| 0-4                        | 41        | 33.6       |
| 5-9                        | 19        | 15.6       |
| 10-14                      | 24        | 19.7       |
| 15-19                      | 18        | 14.8       |
| 20 and more                | 20        | 16.3       |
| Totals                     | 122       | 100.0      |

The majority, forty-one (33.6%) of respondents had served for a period of 0-4 years,

4.2.5 Grades taught by respondents

Figure.2 Graph showing percentages of respondents' grades taught



Of the ninety-two respondents who were teachers thirty-one (33.7%) were teaching in the lower basic (grades 1-4), thirty-eight (41.3%) in the middle basic (grades 5-7) and twenty-three (25.0%) in the upper basic (grades 8-9). Thirty-two of respondents who took part in the study were not involved in teaching but served as school administrators.

On the whole, the highest number of respondents, thirty-seven (41.3%) were from middle basic (grades 5-7) classes.

#### 4.2.6 Respondents' professional qualifications and responsibilities

**Table 2: Qualifications and posts**

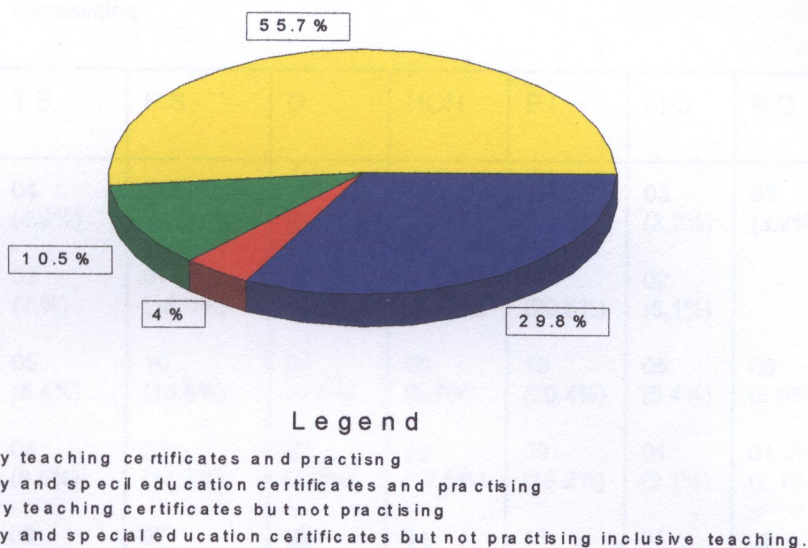
n = 124

| Posts of respondents | Qualifications               |  |           |
|----------------------|------------------------------|--|-----------|
|                      | Primary teaching certificate | Primary and special education teaching certificate | Totals    |
| Head-teachers        | 07(77.8%)                    | 02(22.2%)  | 09(100%)  |
| Deputy Head-teachers | 06(66.7%)                    | 03(33.3%)  | 09(100%)  |
| Senior teachers      | 09(64.3%)                    | 05(35.7%)  | 14(100%)  |
| Class teachers       | 60(65.2%)                    | 32(34.8%)  | 92(100%)  |
| Totals               | 82(68.5%)                    | 42(31.5%)  | 124(100%) |

Out of one hundred and twenty-four respondents, eighty-two (68.5%) had only primary teachers certificates while, forty-two (31.5%) had both primary and special education certificates. With regards to posts of responsibilities, nine were head-teachers, nine deputy head-teachers, fourteen senior teachers and the remaining ninety-two, were class teachers.

### 4.2.7 Respondents currently practising inclusive teaching

Figure 3: Professional qualifications and practising of inclusive teaching.



Sixty-nine (55.7%) of respondents had primary teaching certificate and were teaching inclusive classes. Thirteen (10.5%) respondents had primary certificates but were not teaching inclusive classes. The findings also revealed that thirty-seven (29.8%) of the respondents with both primary and special education certificates were teaching inclusive classes while five (4.0%) were not, mainly due to commitments in school administration.

#### 4.2.8 Enrolment of pupils with disabilities in the schools studied

The following were the pupils with disabilities enrolled in the schools studied.

<sup>3</sup>  
Table: Pupils with disabilities enrolled in the nine study schools

| Schools      | Disabilities  |               |               |               |               |                   |              |                | Totals        |
|--------------|---------------|---------------|---------------|---------------|---------------|-------------------|--------------|----------------|---------------|
|              | T.B.          | P.S           | D             | HOH           | P.I           | M.C               | B.D          | L.D            |               |
| Kasama       | 04<br>(4.3%)  | 21<br>(22.6%) | 06<br>(6.5%)  | 11<br>(11.8%) | 14<br>(15.1%) | 03<br>(3.2%)      | 03<br>(3.2%) | 31<br>(33.3%)  | 93<br>(100%)  |
| Nkolemfumu   | 03<br>(7.%)   | 07<br>(18.0%) | 03<br>(7.7%)  | 05<br>(12.8%) | 08<br>(20.5%) | 02<br>(5.1%)      | -            | 11<br>(28.2%)  | 39<br>(100%)  |
| Chifwani     | 05<br>(5.4%)  | 10<br>(10.8%) | 04<br>(4.3%)  | 09<br>(9.7%)  | 19<br>(20.4%) | 05<br>(5.4%)      | 06<br>(6.5%) | 35<br>(37.6%)  | 93<br>(100%)  |
| Musa         | 04<br>(8.5%)  | 08<br>(17.0%) | 02<br>(4.3%)  | 06<br>(12.8%) | 09<br>(19.2%) | 01<br>(2.1%)      | 01<br>(2.1%) | 16<br>(34.0%)  | 47<br>(100%)  |
| Chafwa       | 09<br>(16.7%) | 07<br>(13.0%) | 03<br>(5.6%)  | 04<br>(7.4%)  | 13<br>(24.1%) | 01<br>(1.8%)      | 02<br>(3.7%) | 15<br>(27.8%)  | 54<br>(100%)  |
| Munkonge     | 05<br>(17.9%) | 01<br>(3.6%)  | 05<br>(17.9%) | -             | 06<br>(21.4%) | 02<br>(07.1<br>%) | -            | 09<br>(32.1%)  | 28<br>(100%)  |
| Kasenda      | 09<br>11.7%)  | 12<br>(15.6%) | 03<br>(03.9%) | 08<br>(10.4%) | 15<br>(19.5%) | 01<br>(1.3%)      | 03<br>(3.9%) | 26<br>(33.8%)  | 77<br>(100%)  |
| Henry Kapata | 06<br>(13.6%) | 10<br>(22.7%) | 04<br>(9.1%)  | 02<br>(4.6%)  | 04<br>(9.1%)  | -                 | 01<br>(2.3%) | 17<br>(38.6%)  | 44<br>(100%)  |
| Mutoba       | 03<br>(08.8%) | 03<br>(08.8%) | 02<br>(05.9%) | 03<br>(08.8%) | 07<br>(20.6%) | 01<br>(02.9<br>%) | -            | 15<br>(44.2%)  | 34<br>(100%)  |
| Totals       | 48<br>(9.4%)  | 79<br>(15.5%) | 32<br>(6.3%)  | 48<br>(9.4%)  | 95<br>(18.8%) | 16<br>(3.1%)      | 16<br>(3.1%) | 175<br>(34.4%) | 509<br>(100%) |

#### Legend

T.B. = Totally blind

P.S = partially sighted

D = Deaf

HOH = Hard of hearing

- P.I = Physically Impaired  
M.C = Mentally challenged  
B.D = Behavioural disorders  
L.D = Learning difficulties.

A total of five hundred and nine pupils with disabilities were enrolled in ordinary schools. The majority, one hundred and seventy-five (34.4%) had learning difficulties. The minority, sixteen (2.4%) comprised of pupils with behavioural disorders.

#### **4.3.0 Teachers' views on inclusive practices in schools.**

In this section views of respondents on inclusive practices in schools are presented.

##### **4.3.1 *Educational setting.***

When asked whether they agreed with the provision of educational programmes and services for all pupils in ordinary schools, the respondents gave various responses.

**Table 4 Ordinary schools, best educational setting for all pupils**

n =124

| Respondents                 | Responses              |                           |          |
|-----------------------------|------------------------|---------------------------|----------|
|                             | Respondents who agreed | Respondents who disagreed | Totals   |
| Ordinary education teachers | 29(48.3%)              | 31(51.7%)                 | 60(100%) |
| special education teachers  | 14(43.8%)              | 18(56.2%)                 | 32(100%) |
| School administrators       | 25(78.1%)              | 07(21.9%)                 | 32(100%) |

Table 4 above indicates that out of one hundred and twenty-four respondents, sixty were ordinary teachers, thirty-two special education teachers and the remaining thirty-two were school administrators. Of the teachers who responded to the question, thirty-one (51.7%) of ordinary and eighteen (56.9%) special education teachers, were not in favour of the provision of educational programmes and services for all pupils in ordinary schools. One respondent who happens to be an ordinary teacher said the following:

“ It is not easy to teach children with mixed educational needs in the same class, a teacher tends to waste other pupils’ time.”

Twenty-nine (48.3%) of ordinary and fourteen (43.8%) of special education teachers nevertheless, agreed with such provisions. One special education teacher said the following:

“ Pupils with different needs learn to support each other once in the same classroom.”

The majority of school administrators, twenty-five (78.1%) were strongly in favour

of the provision of educational programmes and services for all pupils in ordinary schools. A respondent who was a school head-teacher said the following:

“ Inclusion is the most appropriate way of achieving normalisation, though it requires dedication and willingness on the part of a teacher.”

The minority, seven (21.9%) however, did not favour the inclusion of pupils with disabilities in ordinary schools.

On the whole, the findings generally revealed that both ordinary and special education teachers were not in favour of providing educational programmes and services for all pupils in ordinary schools. The school administrators however, strongly supported the inclusion of all pupils in ordinary schools. The findings were supported by a chi-square ( $X^2$ ) test. The chi-square ( $X^2$ ) of 34.09 obtained for ordinary and 14.82 for special education teachers at 0.01 level of significance were greater than the chi-square ( $X^2$ ) table value of 13.28. This meant that teachers were not in favour of all pupils receiving their educational programmes and services in ordinary schools. Furthermore, the chi-square ( $X^2$ ) test revealed that the obtained value of 7.85 for school administrators was less than the chi-square table value of 13.28. This meant that school administrators were in favour of having educational programmes and services for all pupils provided within ordinary schools.

• **4.4.0 Factors influencing teachers' views on inclusive practices in schools**

The respondents identified the academic performance, attitudes, competencies, curriculum and educational resources as some of the factors influencing teachers views on the inclusion of all pupils in ordinary schools.

• **4.4.1 Academic performance**

The issue of academic performance of pupils with disabilities in ordinary schools was raised in order to establish whether it had an influence on teachers' views on the presence of pupils with disabilities in ordinary schools.

**Table 5: Pupils with disabilities have more academic failure in ordinary schools**

n = 118

| Respondents                 | Responses                |                         |          |
|-----------------------------|--------------------------|-------------------------|----------|
|                             | Respondents who said yes | Respondents who said no | Totals   |
| Ordinary education teachers | 32(55.2%)                | 26(44.8%)               | 58(100%) |
| Special education teachers  | 21(70.0%)                | 09(30.0%)               | 30(100%) |
| School administrators       | 08(26.7%)                | 22(73.3%)               | 30(100%) |

In response to whether pupils with disabilities had more academic failure in ordinary schools, thirty-two (55.2%) of ordinary teachers felt that pupils with disabilities experienced more academic failure in ordinary schools than in special education schools. On the other hand, twenty-six (44.8%) believed that inclusion helped to improve and sustain the academic performance of all pupils. Of the

thirty special education teachers who responded to the question, twenty-one (70.0%) of the special education teachers supported the view that pupils with disabilities experienced more academic failure in ordinary than in special schools. Another respondent who was a special education teacher said the following:

“ I feel it’s unfair to place all children in an ordinary classroom, most of the teachers do not have time to concentrate on educationally weaker pupils in the class.”

Nine (30.0%) however, felt pupils with disabilities performed better in ordinary classes.

The results further showed that school administrators, twenty-two (73,3%) supported the inclusion in that pupils with disabilities achieved more in ordinary schools than in special education schools. Eighty (26.7%) of school administrators however, were of the view that the presence of such pupils in ordinary schools did not help to improve the academic performance of all pupils.

On the whole, the findings were supported by a chi-square ( $X^2$ ) test which revealed that the chi-square ( $X^2$ ) of 1.42 obtained for ordinary and 7.87 for special education teachers at 0.01 level of significance were less than the chi-square ( $X^2$ ) table value of 13.28. This meant that pupils with disabilities had more academic failures in ordinary schools than in special education schools. The chi-square test for school administrators revealed that the observed value of 17.85

was greater than the chi-square ( $X^2$ ) critical value of 13.28. This meant also that pupils with disabilities were not experiencing more academic failures in ordinary schools than did in special education schools.

#### 4.4.2 Attitudes towards disabilities

The respondents were asked as to whether pupils with disabilities, are teased by other pupils in ordinary schools. The responses were as follows:

**Table 6: Pupils with disabilities are teased in ordinary schools**

| Respondents                 | Responses              |                           |          |
|-----------------------------|------------------------|---------------------------|----------|
|                             | Respondents who agreed | Respondents who disagreed | Totals   |
| Ordinary education teachers | 50(83.3%)              | 10(16.7%)                 | 60(100%) |
| Special education teachers  | 30(93.8%)              | 02(6.2%)                  | 32(100%) |
| School administrators       | 25(78.1%)              | 07(21.9%)                 | 32(100%) |

From the results above, the majority of ordinary teachers, fifty (83.3%) believed that, pupils with disabilities were often teased by other pupils in ordinary schools. Ten, (16.7%) of ordinary teachers however, felt that there were, no teasing of pupils with disabilities by other pupils once included in ordinary classes. Furthermore, indications were that thirty (93.8%) of special education teachers were in support of the views of the majority of ordinary teachers by observing that there was teasing of pupils with disabilities in ordinary schools while the minority, two (6.2%) disagreed by indicating that there was no teasing

of such pupils in ordinary schools. Twenty-five (78.1%) of school administrators admitted that there was teasing of pupils with disabilities in ordinary schools while, seven (21.9%) did not support this view.

Generally, the results showed that the majority of teachers as well as school administrators were of the view that there was teasing of pupils with disabilities once included in ordinary schools.

#### 4.4.3 Teachers' competencies

Asked whether teachers were skilled to teach all pupils in ordinary schools, responses were as indicated in table 7 below:

**Table 7: Teachers are skilled to meet the academic needs of all pupils in ordinary classrooms**

n = 115

| Respondents                 | Responses                |                         |          |
|-----------------------------|--------------------------|-------------------------|----------|
|                             | Respondents who said yes | Respondents who said no | Totals   |
| Ordinary education teachers | 13(24.5%)                | 40(75.5%)               | 53(100%) |
| Special education teachers  | 14(43.8%)                | 18(56.2%)               | 32(100%) |
| School administrators       | 09(30.0%)                | 21(70.0%)               | 30(100%) |

As shown in table 7 above, most of the ordinary teachers, forty (75.5%) felt that teachers were not skilled to teach all pupils in ordinary schools. One ordinary teacher explained the problem of teaching all pupils in the same classroom, this way:

“ Each time I receive a pupil with disability in the classroom, I am not sure what to do with the him or her.”

Thirteen (24.5%) nevertheless, said that teachers were skilled to teach all the pupils in schools. Of the thirty-two special education teachers, eighteen (56.2%) expressed the view that teachers were not skilled to teach all pupils. One teacher who happens to be a trained in special education said the following:

“ Placing severely disabled pupils in ordinary classes only retards their chances to learn.”

However, fourteen (43.8%) felt that teachers had sufficient skills to meet the educational needs of all pupils in ordinary schools. Twenty-one (70.0%) of school administrator supported the majority of both ordinary and special education teachers by indicating that teachers were not skilled to teach all pupils in the school while nine (30.0%) did not.

On the whole, the findings indicated that the majority of respondents were of the view that teachers in ordinary schools were not skilled to meet the educational needs of all pupils.

#### **4.4.4 School curriculum**

Table 8 below shows the views of respondents on whether the ordinary school curriculum was appropriate to meet the needs of all pupils in ordinary schools.

**Table 8: Ordinary school curriculum is relevant to the educational needs of all pupils.**

| respondents                 | Responses              |                           |          |
|-----------------------------|------------------------|---------------------------|----------|
|                             | Respondents who agreed | Respondents who disagreed | Totals   |
| Ordinary education teachers | 28(46.7%)              | 32(53.3%)                 | 60(100%) |
| Special education teachers  | 11(36.7%)              | 19(63.3%)                 | 30(100%) |
| School administrators       | 21(70.0%)              | 09(30.0%)                 | 30(100%) |

Most of the ordinary teachers, thirty-two (53.3%) observed that ordinary school curriculum was relevant to the educational needs of all pupils while, twenty-eight (46.7%) felt it was not. Of the thirty special education teachers, nineteen (63.3%) supported the view of the majority of ordinary teachers by indicating that the curriculum was not suitable for all pupils whilst eleven (36.7%) favoured the existing school curriculum. The majority of school administrators, twenty-one (70.0%) felt that the school curriculum was relevant to the educational needs of all pupils while, nine (30.0%) did not think so.

#### **4.4.5 Educational resources**

In this part of the study, the researcher solicited for the views of respondents on whether ordinary schools had appropriate educational resources and equipment to meet the unique needs of all pupils. Table 9 illustrates responses obtained.

**Table 9. Ordinary classes have appropriate educational resources and equipment to meet the unique educational needs of all pupils**

| Respondents                 | Responses              |                           |          |
|-----------------------------|------------------------|---------------------------|----------|
|                             | Respondents who agreed | Respondents who disagreed | Totals   |
| Ordinary education teachers | 22(36.7%)              | 38(63.3%)                 | 60(100%) |
| Special education teachers  | 11(35.5%)              | 20(64.5%)                 | 31(100%) |
| School administrators       | 13(40.6%)              | 19(59.4%)                 | 32(100%) |

Table 9 above, shows that thirty-eight (63.3%) of ordinary teachers were of the view that ordinary schools had no appropriate educational resources and equipment to meet the educational needs of all pupils. A respondent who was an ordinary teacher observed the following:

“I have not received any basic materials nor equipment to support the teaching of disabled pupils included in my classes.”

On other hand, twenty-two (36.7%) felt school had enough resources to support inclusion. Twenty (64.5%) of special education teachers however, supported the majority of ordinary teachers by observing that ordinary schools had no appropriate educational resources whilst eleven, (35.5%) felt that the available resources in schools were appropriate to meet the educational needs of all pupils. Of the thirty-two school administrators, nineteen (59.4%) indicated that ordinary schools had no appropriate education resources and equipment to meet the educational needs of all pupils. Thirty (40.6%) on the other hand, expressed

the view that the educational resources available in the schools were appropriate to meet the educational needs of all learners. The findings were generally that most of the teachers and school administrators were of the view that ordinary schools had no appropriate educational resources and equipment to meet educational needs of all pupils.

The view of teachers and school administrators that schools had no appropriate educational resources to embark on inclusive schooling was supported by a chi-square ( $X^2$ ) test. The obtained chi-square ( $X^2$ ) of 35.15 for ordinary teachers, 14.4 for special education teachers and 17.95 for school administrators at 0.01 level of significance were greater than the chi-square ( $X^2$ ) table value of 13.28. This meant that teachers and school administrators were of the view that educational resources and equipment were not appropriate to support inclusive practices in schools.

#### **4.5.0: Preferred disabilities for inclusive teaching**

The table below shows, disabilities preferred for inclusive teaching.

**Table 10: Preferred disabilities for inclusive teaching**

n = 121

| Respondents                 | Disabilities |               |              |              |               |              |              |               |               |
|-----------------------------|--------------|---------------|--------------|--------------|---------------|--------------|--------------|---------------|---------------|
|                             | TB           | P.S           | D            | HOH          | P.I           | M.C          | B.D          | L.D           | Totals        |
| Ordinary education teachers | 04<br>(6.8%) | 09<br>(6.8%)  | 02<br>(3.4%) | 03<br>(5.1%) | 05<br>(8.4%)  | 01<br>(1.7%) | 01<br>(1.7%) | 34<br>(57.6%) | 59<br>(100 %) |
| Special education teachers  | 01<br>(3.2%) | 05<br>(16.1%) | 02<br>(6.5%) | 02<br>(6.5%) | 06<br>(19.4%) | 01<br>(3.2%) | 01<br>(3.2%) | 13<br>(41.9%) | 31(100%)      |
| School administrators       | 02<br>(6.5%) | 02<br>(6.5%)  | 01<br>(3.2%) | 03<br>(9.7%) | 12<br>(38.7%) | 02<br>(6.5%) | 01<br>(3.2%) | 08<br>(25.7%) | 31<br>(100%)  |
| Totals                      | 07<br>(5.5%) | 16<br>(12.6%) | 05<br>(4.4%) | 08<br>(7.1%) | 23<br>(22.2%) | 04<br>(3.8%) | 03<br>(2.7%) | 55<br>(41.7%) | 121<br>(100%) |

*Legend*

- T.B. = Totally blind
- P.S. = Partially sighted
- P.I. = Physically Impaired
- M.C = Mentally challenged
- B.D = Behavioural disorders
- L.D = Learning difficulties.

Fifty-five (41.7%) of respondents preferred having pupils with learning difficulties in ordinary schools, followed by those with physical impairments, twenty-three (22.2%). Only three (2.7%) of the respondents were of the view that pupils with behavioural disorders could equally be included in ordinary schools. One ordinary teacher said the following:

“Children with hearing impairment are bullies when placed in ordinary classrooms, I am afraid of having them in my classes.”

#### 4.5.2 *Reasons for preferring pupils with learning difficulties*

In response to why teachers preferred having pupils with learning difficulties in ordinary schools, the following were the major reasons provided.

**Table 11: Reasons for preferring pupils with learning difficulties in ordinary schools**

n = 11

| Reasons  | Frequency | Percentage   |
|--|-----------|--------------|
| • learn using ordinary educational resources             | 13        | 23.6         |
| • less modification of school environment needed         | 12        | 21.8         |
| • learn through ordinary teaching methods and strategies | 17        | 30.9         |
| • able to follow ordinary curriculum                     | 05        | 09.1         |
| • less supportive services required                      | 08        | 14.6         |
| <b>Totals</b>  | <b>55</b> | <b>100.0</b> |

Of the fifty-five respondents, who preferred having pupils with learning difficulties in ordinary schools, the majority, seventeen (30.9%) felt that such pupils had the potential of academically benefiting from ordinary teaching methods and strategies as compared to those with other disabilities. The minority of respondents, five (9.1%) preferred having pupils with learning difficulties because of their likelihood to follow the ordinary school curriculum.

#### 4.6.0 Teachers' expectations of inclusive practices in schools

Finally, respondents were asked to suggest (if any) what they thought would contribute to successful inclusive practices in schools. Table 12 shows the major themes that emerged from their responses.

**Table 12: Teachers expectations of successful inclusive practices in schools.**

n = 124

| Respondents                 | Emerg ed themes      |                        |                                   |                      |                                     |                      |                       | Totals                |
|-----------------------------|----------------------|------------------------|-----------------------------------|----------------------|-------------------------------------|----------------------|-----------------------|-----------------------|
|                             | Clear school policy  | Skilled teaching staff | Appropriate educational resources | Positive attitude    | Ability to assess educational needs | Motivated teachers   | Parental involvement  |                       |
| Ordinary education teachers | 02<br>(3.4%)         | 14<br>(23.3%)          | 14<br>(23.3%)                     | 02<br>(3.4%)         | 13<br>(21.7%)                       | 08<br>(11.6%)        | 07<br>(13.3%)         | 60<br>(100%)          |
| Special education teachers  | 01<br>(3.1%)         | 08<br>(25.0%)          | 09<br>(28.1%)                     | 04<br>(12.5%)        | 03<br>(9.4%)                        | 02<br>(6.3%)         | 05<br>(15.6%)         | 32<br>(100%)          |
| School administrators       | 03<br>(9.4%)         | 15<br>(46.8%)          | 04<br>(12.5%)                     | 02<br>(6.3%)         | 01<br>(3.1%)                        | 02<br>(6.3%)         | 05<br>(15.6%)         | 32<br>(100%)          |
| <b>Totals</b>               | <b>06<br/>(4.8%)</b> | <b>37<br/>(29.8%)</b>  | <b>27<br/>(21.8%)</b>             | <b>08<br/>(6.5%)</b> | <b>17<br/>(13.7%)</b>               | <b>12<br/>(9.7%)</b> | <b>17<br/>(13.7%)</b> | <b>124<br/>(100%)</b> |

Out of one hundred and twenty-four respondents, the majority, thirty-seven (29.8%) were of the view that the success of inclusive practices in schools much depended on teachers having relevant teaching skills. This was followed by twenty-seven (21.8%) who felt that there was a need for appropriate educational resources for inclusion to succeed in schools. The minority of respondents, six (4.8%) however, believed that the

presence of a clear school policy on inclusive education was essential in the success of inclusive practices in schools.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

Teachers' views on the inclusion of pupils with disabilities in ordinary schools are discussed. Factors influencing teachers' views, preferred disabilities and expectations are discussed.

#### **5.2 Discussion of the findings**

It is evident from the results that there were no significant differences in the views of teachers on the inclusion of pupils with disabilities in ordinary schools.

Teachers regardless of their training were not in favour of having pupils with disabilities in ordinary school. Their argument has been that opportunities for effective participation in academic work, availability of resources and support services in ordinary school were not enough for all pupils to benefit from inclusive schooling.

These findings were consistent with those of Yaffe (1979); Berryman and Neal (1980) and Coates (1989) which observed that teachers did not agree with regular education initiative (inclusive) model of providing education to pupils with disabilities except where such pupils demanded neither extra teaching skills nor curricular duties. In addition, the findings were also in line with Kalabula (1991) study which found that teachers were unwilling to support inclusive schooling because of several practical and technical problems. These included: lack of

educational resources, inadequate level of information and teaching skills to meet the individual needs of all pupils in ordinary schools.

On the other hand, the findings were inconsistent with those of Centre and Ward (1987); Semmel, Abernathy, Butera and Lesar (1991); Yatvin (1995); Scugg and Mastropieri (1996) and Avissar (2000). These studies observed that, teachers agreed with the philosophy of inclusive education but not the modality of its implementation. Inclusion lacked the support of a workable policy, legislation, personnel and resources. This made it difficult for inclusive schooling to realise its prime objective of providing quality education to all children. Teachers in the study area therefore, preferred a separate education for pupils with disabilities.

On the location of the school and teachers' acceptance of pupils with disabilities, the relationship was significant. Teachers in peri-urban and urban settings were happy to have disabled pupils in their ordinary schools than teachers in rural settings. The findings were in agreement with the those of Hodgson (1984); Josson (1995) and Moberg (1997) which established that teachers in urbanised and commercialised settings were more willing to support inclusive schooling than those in less urbanised and commercialised settings. The difference in the way teachers in urban and rural settings perceived inclusive schooling perhaps was due to imbalances in the availability of personnel, resources and information on educational needs of all pupils in different locations.

There was a significant relationship between teachers' sex and acceptance of pupils with disabilities in ordinary schools. Female teachers were more positive on having disabled pupils in ordinary schools than male teachers. These findings were inconsistent with those of Will (1986) and Semmel, Abernathy, Butera and Lesar (1991), which found that teachers were positive on inclusive schooling regardless of their sex and training. The inconsistency can be explained on the basis of cultural differences. The Zambian culture for example, puts a female person at the centre of child caring unlike in other cultures.

There was a significant relationship between length of service and teachers' acceptance of pupils with disabilities. Teachers with fewer years of service were more positive on the inclusion of pupils with disabilities in ordinary schools than teachers with more years of service. The findings were generally in agreement with those of Coates (1989), Schumm and Vaugh (1995) which found that, teachers with more years of service did not approve of inclusive practices in schools, while new teachers did. Perhaps one explanation would be that new teachers tended to be more resourceful and innovative in their approach to teaching than those with many years of service. Because of this they appear to be more willing to have disabled pupils in their ordinary schools than those with many years of service.

Teachers in the lower grades (1 – 4) were not in support of including pupils with disabilities in ordinary classrooms yet those in higher grades supported their presence in such schools. Teachers in lower grades felt ill prepared to teach all pupils in an ordinary classroom. They were therefore, not in favour of inclusive practices in their ordinary schools. One difference however, that emerged from the study and might require further investigation was that, though the findings supported Kalabula's theory of teachers generally not in favour of inclusive practices in schools, Larrivee and Cook (1979) found that teachers in the lower grades were more supportive of inclusion than those in higher grades. One reason could be that, unlike in this study, Larrivee's and Cook's (1979) work was restricted to an urban environment where facilities and personnel were available to support inclusive tendencies in schools.

The views of teachers on the academic success of pupils with disabilities in ordinary schools were negative. Teachers felt that pupils with disabilities were not academically succeeding in ordinary schools. The findings agreed with the works of Stainback and Stainback (1984), Lilly (1988), Jenkinson (1997) and Lopez (1999) in which it was found that teachers were unable to provide all pupils with educational experiences that were both challenging and appropriate for each child's abilities. Teachers were only positive on inclusion when pupils with disabilities did not demand for extra teaching skills, resources nor curricular duties from their classroom teachers for them to benefit from inclusive teaching in ordinary schools.

On the issue of teasing pupils with disabilities in ordinary schools, it was found that such pupils were often teased by able-bodied pupils in ordinary schools resulting in teachers' rejection of such pupils in ordinary classrooms. It seemed that both teachers and able-bodied pupils failed to recognise the need for all children to gain a feeling of self worth and respect through their own efforts and achievements, no matter how small those achievements might seem to be. Failure to recognize the potential of disabled pupils, often contribute to their withdrawal from ordinary classrooms. These findings were in support of those of Bandura (1986) and Ajzens (1988), which showed that people held different beliefs towards persons with disabilities, which often influenced their attitudes and determined behaviour towards others. Perhaps this explained the negative attitudes held against pupils with disabilities by both teachers and able- bodied pupils in the study schools.

A significant relationship between teaching skills and teachers' acceptance of pupils with disabilities in ordinary schools was noticed. Teachers felt that their skills did not enable children with differing needs and abilities to benefit from mainstreaming. These findings were consistent with those of Lipsky and Gartner (1989); Moberg (1997) and Kalabula (2000) which found that teachers in the mainstream of education were ill – prepared for the success of inclusive schooling programmes. Teachers lacked skills, methods and strategies to meet the diverse needs of all pupils in ordinary schools.

The views of teachers on the standard curriculum were that it was unsuitable in meeting the educational needs of all pupils. It appeared to fix the pupils to the curriculum, instead of adapting itself to the educational needs of all pupils in ordinary schools. The findings were generally in agreement with the findings of Hayes and Gunn (1988); Jenkinson (1997) and Thomas, Walker and Webb (1998) who concluded that inclusion happened only when a curriculum was able to meet the diverse needs of all pupils in the classroom. As it were, the standard curriculum seemed to allow pupils who needed inclusion to stand out instead of enabling them to make choices, have hand/head on experiences and encourage parental participation in the education of all children.

With regard to educational resources, the findings showed a significant relationship between their availability and teachers' acceptance of pupils with disabilities in ordinary schools. Teachers were of a view that schools had no resources to meet the educational needs of all the pupils in ordinary schools. These findings were consistent with those of Centre and Ward (1987); Kalabula (1991), (2000) which found that teachers' support of inclusive practices; much depend on the availability of backup resources for both teachers and pupils in ordinary schools. None availability of resources in schools was seen as a departure from the assumption underlining the philosophy of inclusive education which calls for special educational resources and services for all pupils to benefit from mainstream teaching. Teachers fear that if inclusive schooling proceeds on the assumption that it was sufficient to place pupils with disabilities in ordinary

classes without additional resources then, the goal of inclusion would be defeated. Such situations would mean that disabled pupils in the ordinary classes, no longer have special educational needs. Instead, inclusion should seek to identify the individual needs of all pupils and investigate ways of providing for their identified educational needs.

Teachers preferred having pupils with learning difficulties in ordinary schools than those with other disabilities. There were several reasons why teachers preferred pupils with disabilities. These include: less expenses on modification of school environment and pupils' ability and capacity to learn through ordinary educational materials, methods and instructional strategies like cooperative learning activities, individualised programming and adaptive learning environments. These findings were different from those of Innes (1994), and Baylis and Avramidi (2000) who found that teachers preferred having physically impaired pupils in ordinary classes than those with other disabilities. Teachers felt that physically impaired children had more chances of success in ordinary classrooms than those with other disabilities because of their high intellectual abilities.

On the success of inclusive practices in schools, teachers see it in the context of skilled personnel, regular supply of resources and the existence of a curriculum which is adaptable to the individual needs of all pupils. Teachers' views were in line with the findings of Moberg (1997) , Lopez (1999), Kasonde- Ng'andu and

Moberg (2001) in which teachers saw the need for qualified personnel, workable policies, legislation, positive attitudes and community involvement in educational activities for inclusion to happen in an ordinary school setting. Additional support and assistance were therefore instrumental for all pupils including those with learning, physical and sensory disabilities to benefit academically from mainstreaming.

### **5.3 Conclusions**

The study showed that the teachers were not in favour of having pupils with disabilities in ordinary schools. Instead, teachers favoured having such pupils in separate educational institutions.

It appears that type of training one receives has no significant relationship with the acceptance of pupils with disabilities in ordinary schools. The study showed that despite the difference in training, ordinary and special education teachers were not in favour of having pupils with disabilities in ordinary schools. In other words, the type of training was not a potent factor in influencing one's views on the inclusion of pupils with disabilities.

Results from the study have shown that some of the socio-economic and educational factors had a significant relationship with the teachers' acceptance of disabled pupils in ordinary schools. For example, there is a significant relationship between the environmental location of the school, length of service,

teaching skills, educational resources and teachers' acceptance of pupils with disabilities in ordinary schools. engaged in inclusive schooling activities.

Teachers would like to have pupils with learning difficulties in ordinary schools than those with other disabilities. The first two important reasons in order of popularity were that: pupils with learning difficulties were more likely to benefit from ordinary teaching methods and strategies since they required less modification of teaching approaches in the classrooms. The other being that such pupils were capable of learning through common educational resources and methods found in ordinary schools.

The success of including pupils with disabilities in ordinary schools as indicated by teachers depend on the presence of skilled personnel, educational resources, and a high level of community participation in educational activities. For this reason, the government, parents and local communities must mobilise resources and provide conditions in ordinary schools that will enable all pupils, benefit from inclusive practices in schools without much difficulty.

#### **5.4 Recommendations**

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

1. Both pre- service teachers and in- service teachers should be supported with relevant skills and knowledge on inclusive practices through training for them to meet individual educational needs of all pupils in ordinary schools. In so doing, teachers would help to facilitate the gradual phasing out of special education schools and units. This would be met through a revised teachers' college curriculum and short courses.
2. Teachers, head-teachers, deputy head-teachers, and senior teachers in schools should be sensitized so that their levels of awareness on inclusive practices, is increased. Teachers, particularly those with special education background require re-training so that they are able to work along side other teachers in ordinary schools.
3. Existing facilities in ordinary schools such as classrooms, furniture, equipment, sanitation, and the distribution of resources should be strengthened to enable inclusive practices to be run smoothly.
4. Ministry of education, parents local communities, non- governmental organizations and line ministries should work together in ensuring the success of inclusive practices in ordinary schools.

## 5.5 STUDY LIMITATIONS

For the purpose of being objective and self-critical of the study carried out, the researcher pays attention to certain factors that challenged the work. These included: shortage of financial resources, long distances to study sites and variations in attitudes of respondents towards the study.

Another challenge was that, survey however, is labour-intensive and expensive in terms of fieldwork. Costs were higher because of interviewing time, travel expenses, computer programming of data collected, printing and up-keeping of the researcher. In spite of these weaknesses, a survey method was able to test the feelings or opinion of teachers on inclusive practices in schools hence, was appropriate for this study.

The study also was detailed with 124 respondents of mixed teaching grades (1-9) and administrative experiences. The respondents therefore, exhibited different characteristics. This in turn created difficulties, in making accurate statistical analyses of the data collected from the field. Perhaps a uniform sample would have been more ideal for this study.

During the study, so much data was generated that it became difficult for the researcher to choose as to which data should be analysed in detail for this study. It could have been much easier if fewer questions in both questionnaires and

interview guide were used. In this way, richer and more intensive data would have been collected.

The quality of research instruments also contributed to the weakening of the study. Some questions on the checklist and 'scaled' responses were used on the strength that, they had been used in other studies such as those done by Berryman and Neal, (1980); Kalabula, (1991) and Moberg, (1997). The weakness was that, such instruments were mainly designed to be used on respondents teaching at a higher level of education (secondary school, college or university) as opposed to respondents at primary level of education, which was the focus of this study. It was however, hoped that the data generated would be valid and reliable enough for this study.

To some extent, the position of the researcher in the Ministry of Education may have had some influence on the responses given by the respondents. For example, the respondents were quite aware that the researcher was involved in the supervision of special education programmes in Northern Province thus, might use part of the information provided not only for his academic work but for bringing a change to what was prevailing in the provision of special education in the Province. Because of this, part of the data therefore, could be considered suspect and unreliable.

## **5.6 Future research**

A research on the views of senior educational administrators in the Ministry of Education, pupils, student-teachers, parents and local communities in the district, would be a worthwhile contribution to the existing knowledge on inclusive practices in schools.

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# APPENDICES

## Appendix I:

### Teachers' views on inclusive practices in schools

#### Questionnaire

This questionnaire is to be completed by teachers involved in inclusive practices in basic schools.

#### Section one: Socio- Economic background

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

1. Where is your school located?

(a) Rural

(b) Peri-urban

(c) Urban

2. What grade(s) do you work with?

(a) 1-4

(b) 5-7

(c) 8-9

3. What is your gender/sex?

(a) Male

(b) Female

4. How old are you? (in years)

(a) Less than 21

(b) 21-29

(c) 30-39

- (d) 40-49
- (e) 50 and above

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

- (a) 0-4
- (b) 5-9
- (c) 10-14
- (d) 15-19
- (e) 20 and above

6. What is your highest professional qualification(s)?

- (a) Primary teacher's certificate
- (b) Secondary teacher's diploma
- (c) University degree
- (d) Higher university degree

7. Are you trained in inclusive/special education?

- (a) Yes
- (b) No
- (c) Undecided

8. If your response in 7 is yes, what field of specialization?

- (a) Learning difficulties
- (b) Hearing impaired
- (c) Mentally challenged
- (d) Physically impaired
- (e) Visually impaired

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

- (a) 1-15

- (b) 16-30
- (c) 31-45
- (d) 45 and above

**Section Two: School situation.**

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

- (a) 0-4
- (b) 5-9
- (c) 10-14
- (d) 15 and more

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

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

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

.....

.....

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

- (a) Behavioural disorders
- (b) Deaf
- (c) Hard of hearing
- (d) Learning difficulties
- (e) Mentally challenged
- (f) Partially sighted

- (g) Physically impaired
- (h) Totally blind

14. Which one of the groups of pupils with disabilities stated do you feel comfortable working with in an ordinary classroom?  
 .....  
 .....

15. Give the most important reason why you have chosen that disability (refer to 14).....  
 .....

**Section Three: Views on inclusive practices**

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

- SA = represents Strongly Agree
- A = represents Agree
- U = represents Undecided
- D = represents Disagree
- SD = represents Strongly Disagree

1. All pupils should receive appropriate educational programmes and related services in ordinary schools.

SA    A    U    D    SD

2. Educating children with disabilities in ordinary schools increase their access to quality education.

SA    A    U    D    SD

3. Pupils with disabilities experience more academic failures when placed full time in ordinary classrooms?

SA A U D SD

4. Pupils with disabilities are teased and rejected by other pupils if placed in ordinary schools.

SA A U D SD

5. Self-esteem of pupils with disabilities would improve if placed full time in ordinary schools.

SA A U D SD

6. Full time inclusion of pupils with disabilities in ordinary classes means equity in education for all children.

SA A U D SD

7. Ordinary education has the personnel to address the educational needs of all pupils.

SA A U D SD

8. Educational resources and equipment are appropriate for all pupils in ordinary schools.

SA A U D SD

9. Able-bodied and disabled children should be taught in separate schools.

SA A U D SD

10. Having pupils with disabilities in ordinary schools will interfere with the quality of education offered to pupils considered as able-bodied.

SA A U D SD

11. Only teachers with extensive inclusive/special education training are able to teach effectively pupils with severe disabilities.

SA A U D SD

12. Ordinary teachers can meet the academic needs of all pupils in ordinary schools.

SA A U D SD

13. School curriculum is appropriate to the needs of all pupils in ordinary schools.

SA A U D SD

14. People like to be with others with whom they share common characteristics and concerns, hence children with disabilities should be included in ordinary schools.

SA A U D SD

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

SA A U D SD

16. Special classes are needed for pupils who display severe forms of behaviour disorders.

SA A U D SD

17. Ordinary teachers have a primary responsibility of educating pupils with disabilities in ordinary schools.

SA A U D SD

18. Pupils with disabilities would lose their stigma of being 'dumb', 'different' and 'failure' if they were placed full time in ordinary schools.

SA A U D SD

19. Time is taken away from instructions of able-bodied pupils when pupils with disabilities are placed in ordinary schools.

SA A U D SD

20. Achievement levels of pupils with disabilities increase if they are placed full time in ordinary schools.

SA A U D SD

21. Pupils with severe behavioural disorders need education in special schools.

SA A U D SD

**Section Four:      Expectations from inclusion**

Write in the spaces provided.

1.      In your opinion, what would you particularly like to see in schools engaged in inclusive practices?.....

.....

2.      What reason would you give for the identified need in 1?.....

.....

8.      Any other comment:.....

.....

## **Appendix II:**

### **Head-teachers, deputy head-teachers and senior-teachers' views on inclusive practices in schools**

#### **Interview schedule**

Please, answer the following questions.

1. What is your position in the school?
3. Would you say your school is rural, peri-urban or urban?
4. What is your gender/ sex?
5. How old are you?
6. How long have you been teaching?
7. How long have you served as a school administrator?
8. What is your highest professional qualification?
9. Are you trained in inclusive/special education?
10. If yes, what is your field of specialization?
11. How many pupils do you have in your schools?
12. On the average, how many pupils with disabilities do you have in the school?
13. How are pupils with disabilities selected for placement into your school?
14. What group(s) of pupils with disabilities are enrolled in your school?
15. Which one of these groups would you prefer working with in an ordinary school?
16. What reason would you give for the category of disabled pupils you have chosen?
17. Do you think all pupils should receive appropriate educational programmes and related services in ordinary schools? Why?
18. In your opinion, do you feel placing pupils with disabilities in ordinary schools increase their access to quality education?
19. Would you say pupils with disabilities experience more failures if they are placed full time in ordinary schools? Why?

20. Are your teachers trained in inclusive/special education teaching?
21. If so, how many?
22. In your view, are teachers in your school skilled to teach all pupils in ordinary classrooms?
23. How is the relationship between able-bodied and disabled pupils in ordinary schools?
24. Should the school teach the same subjects in ordinary classrooms to all pupils? Why?
25. Is your school sufficiently resourced to teach all children?
26. Do you envisage inclusive practices in schools developing or changing in future to facilitate better inclusion?
27. If so, how could this be achieved?
28. Any other comments?

(Adapted from Kalabula,1991; Moberg,1997)

**Thank you for your Cooperation**