

**INCLUSIVE EDUCATION IN NORTHERN PROVINCE: WHAT
HEAD TEACHERS, TEACHERS, PARENTS AND
PUPILS SAY**

BY

SIMON KAPASA KAOMA

**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD
OF MASTER OF EDUCATION DEGREE IN SPECIAL EDUCATION**

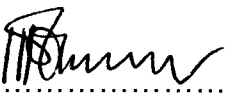
MAY 2007

© Simon K. Kaoma

May 2007

Declaration

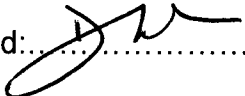
I, Simon Kapasa Kaoma, hereby declare that this dissertation is my own work, which has not been submitted for a degree at this or at any other university.

Signature: 

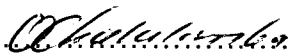
Date: 14. 11. 2007

Approval

This dissertation of Simon Kapasa Kaoma is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Special Education of the University of Zambia.

Signed: 

Date: 19/11/07

Signed: 

Date: 14/11/07

Signed:

Date:

Signed:

Date:

Dedication

I dedicate this dissertation to my wife Annie, and my wonderful children, Chama, Bwalya, Kapasa, Kafula and Chomba.

Acknowledgement

I wish to express my sincere gratitude to my supervisor Dr S.W. Mbewe Kunkhuli for his invaluable guidance, assistance and encouragement in the preparation of this dissertation. Thanks to Dr Kurt Muller for preparing me in research techniques and advice. I would also like to thank the Department of Educational Psychology, Sociology and Special Education (EPSSE) and the Kasama and Mpika District Education Board Secretaries for allowing me to use their schools for this study. I am also grateful to all head teachers, teachers, parents and pupils who provided data for this study.

I thank the Ministry of Education through the Zambia Institute of Special Education for offering me a scholarship to study at the University of Zambia.

I am also thankful to Mr Jonathan Chibaula of the University of Zambia (UNZA) for the services provided during the process of writing the study drafts. I am equally indebted to my friends, Mukanda Munalula, a Senior Lecturer in Research and Curriculum, and Sylvester Bonaventure Kanyanta, an Inclusive Education advocate at the Zambia Institute of Special Education for their support, positive criticism and advice during the analysis and the actual writing of this dissertation.

Table of contents

Declaration.....	i
Approval.....	ii
Dedication.....	iii
Acknowledgements.....	iv
Table of contents.....	v
List of tables.....	x
List of figures.....	xi
List of abbreviations.....	xiii
Abstract.....	xiv
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the study.....	1
1.1.1 Special Education provisions before independence.....	2
1.1.2 Special Education after independence.....	3
1.2 Statement of the problem.....	6
1.3 Objectives of the study.....	7
1.4 Research questions.....	7
1.5 Significance of the study.....	8
1.6 Operational definitions.....	8
CHAPTER TWO: LITERATURE REVIEW.....	10
2.1 Introduction.....	10
2.2 Review of related literature.....	10
2.3 The impact of international development on local Special Education provision for the hearing impaired.....	12
2.4 Understanding hearing impairment.....	13
2.4.1 Identification of children with hearing impairment.....	14
2.4.2 Causes of hearing impairment.....	15
2.4.2.1 Pre-natal causes (before birth).....	15

2.4.2.2	Peri-natal causes (at birth).....	16
2.4.2.3	Post-natal causes (after birth).....	16
2.5	Types of hearing loss.....	16
2.5.1	Conductive hearing loss.....	16
2.5.2	Sensory-neural hearing loss.....	17
2.5.3	Mixed hearing loss.....	17
2.6	Levels of hearing loss.....	17
2.6.1	Mild 27 – 40 decibels.....	17
2.6.2	Moderate 41 – 55 decibels.....	18
2.6.3	Moderate to severe 56 – 76 decibels.....	18
2.6.4	Severe 77 – 90 decibels.....	18
2.6.5	Profound 91+ decibels.....	18
2.7	Parents' perception of Inclusive Education.....	19
2.8	Head teachers' perception of Inclusive Education.....	20
2.9	Teachers' perception of Inclusive Education.....	20
2.10	Factors affecting the implementation of the inclusion practice for the hearing impaired.....	21
2.11	How hearing impaired children learn.....	25
CHAPTER THREE: METHODOLOGY.....		29
3.1	Introduction.....	29
3.2	Research design.....	29
3.3	Target population.....	29
3.4	Sample size.....	29
3.4.1	Distribution of respondents by school.....	30
3.4.2	Enrolment of hearing impaired in ordinary schools.....	31
3.5	Sampling procedure.....	32
3.6	Research instruments.....	33
3.7	Data collection techniques.....	34
3.8	Data analysis.....	34
3.9	Limitation of the study.....	34

CHAPTER FOUR: PRESENTATION OF FINDINGS.....	37
4.1 Introduction.....	37
4.2 Views on the need to provide education programmes and services to all children in ordinary schools.....	37
4.3 How regular teachers perceived the hearing impaired children.....	38
4.4 Respondents' opinion on importance of policy on Inclusive Education.....	39
4.5 Training of interpreters in sign language.....	40
4.6 Need for the formation of parents' organisation to support provision of Inclusive Education.....	41
4.7 Need to equip schools with educational resources.....	42
4.8 Educating ordinary pupils about the hearing impaired pupils.....	43
4.9 Need for reduction of regular pupils in classes.....	44
4.10 Need to change sitting arrangement.....	45
4.11 Number of Special Education teachers.....	46
4.12 Head teachers' perception of inclusion of children with hearing impairment into regular schools	47
4.12.1 Influence of large number of hearing children in regular classrooms.....	47
4.12.2 Influence of lack of specialist equipment in classrooms.....	48
4.12.3 Influence of wrong placement of children with hearing impairment.....	49
4.12.4 Influence of regular teachers' lack of understanding sign language.....	50
4.12.5 General perception of head teachers of children with hearing impairment.....	51
4.12.6 Material needs in inclusive classes.....	51

4.12.7	How teachers help hearing impaired children in schools.....	52
4.12.8	What to put in place to improve inclusion in schools....	52
4.12.9	Traditional beliefs about hearing impaired children.....	52
4.12.10	Experiences of hearing impaired children in regular schools.....	53
4.13	Parents' perceptions of inclusion of children with hearing Impairment into regular schools.....	54
4.13.1	Parents' opinion concerning placement of hearing Impaired children in regular schools.....	54
4.13.2	Parents' views concerning inclusion of hearing impaired.....	55
4.13.3	Parents' perception on requirements to improve the education of the hearing impaired.....	56
4.13.4	Parents' perception on how inclusion can be improved in regular schools.....	57
4.13.5	Parents' perception on improvement in class work of the hearing impaired after being placed in an inclusive classroom.....	58
4.14	Hearing impaired pupils' suggestion on improving their learning in an inclusive school.....	59

CHAPTER FIVE: DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.....		61
5.0	Introduction.....	61
5.1	Discussion.....	61
5.1.1	Barriers to inclusion.....	61
5.1.2	Attitudes towards inclusion.....	63
5.1.3	Material and financial needs of the hearing impaired in inclusive classrooms.....	63
5.1.4	How inclusion can be improved.....	65

5.2	Conclusion.....	66
5.3	Recommendations.....	67
	References.....	70
	Appendices.....	75
	One: Teachers' questionnaire.....	75
	Two: Head teachers' questionnaire.....	79
	Three: Interview guide for parents.....	83
	Four: Interview guide for pupils.....	84

List of tables

Table 1:	Categories of respondents.....	30
Table 2:	Enrolment of hearing impaired in ordinary schools.....	32
Table 3:	How regular teachers perceived hearing impaired children.....	39
Table 4:	Training of interpreters in sign language.....	41
Table 5:	Experiences of hearing impaired children in regular schools.....	54
Table 6:	Requirements to improve the education of the hearing impaired.....	57
Table 7:	Improvement in class work of hearing impaired after being placed in inclusive school.....	59

List of figures

Figure 1:	Distribution of respondents according to schools.....	31
Figure 2:	Views on the need to provide education programmes and services to all children in ordinary schools.....	38
Figure 3:	Respondents' opinion on the importance of policy on Inclusive Education.....	40
Figure 4:	Need for the formation of parents' organization to support provision of Inclusive Education.....	42
Figure 5:	Need to equip schools with appropriate education facilities.....	43
Figure 6:	Educating ordinary pupils about hearing impaired pupils.....	44
Figure 7:	Need for reduction of regular pupils in class.....	45
Figure 8:	Need to change sitting arrangement.....	46
Figure 9:	Number of Special Education teachers.....	47
Figure 10:	Influence of large number of hearing impaired pupils in classrooms.....	48
Figure 11:	Influence of lack of specialist equipment in classrooms.....	49
Figure 12:	Influence of wrong placement of children with hearing impairment.....	50
Figure 13:	Influence of regular teachers' lack of understanding of sign language.....	51

Figure 14:	Head teachers' perception on traditional beliefs about hearing impaired in general.....	53
Figure 15:	Parents' opinions concerning placement of hearing impaired children in regular school.....	55
Figure 16:	Parents views concerning inclusion of hearing impaired.....	56
Figure 17:	How inclusion can be improved in regular schools.....	58
Figure 18:	Hearing impaired pupils' suggestions on improving their learning in an inclusive school.....	60

List of abbreviations

CBO	Community Based Organization
CDC	Curriculum Development Centre
DANIDA	Danish International Development Agency
dBI	Decibels
EFA	Education for All
EPSSE	Educational Psychology Sociology and Special Education
HZ	Hertz
IEP	Individualised Education Programme
IFEP	Individualised Family Education Programme
INSPRO	Inclusive Education Programme
MoE	Ministry of Education
NBTL	New Break Through to Literacy
NGO	Non-Governmental Organization
PTA	Parent Teachers Association
SEN	Special Educational Needs
SPSS	Statistical Package for Social Science
UNESCO	United Nations Educational Scientific and Cultural Organisation
ZAMISE	Zambia Institute of Special Education
ZNAD	Zambia National Association of the Deaf

Abstract

The purpose of the study was to examine the obstacles to the implementation of inclusion of the hearing impaired children in the mainstream. The study evaluated the views of twenty-one teachers, seven head teachers, seven parents and seven hearing impaired pupils on Inclusive Education in Kasama and Mpika Districts in the Northern Province. Special attention was paid to establishing the role of the Ministry of Education in In-service training, infrastructure, resources, standards, education policy, funding for special needs In-service training and placement of children for enhancement of effective learning of the hearing impaired.

Qualitative and quantitative methods and techniques were used. The data were collected using semi structured interviews and questionnaires.

From the findings, the study revealed that there were no significant differences in the views of head teachers, teachers, parents and pupils on the barriers of including hearing impaired children in ordinary schools. The study also found that some barriers to inclusion included: fewer numbers of trained teachers in teaching the hearing impaired; lack of skills by the few trained teachers to handle hearing impaired children in an inclusive setting; and lack of competence by the teachers in sign language, which made it difficult for these teachers to teach effectively.

On attitudes towards inclusion of the hearing impaired children, the study revealed that the majority of teachers, head teachers and parents felt that pupils with hearing impairment were often teased by hearing pupils in ordinary schools. The study also revealed that teachers in the mainstream and some parents had a negative attitude towards the hearing impaired children which may have had an effect on the programme. Therefore the attitudes of teachers and those of parents towards the hearing impaired children, were of prime importance because they could influence the failure or success of the programme.

On material and financial needs of the hearing impaired in inclusive classrooms, the study revealed that there were no materials in inclusive schools to help the teachers teach the hearing impaired effectively. The study also revealed that even when there was equipment in the schools, such as audiometers and hearing aids, the teachers were not competent to use them. The study also revealed that the physical environment in many schools did not support inclusive schooling in its strict sense. It showed that the placement process of children with hearing impairment left much to be desired as the guidelines of placement were not followed.

As for the improvement of Inclusive Education, the respondents indicated that infrastructure must be improved to meet the standard procedures of inclusion. All specialist teachers for the hearing impaired should be trained and be proficient in sign language and be able to interpret sign to word and vice versa. There should also be reduction of hearing children in classes. Teaching equipment such as the hearing aids, audiometers and speech trainers should be acquired for schools that were implementing inclusive programme. Schools that were on the INSPRO should be funded well in order to meet the added strain on them. Teachers must be paid well in order to motivate them, they should also be sent for in-service training courses so that they could improve their skills and pedagogical knowledge.

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Management and administration of Special Education and Inclusive Education in Zambia has been shaped to its current status by a number of factors. Firstly, Special Education was provided and managed by the missionaries purely on humanitarian grounds. Later the Ministry of Community and Social Welfare assumed this responsibility. It was not until 1971 that Special Education came under the administration of the Ministry of Education (MoE) following the 1970 presidential decree, which mandated the Ministry of Education to take up this important responsibility (MoE, 1977).

In a quest to provide and manage education for the children with disabilities, six categories of disabilities were identified. These included: the deaf and the hard of hearing; the blind and partially sighted; intellectually impaired; physically impaired multiple handicaps; and the gifted children (MoE, 1977). Provision of education to these categories of children was done mainly in segregated special schools when there was a move towards mainstreaming mainly for children with moderate disabilities.

The Zambian Government has been influenced by the strong stance of the international organizations on Inclusive Education, particularly the Jomtien Declaration of Education for All (1992) and the Salamanca Statement (1994). It

has been argued that development of Inclusive Education is the effective means of achieving education for all, which entails the common utilization of resources. However, studies have shown that negative attitudes by parents, administrators and teachers are some of the factors that make the implementation in schools difficult and slow (Jeen Kuson, 1997 and Savolainea, 2000).

Further, managing the hearing impaired in inclusive set up entails that teaching materials such as speech trainers, pictures, hearing aids, language master, sorting kits, amplifiers and speech level units must be available.

However, in Zambia, the Special Education Sector is over burdened by many deficiencies; for instance, schools do not have adequate material resources to meet the administrative and educational needs of all the pupils in inclusive settings. This assertion is consistent with the findings of Mandyata (2000) who found out that 64.5% of Special Education teachers supported the majority ordinary teachers by observing that ordinary schools had no appropriate education resources to meet the educational needs of education with disabilities in Inclusive Schools.

1.1.1 Special Education provisions before independence

From 1905 when the first Special School was started to 1964, Special Education provision was by voluntary missionary groups and other agencies with no grants from government. They mainly concentrated on the education of the visually

impaired and the hearing impaired. From 1953 onwards, the colonial government provided grants to these organizations to assist in the running of special schools. There was no Act of Parliament to streamline Special Education provision.

1.1.2 Special Education after independence

Zambia at Independence in 1964 embarked on ambitious development plans in order to promote socio-economic development. Unfortunately, Special Education was not a listed priority. In fact, the education and welfare of persons with disabilities was the responsibility of the Zambia Council of the Handicapped and the Ministry of Community Development and Social Services, and not the Ministry of Education. It was the direct result of this that the 1966 Education Act was silent on the education of children with Special Education Needs (SEN).

In 1971, by Presidential decree, the Ministry of Education was given the mandate to include Special Education as part of its responsibilities. As a result, Lusaka College for Teachers of the Handicapped (LCTH), now Zambia Institute of Special Education (ZAMISE) was opened to train teachers in the field of Special Education.

Zambia has now a policy on Special Education, which started in the 1977 Education Reforms document, the 1992 Focus on Learning document and later in the 1996 Educating Our Future document. But, although the policy is attractive, there is no legislation to back Special Education delivery. This remains a major

obstacle to the realisation of provision of education for persons with disabilities in Zambia.

Inclusive Education is viewed by UNESCO (1999) as a process of accommodating all children in general education classrooms regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Today, there seems to be a growing international realisation that Inclusive Education should be the approach in responding to the diversity of needs of all learners in the general education classroom and reducing exclusion from and within education in order to afford all learners basic human rights to education, rights to equal opportunities and the right to social participation (Kristensen and Kristensen, 2002).

However, a plethora of literature has emerged recently, which looks at Inclusive Education from an educational reform perspective. Schools should respond to diverse needs of all children and respond to children's learning styles and needs, and not the other way around. Ferguson (1996), Udavi-Solner (1996), Thomas et al. (1998), Ainscow (1999) and Mittler (2000) have extensively considered school reform perspectives in order to develop the concept and practices of Inclusive Education. Continuing with this approach, Sebba and Ainscow (1996) have offered a definition of inclusion:

Inclusion describes the process by which a school attempts to respond to all pupils as individuals by reconsidering its curricular organisation and provision. Through this process, the school builds its capacity to

accept all pupils from the local community who wish to attend and, in so doing, reduces the need to exclude pupils (Sebba & Ainscow, 1996:9).

The presumption in this definition is that most students from the local community would 'wish to attend' the neighbourhood regular schools. Those who do not may either attend special schools or the public (private) boarding schools. In the United Kingdom, an average of seven percent of pupils attend private schools (Jha, 2002).

The World Conference on Education for All was a watershed, a critical juncture in global thinking about the legitimate place of learning and education as the core to all human and social development (World Declaration on Education for All and Framework for Action, 1990). Jomtien Conference established an unarguable link between poverty and exclusion, for the individual and for society. It also exposed the failure of most nations to provide basic education for all their citizens and confirmed the inevitability of future exclusion for children and their families who are denied access to such education. Critically, it set a new 'expanded vision' for education and declared national and global responsibilities for taking action.

The Convention on the Rights of the Child provided the critical overarching framework for Education for All (EFA). The Salamanca Statement and Framework for Action on Special Needs Education (1994) further refined and focused the message of Education for All, committing the international community to addressing the large-scale and typically systemic exclusion of

children with special needs. This continues to be a problem in all countries to some degree, both by education systems omitting to identify, count or support children's learning needs and resources.

Lastly, the 'Salamanca Statement' adopted at the World Conference on Special Needs Education: Access and Quality, called upon all governments and urged them to:

Adopt as matter of law or policy the principles of *Inclusive Education*, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise (UNESCO, 1994, Statement, ix).

Thus given this general background, it is important to investigate the views of parents, administrators and teachers on the inclusion of hearing impaired children in regular schools.

1.2 Statement of the problem

The negative attitudes by parents, teachers, administrators and hearing impaired towards Inclusive Education and lack of financial provisions have greatly affected the successful implementation of inclusion of hearing impaired in regular schools as revealed by Kalabula (2000), Kasonde-Ng'andu (2001), and Mandyata (2001). Hence, the need to find out the views of parents, teachers, administrators and the hearing impaired students on inclusion of hearing impaired in ordinary schools.

1.3 Objectives of the study

The following were the objectives of the study:

- (a) To examine the barriers to the successful implementation of inclusion of the hearing impaired children.
- (b) To establish the attitudes of parents, teachers, and administrators towards the placement of hearing impaired children into regular classrooms.
- (c) To establish the material and financial needs of the hearing impaired children in an inclusive classroom.
- (d) To establish how inclusion of children with hearing impairment can be improved in regular schools.

1.4 Research questions

The following were the research questions of the study:

- (a) What are the barriers to inclusion of the hearing impaired in regular classes?
- (b) What are the attitudes of the: (i) Parents (ii) Teachers (iii) Administrators towards hearing impaired in the regular classes?
- (c) What are the material and financial needs of hearing impaired children in inclusive classrooms?
- (d) How can the inclusion of hearing impaired be improved?

1.5 Significance of the study

It was hoped that the findings of the study might help to create awareness among parents, teachers, administrators and hearing impaired children on the inclusion of the hearing impaired children in regular schools. It was also hoped that the study might highlight the problems children with hearing impairments faced in inclusive classrooms. The results might also assist the Ministry of Education in the effective implementation of inclusion of hearing impaired children in the country.

1.6 Operational definitions

Attitude: a general enduring positive or negative feeling about some persons/ object or issue.

Deaf: the inability to hear.

Impairment: an identifiable defect in the basic function of an organ or any part of the bodily system.

Disability: refers to the loss of functional ability as a result of impairment. A person is disabled when he/she finds difficulties in seeing, hearing, feeling, thinking or controlling oneself.

Handicap: refers to the problem a person with a disability or impairment encounters in interacting with the environment.

Integration: the process of increasing the participation of children and young people in education, social and community life of mainstream schools.

Inclusive Education: the type of education in which all children can learn and belong to the mainstream school and community life.

Segregation: the opposite of integration entailing, by law or custom, separate educational, recreation and other facilities for different racial groups or different children in the case of education.

Zambia National Association of the Deaf: an organization set up by the deaf themselves to enable them interact and run their own affairs.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

Literature concerning educating children with disabilities in ordinary schools has been documented through research findings (Kalabula, 2000; Kasonde-Ng'andu and Mandyata, 2001). This chapter therefore, looks at the literature reviews generated by these scholars and others on the same subject so as to build on the specific area of including hearing impaired children in ordinary schools.

2.2 Review of related literature

Mandyata's (2001) and Kalabula's (2000) analyses on the teachers' views of including pupils with learning disabilities noted that most teachers were not in favour of having pupils with disabilities in ordinary schools. Instead teachers favoured having pupils in separate educational institutions. Reasons advanced were socio-economic factors which placed children with disabilities at risk.

Further, Kalabula (2000) argued that teachers' support to Inclusive Education much depended on the availability of backup resources for both teachers and pupils in ordinary schools. Non-availability of adequate and appropriate material resources in schools is therefore a departure from the assumption underlying the philosophy of Inclusive Education, which calls for equal distribution of educational resources and services to all pupils to benefit from the mainstream teaching. However, adequate monetary resources are needed to effectively administer

special and Inclusive Education. Consistent with the Ministry of Education's Policy (MoE, 1996:129) on organization and management of education, which states that within the decentralized system, Ministry of Education Headquarters will retain responsibility for key national functions in the area of resource mobilization and allocation.

Kalabula (1991) revealed that there were fewer trained specialist teachers to meet the current demands of inclusive schooling. For example, trained teachers in the existing schools of learning disabilities, hearing impaired and visually impaired were lacking. Consequently, teachers in these strenuous areas did not even enjoy extra incentives, so such additional work would breed more stress on their part. This finding is supported by Kasonde-Ng'andu (2001) and Mandyata (2002) who also stated that mainstream teachers were not keen to handle children with disabilities. Teachers considered such children a burden because they did not have knowledge and skills to handle them.

There are two distinct perspectives emerging from recent literature on Inclusive Education, first, largely from the developed countries, and the second, emerging from the developing world. In the richer countries of the North, education is largely inclusive of girls, the disadvantaged and ethnic groups.

Children with disabilities (for example those with physical, intellectual and learning difficulties), who might previously have been educated in separate special schools, were being recommended to regular schools with an inclusive

special schools, were being recommended to regular schools with an inclusive orientation (Department for Education and Skills, 2002). Therefore, the discourse on Inclusive Education in the developed countries of the North is in fact much more complex and does not only focus on an extension of Special Education. It also includes debate about organisational, practical and cultural aspects of life in regular schools leading to a reform in Special Education (Peters, 2003). The underlying assumption in this earlier perspective has been that children's disabilities are due to medical factors that need to be rectified in order to fit them in the organised school, its curriculum and pedagogy.

2.3 The impact of international development on local Special Education provision for the hearing impaired

In 1981, the United Nations declared the International Year of the disabled persons. Zambia participated actively and a National steering committee was formed to spear head the activities of the year, and in 1982, the Decade of Disabled Persons, also established by the United Nations began. In 1994 the World Conference on Special Education, "Access and Quality" took place in Salamanca, Spain to discuss the objective of education for all by considering the fundamental policy shifts required to promote the approach of Inclusive Education.

The Salamanca Statement and frame work for action on Special Education, in 1994, unanimously, adopted the principle of inclusion that ordinary schools

accommodate all children, regardless of their physical, intellectual, emotional, social, linguistic or other conditions.

These developments along with numerous efforts, inspired the increase and awareness to bolster activity in Special Education provisions in Zambia. Past and present government policy is as a result of these declarations, needless to mention that Zambia is a signatory to all International Declarations on Special Education.

2.4 Understanding hearing impairment

Making inclusion of the children with hearing impairment meaningful, the understanding of what hearing impairment, the causes and levels of impairment is vital (McConkey et al., 2001). This is necessary for proper placement of these children in the main stream classrooms. There is need also to understand parental perception of Inclusive Education so as to solicit their support and understanding. The parents will in fact provide emotional support, because parents are the first teachers of their children thus their involvement is quite cardinal in any well planned inclusive schooling.

Hearing impairment is a hearing disorder that hinders an individual from hearing, it is inability to perceive sound clearly and hearing impairment classified into two major categories. One group is that of children who are hard of hearing. These children can hear without sound amplification but can only receive language

through the hearing sense. The other category is that of children who are referred to as deaf. These are profound hearing impaired children. They cannot receive language through their hearing sense but through sense modalities. Their primary avenue for language development and communication is more by vision than audition (Kirk and Gallanger, 1983). Hearing impairment is referred to all degrees of hearing loss measured in decibels (dB) across frequencies from 125 to 8000 Hertz (Hz).

2.4.1 Identification of children with hearing impairment

Effective identification of the children with hearing impairment can be done before they enter school. This is because of the fact that accurate identification of children with hearing losses is often complicated and symptoms of the condition resemble other disorders such as mental retardation or behaviour problems (Martin 1991).

In a classroom situation, there are certain signs which may serve as clues to identify a child with hearing impairment. The teacher needs to look out for some of the following signs, such as a child who stares blankly at the teacher may have hearing impairments or, simply not understand what is being said.

In addition, pupils or children who appear to have a physical problem with ears may have a hearing problem. Some times a child could complain of some discharge from the ears and children with poor articulation of sounds mean that

they have a hearing disorder, a child with hearing impairment can be identified if the child is always asking what the speaker had said; and the child can be noticed if the child does not take part in oral activities. The question is how does the problem come about?

2.4.2 Causes of hearing impairment

Causes of hearing impairment can be either congenital or acquired. Congenital means that the child is born with the impairment or it is present at birth. While acquired hearing loss is where a child becomes deaf after birth. These causes are put in three groups, namely; Pre-natal, Peri-natal and Post-natal (Kirk 1972).

2.4.2.1 Pre-natal causes (before birth)

Hearing impairment may be acquired through heredity; many children with sensory-neural hearing loss usually inherit the condition. A parent carrying a defective gene may pass it on to the child during conception if the gene is dominant. German measles affecting the mother may deform the organ of a developing foetus during the third month of pregnancy. A pregnant mother suffering from venereal diseases such as gonorrhoea and syphilis can affect the inner part of the ear. Certain drugs such as streptomycin, quinine, chloroquine, alcohol and unprescribed drugs during pregnancy can lead a child to have ear disorder (Jerry and Marion, 1979).

2.4.2.2 Peri-natal causes (at birth)

Kirk (1972) discovered that during delivery certain traumatic experiences such as lack of oxygen (anoxia) at birth causes damage to the brain. The use of forceps to pull the child due to prolonged labour can affect the child leading to a hearing disorder.

2.4.2.3 Post-natal causes (after birth)

These causes of hearing impairment occur after the child is born. Diseases such as measles, meningitis, scarlet fever, otitis, media, mumps, sore throat, and cerebral malaria can lead a person to having a disorder.

2.5 Types of hearing loss

Hearing impairment is divided into three categories and these are conductive, sensory-neural and mixed hearing loss (David and Silverman, 1978).

2.5.1 Conductive hearing loss

Conductive hearing impairment is due to interference with the acoustic transmission of sound to the sense organ, usually in the outer or middle ear. The wax blocks the ear canal causing interference in the outer and middle ear. In short interference of any sort in the transmission of sound from the external auditory canal to the inner ear causes conductive hearing loss. This condition causes a moderate hearing loss of 60 to 70 dB and can be corrected through amplification or surgery (Gearheart et al., 1988).

2.5.2 Sensory-neural hearing loss

Sensory-neural hearing loss is associated with damage in the auditory nerve from the inner ear to the brain. No matter how much the sound is amplified, the nerve damage prevents the sound from reaching areas of the brain. Damage to this portion of the hearing mechanism is irreversible and individuals with this type of hearing loss are only partially assisted by hearing aids (Quigley, 1982).

2.5.3 Mixed hearing loss

Mixed hearing loss is a combination of conductive hearing loss and sensory-neural hearing loss or combination of middle ear with inner ear hearing loss (David and Silverman, 1978).

2.6 Levels of hearing loss

Gearheart et al., (1988) clarify the degree of hearing impairment as mild 27- 40 decibels; moderate 41-55 decibels; moderate to severe 56-76 decibels; severe 70-90 decibels and profound 91+ decibels.

2.6.1 Mild 27-40 decibels

A person who has hearing loss between 27-40 decibels has a mild hearing loss and is likely to have difficulties with faint or distant speech. Students with mild hearing loss may need favourable seating that is seating in front seats.

2.6.2 Moderate 41-55 decibels

The range is usually classified as moderate. The individual with this kind of hearing loss is most likely to understand conversational speech at a distance of three (3) metres and a student can use a hearing aid.

2.6.3 Moderate to severe 56-76 decibels

The individual with a moderate severe hearing impairment has a hearing loss in 56-70 decibels range. For the student with a moderate severe hearing conversation must be loud enough to be understood. The student whose speech is defective may have limited vocabulary in counting of numbers difficulties in group and classroom discussions.

2.6.4 Severe 77-90 decibels

A person who has a loss between 70-90 decibels has severe loss and may not be able to hear a loud voice beyond a distance of one to two metres. The student may not be able to distinguish some environmental sounds and can face difficulties in recognition of division of numbers.

2.6.5 Profound 91+ decibels

An individual with hearing loss or more than 91 decibels has a profound impairment. A student is completely unable to hear any sound but may some times be aware of loud sound and vibrations. This kind of a person relies on vision rather than hearing for information processing. Sign language is used as a

medium of instruction and communication. Students experience problems in learning basic numeric skills (Gear heart et al., 1988).

2.7 Parents' perception of Inclusive Education

McDonnell's (1987) analysis on parental perception of including pupils with severe handicapped in regular primary schools notes that; parents whose children were in special schools have negative attitudes towards inclusion compared to parents whose children were placed in regular schools. McDonnell (1977) raises three issues supporting provision in regular schools:

- (a) The expenditure on education per student in special schools is higher than in regular schools. Inclusion influences positive attitudes of the non-handicapped towards their handicapped children and inclusion provides both social and educational benefits.
- (b) The proponents of special schools maintain that the quality and intensity of services provided in special schools cannot be matched in regular schools.
- (c) Furthermore, parents assert that the lack of acceptance of handicapped pupils by the non handicapped pupils is a justification for the continued segregation of pupils with hearing impairment. The later reason is also held by the parents of children with hearing impairments, who believe that

special schools protect their children from being mistreated by hearing pupils. Moreover, parents believe that teachers had not been able to achieve an understanding of the mainstreamed students as people, as adolescent kids like their students (Hemwall, 1986:139).

2.8 Head teachers' perception of Inclusive Education

A survey conducted by Stainback and Stainback (1984) in the United Kingdom on the attitudes of head teachers towards integrating children with special needs in ordinary schools and the support service being provided revealed that head teachers were positive only about integrating children who did not demand extra competency or extra curricular duties from ordinary teachers. The head teachers showed dissatisfaction on the quality of support, educational materials, equipment and personnel available in schools to effectively support integration. This meant that availability of adequate educational materials, and other resources was paramount to the success of integrative schooling.

2.9 Teachers' perception of Inclusive Education

Avissor (2002) studied teachers' perceptions on inclusion of children with Special Educational needs in ordinary classrooms in Israel and noted that although inclusion was practiced in schools, not all teachers identified several difficulties and issues that influenced acceptance of learners with Special Educational needs in ordinary classes, including lack of legislation and inadequate professional support to effectively educate children with disabilities. Following the

difficulties mentioned above, teachers, thus, preferred a model which educated children with special needs separately to that which tended to bring them into ordinary classrooms.

According to Wendy (1986) the attitudes of teachers on inclusion of pupils with Special Education Needs (SEN) in the mainstream classes ranged from being enthusiastic, through a neutral stance to reluctance. She identified inadequacies in their knowledge, ability to help learners with Special Educational needs, time available to give help and the willingness to offer individual education attention to pupils with Special Educational needs in ordinary classrooms. Such help depended on the confidence of the teacher to meet the educational needs of learners with disabilities.

Kasonde-Ng'andu and Moberg (2001) also in their study on attitudes of teachers and head teachers towards inclusion in the North-Western Province of Zambia found that attitudes varied depending on the nature and degree of severity of the disability. Lack of trained teachers and appropriate resources was also reported to have a negative impact on the implementation of inclusive schooling.

2.10 Factors affecting the implementation of the inclusion practice for the hearing impaired

Webster and Ellwood (1985) categorized children with hearing impairment according to type and the effect of the defect on many within the main stream.

They report that middle ear impairment (conductive and mixed hearing impairments) are not barriers to social and educational inclusion. Where this impairment exists, auditory amplification by means of air conduction and bone conduction, hearing aids are used to reduce the problem of deafness. Where sensory-neural hearing impairments are concerned, the problem is more severe. This gives rise to demands for specialized teaching approaches.

Most users of hearing aids complain of discomfort especially that which is associated with levels of surrounding noise. Tvingstedt (1985) explains that this problem is found among the immigrants' children with hearing impairment in Sweden and found that 70% of the pupils in special classes complained about noise compared to 81% in the mainstream classes. On the other hand, the use of hearing aid does not guarantee total inclusion. Other factors, which are important to consider, are time of onset and the degree of hearing impairment.

These two factors determine to a greater extent, the language ability of children with hearing impairment. Time of onset divides persons with hearing impairments into two categories. There are variations in language understanding between these two factors. The latter have higher language ability than the former. Language ability determines to a greater extent the magnitude of inclusion with hearing children in the main stream and therefore, the amount of socialization of the individual.

Tadasse (1987), in a study on factors affecting the implementation mainstreaming the deaf children in schools in Ethiopia, concluded that a higher degree of hearing loss, interacts with language development and that the type of hearing impairment has some relationship to hearing loss. He listed six (6) factors contributing to barriers to inclusion in the main stream as: degree of hearing loss, type of hearing loss duration of hearing impairment, social and instructional integration, and type of education and satisfaction or dissatisfaction with their education. The first three factors are among the causes of specific communication difficulties between children with normal hearing and those with hearing impairment. This is because the inability to hear obstructs the sound from reaching the brain, impeding understanding. Delayed exposure to a language environment hampers language development. Duration of hearing impairment determined the degree of acceptance of the defect by the individual and the individual's willingness to talk. These factors are essential for interaction and educational participation in the main stream. Further, in classrooms, the number of hearing pupils exceeds that of children with hearing impairment. In such a situation, the sitting arrangement is difficult. Tvingstedt (1985) maintains that if pupils with hearing impairment are placed where they can see others, they become more socialized because they see the jokes, smiles, actions and can even lip-read. In a bigger class, as is common in Zambia (Ratio 1:40 according to Ministry of Education), placement can only be in front of the class. The only contact is with the teacher. The effect of this placement varies a lot between the auditory/oral hearing impaired who can benefit from extensive auditory training

and use his residual hearing by the help of sound amplification, in contrast to the visual/oral hearing impaired, who depend more on lip-reading.

Tadasse (1987), surveyed the attitudes of children with hearing impairments, of regular school administrators, of teachers and hearing pupils. The results show that they all ranked communication as a major barrier to the inclusion of children with hearing impairments into the main stream. Hemwall (1986), commenting on language and the mainstreaming of children with hearing impairments, maintains that controversy has been particularly intense in deaf education; the special language problems of hearing-impaired children complicate the already complex issues raised by mainstreaming. On the contrary, the degree of hearing loss has not been a barrier to inclusion in regular nursery school for social and linguistic stimulation during the pre-primary years, nor does it prevent assimilation during the elementary school years. Early inclusion can motivate a change of attitude towards children with hearing impairments. This raises the point that some other factors may contribute to language inefficiency in pupils with hearing impairments. Wood et al (1986) noted that language inefficiency among children with hearing impairments is a result of an absence of synchronization between subject matter and the object of speech, a state that causes divided attention. Tvingstedt (1985) maintains that in a bigger group, pupils with hearing impairments, even the hard-of-hearing, become socially deaf. These factors intensify the essence of communication as a means to increasing personal relations, the lack of which results in isolation.

2.11 How hearing impaired children learn

The hearing impaired children believe that sign language if used will help them follow the teaching instructions well. Prabaka et al (1998) state that sign language is often referred to as the mother tongue of the deaf and is a mother tongue of all languages. Long before humans learnt to communicate orally or in written forms signs were used for communication. They argue that there are those that want to thrust oral language in teaching of the deaf; this in most cases, does not yield good results. A deaf person finds it better to communicate in a sign language, a language that has in the past been neglected and misunderstood. Even professionals working with deaf children do recognize the richness of vocabulary and grammar that exists in sign language, and Ahgren and Hyltenstan (1994) have emphasized that children learn better by use of a language, which has brought them up. They point out that deaf children are brought out in a sign language communicating environment and therefore adapting them to spoken language is one way of diminishing their education.

In Zambia, it can also be noted here that grade ones were subjected to English medium. Arguments have prevailed in the country that this led the children to be performing below expectation because English language is not their mother language. The introduction of the New Break Through to Literacy (NBTL) for example, is simply intended to expose children at the early stage of education to environmental learning considering the use of their mother language. Why then

should the hearing impaired children be subjected to oral language when they have their mother language (sign language)?

The NBTL programme helps to reinforce learning to an individual child thereby providing all the attention the child would need and motivating him or her to expected standards. In developing the programme, several factors need to be considered, such as the child's current abilities and strengths, the severity of the handicap.

The child's better understanding of a language depends on how much the child associates, interacts and involves him/herself in activities with other peers, and his/her home background. In the early years, a one-to-one child-teacher ratio is recommended. Therefore, parents in this scenario need to be actively involved in the day-to-day activities of the deaf child. The Individualised Education Programme (IEP) would in fact work better if supported by the Individualized Family Education Programme (IFEP). The parents can help the teachers by helping the children when there is a shortage of staff. They can render emotional support to a new parent citing examples of their own feeling of hopelessness when they came to know that their child was deaf.

Gearheart (1986) noted that parents should know their child. They have brought him/her up and therefore they know his/her needs and dislikes. They are motivated to develop their own channel of communication skills with speech,

communicating freely with their child. They need to learn to accept the disability and concentrate on developing the positive aspects of the child's abilities.

Lastly, it is important to have a specialist teacher present in an inclusive regular school to help the deaf students. Specialist teachers, thus, can provide a number of support services such as: Speech reading, tutorials in different subjects, liaising with the school administration and other teachers and when required, interpreting for the deaf in class, especially for difficult subjects. The advantage of a deaf child in an inclusive setting is that a deaf child is better motivated to learn skills him/herself in speaking and lip reading because without communication skills it can be very difficult to communicate with hearing friends.

Within an inclusive school, hearing-impaired children should receive whatever extra support they require from their normal hearing peers and teachers, as this is the most effective means of building solidarity between the hearing impaired children and their hearing peers. This would enable the hearing impaired child an opportunity to learn and develop stable social skills and knowledge in order to move and mingle in the learning world. Parents may also need to change their perceptions regarding typical developmental milestone. They should learn, as others have, to rejoice at the ability of their child to learn to sign as others. Kisanji (1998) states that in customary education community, members worked together to educate their neighbour's child by employing cultural practices. Cultural

practices of a community played an important role in socializing a child with disabilities.

The above revelation by Kisanji (1998) indicates that sharing experiences and the use of support group in the teaching process help to alleviate children's problems, though Inclusive Education is a programme that has proved to be very expensive.

Depending on how the government responds to the programme, it may prove profitable or may worsen the learning of hearing impaired children. The biggest challenge therefore is how to eradicate the negative response in parents, teachers, immediate supervisors and the top managers so that as a group, they all focus their attention to improving the learning standards, especially for the hearing impaired children. The negative attitudes, if eradicated will also help to focus resources to serve the intended purpose.

From the above review of literature many lessons have been learnt. These are lessons related to the focus of the study in the areas of funding to schools by government, material needs and requirement for the hearing impaired pupils, training of teachers to improve their qualification, involving parents in the education of their children and the improvement of the infrastructure and standards.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter looks at the research methodology, sampling procedure, data collection methods and the analysis of data.

3.2 Research design

Qualitative design was adopted because of its usefulness in describing the situation as regards to attitudes of major players in the education of the hearing impaired in an inclusive schooling system.

3.3 Target population

All six pilot schools with Inclusive Schooling Programme (INSPRO) in Kasama and one in Mpika Districts were targeted. These schools were targeted because they participated in the pilot project organized by INSPRO team of Teacher Education Department of the Ministry of Education. They were the first to feel the impact of teaching children with Special Educational Needs in regular classrooms.

3.4 Sample size

The sample size was seventy-two but only forty two respondents were available and thirty did not attend the interviews. The breakdown of the sample size is shown in table 1 below. Note that the largest number of respondents was that of

teachers because the teachers were more easily accessible than any other category of respondents.

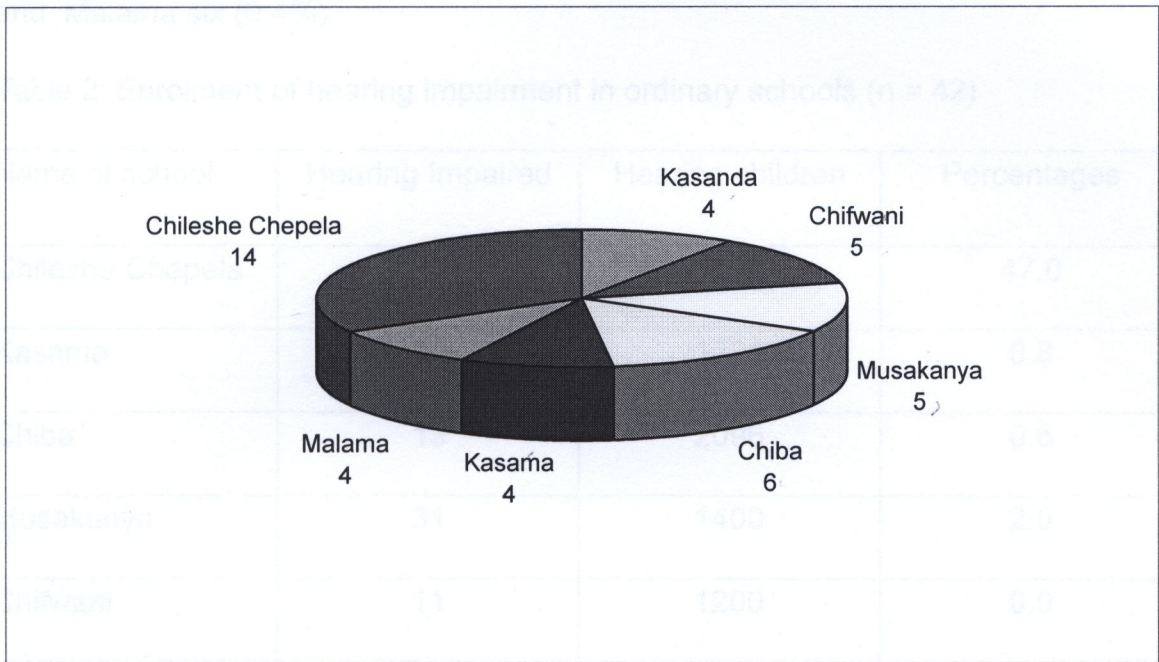
Table 1: Categories of respondents (n = 42)

Category	Number
Head teachers	7
Teachers	21
Parents	7
Pupils	7
Total	42

3.4.1 Distribution of respondents by school

The distribution of respondents by school are shown in figure 1 below. Fourteen (14) came from Chileshe Chepela Basic school; six (6) came from Chiba Basic School, Chifwani and Musakanya Basic schools had five (5) respondents each. The other respondents came from Kasenda ,Kasama, and Malama Basic Schools with four (4) respondents each.

Figure 1: Distribution of respondents according to schools (n = 42)



3.4.2 Enrolment of hearing impaired in ordinary schools

In order to measure Inclusive Education levels of enrolment in the schools under study, there was need to find out the number of hearing impaired versus hearing children who were enrolled in the schools. Table 2 shows below the enrolment figures of both hearing and hearing impaired children. The scenario emerging from the results showed that Chileshe Chepela Basic School had a higher enrolment at 130 (47.0%) of the total school enrolment. This was because Chileshe Chepela was a boarding school, and many parents preferred to send their children to this school. They felt children learnt a lot of things in segregated schools. Other schools had the following; Musakanya 310 (2.0%), followed by

Chifwani with 11 (0.9%), Kasenda and Kasama 14 (0.8%) each, Chiba 13 (0.6%) and Malama six (0.4%).

Table 2: Enrolment of hearing impairment in ordinary schools (n = 42)

Name of school	Hearing Impaired	Hearing children	Percentages
Chileshe Chepela	130	278	47.0
Kasama	14	1721	0.8
Chiba	13	2096	0.6
Musakanya	31	1400	2.0
Chifwani	11	1200	0.9
Malama	6	1354	0.4
Kasenda	14	1649	0.8

3.5 Sampling procedure

All the schools in Kasama and Mpika Districts were selected to participate in the study and this is where all the respondents were drawn. The respondents came from the following schools; Kasama Basic School, Chiba Basic School, Malama Basic School, Chileshe Chepela Special School and Musakanya Basic School in Mpika District.

Simple random sampling was used to determine teachers who should participate in the study. Numbers were assigned to all teachers and put into separate boxes representing teachers, head teachers and pupils. For the parents, convenient sampling procedure was used as they were only written to and only male parents

participated in the study because in that community, a father is regarded as the head of family and in such matters, it is only a father who represents a family. The researcher then randomly picked numbers from the boxes indicating teachers and head teachers to participate in the study. This technique has an advantage of allowing each participant 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 study (Mites, 1994).

3.6 Research instruments

In order to solicit views from parents, teachers, hearing impaired pupils and head teachers the following instruments were used:

- (i) Semi-structured questionnaires were administered to teachers and head teachers to solicit their attitude towards inclusive schooling, the problems pupils faced in inclusive schools, how head teachers perceived inclusion of hearing impaired in regular schools, whether or not head teachers' supported inclusive schooling and how Inclusive Education could be improved.

- (ii) Interviews were administered to parents of children with hearing impairments to solicit for views on whether they supported inclusion of their children in regular schools, helped their children with schoolwork, their attitudes towards inclusive schooling and their relationship with teachers and administrators.

3.7 Data collection techniques

Data were collected using the above instruments in the third term. This was a good time to meet teachers and pupils, because most of the teachers were revising for examination and had enough time to spare and were able to accept to answer the questionnaires.

3.8 Data analysis

Both qualitative and quantitative methods were used in analyzing data allowing easy processing and interpretation. The data were coded into themes and were analysed using the Statistical Package for Social Sciences (SPSS) programme. Frequencies, cross tabulations and percentages were used in describing distributions of single and summated variables.

3.9 Limitation of the study

The study's limitations were:

(a) Lack of time

Time was limited in the sense that most parent respondents opted to be interviewed from their homes and not at a central place. This made the researcher to walk long distances to meet the respondents which was time consuming.

(b) Insufficient funding

The research funds were not sufficient enough to meet transport costs to go round the schools to distribute and collect the questionnaires to the teachers and head teachers in the districts as they were far apart.

(c) Teachers reluctance in completing the questionnaires

Some teachers were reluctant to complete the questionnaires as they viewed the study as a way of reporting their classroom performances.

CHAPTER FOUR: PRESENTATION OF FINDINGS

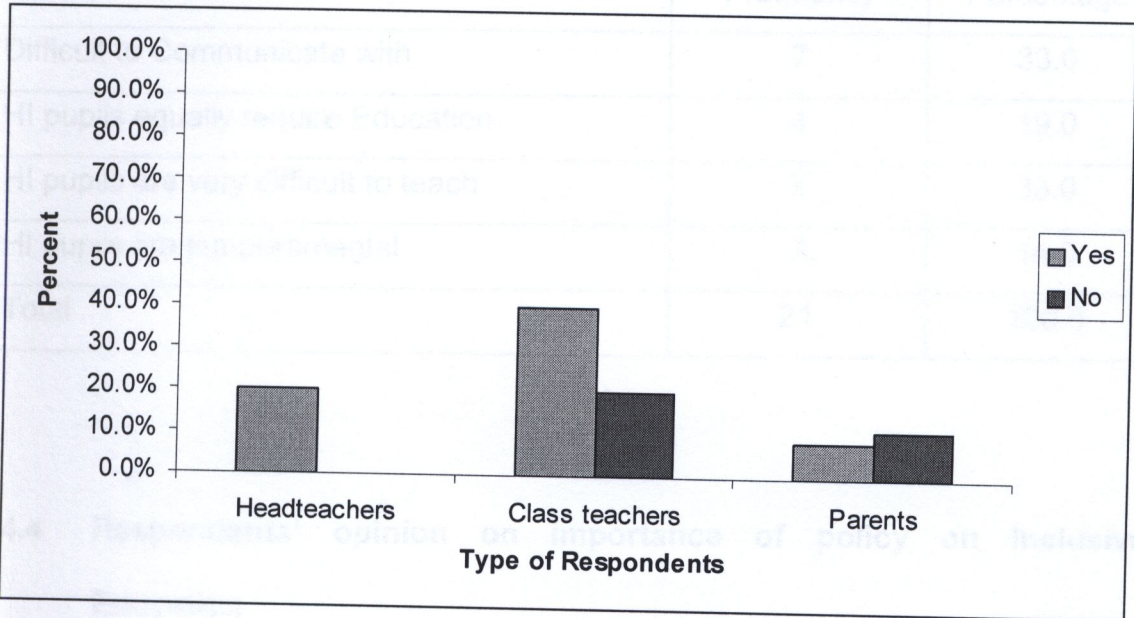
4.1 Introduction

This chapter presents findings of the study. The findings of the study were obtained through questionnaires and interviews conducted in seven (7) schools in the Northern Province.

4.2 Views on the need to provide education programmes and services to all children in ordinary schools

Head teachers, class teachers and parents were asked to give their views as regards the provision of educational programmes and services for all pupils in ordinary schools. The results are as shown in Figure 2 below. As can be seen from the figure, seven (20.0%) head teachers; 14 (40.0%) teachers and three (8.6%) parents agreed on the need to provide education programmes and services to all children in ordinary schools. However, seven (20.0%) class teachers and four (11.4%) parents disagreed.

Figure 2: Views on the need to provide education programmes and services to all children in ordinary schools. (n = 42)



4.3 How regular teachers perceived hearing impaired children

In order to measure the attitudes of regular teachers on hearing impaired children, they were asked to give their views on how they perceived the hearing impaired children. Table 3 below, shows that seven (33%) respondents said it was difficult to communicate to the Hearing Impaired Children while the other seven (33%) said they were difficult to teach because of communication barriers. Four (19%) said the children required education, while three (14%) said they were temperamental.

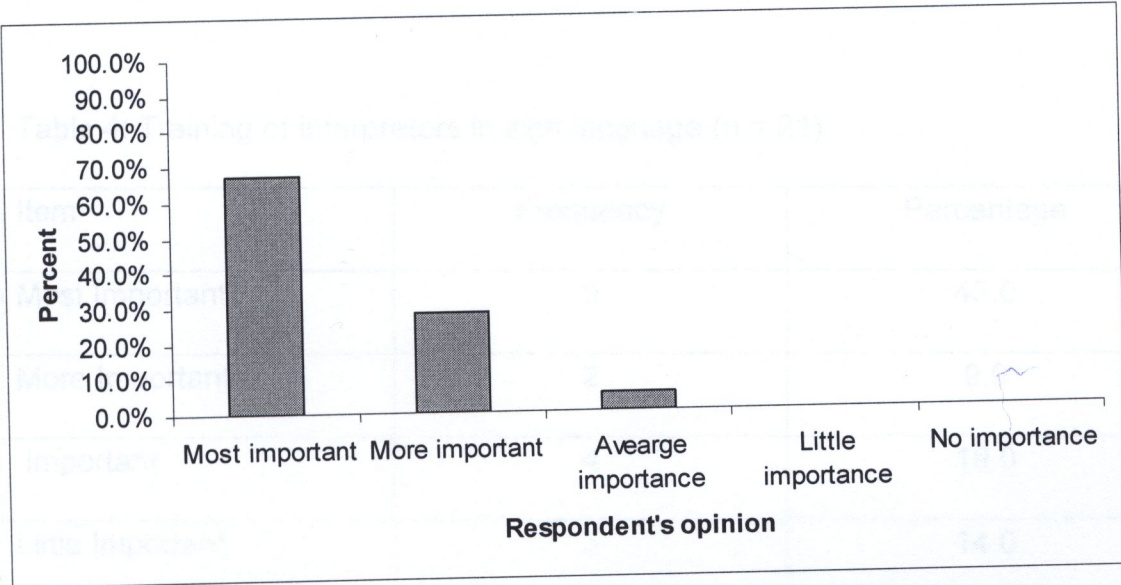
Table 3: How regular teachers perceived hearing impaired children (n = 21)

Item	Frequency	Percentage
Difficult to Communicate with	7	33.0
HI pupils equally require Education	4	19.0
HI pupils are very difficult to teach	7	33.0
HI pupils are temperamental	3	14.0
Total	21	100.0

4.4 Respondents' opinion on importance of policy on Inclusive Education

As the policy on Inclusive Education is of prime importance in the education of the hearing impaired children, respondents under study were asked to give their opinion on it. Figure 3 below shows the respondents' opinion on the importance of having a policy on Inclusive Education. As can be seen from figure 3, most of the respondents, 14 (67.0%) observed that it was most important to have a clear policy on inclusion, six (28.0%) said it was more important, while only one (5.0%) said it was of average importance.

Figure 3: Respondents' opinion on importance of policy on inclusive education (n = 21)



4.5 Training of interpreters in sign language

Teacher training in sign language and interpretation was assumed to be a contributing factor in the learning of hearing impaired children, hence respondents were asked to state the levels of its importance. Table 4 below shows that nine (43.0%) of the respondents agreed that it was most important to train interpreters in Sign Language as this was the only way all the teachers in an inclusive school could be able to reach the hearing impaired children effectively. Respondents said that teachers who had the knowledge of total communication were an asset to the teaching of children with hearing impairment. The table also shows that four (19.0%) respondents said it was important, two (9.0%) respondents said it was more important, three (14.0%) said it was of little

importance, while the remaining, three (14%) respondents said it was not important.

Table 4: Training of interpreters in sign language (n = 21)

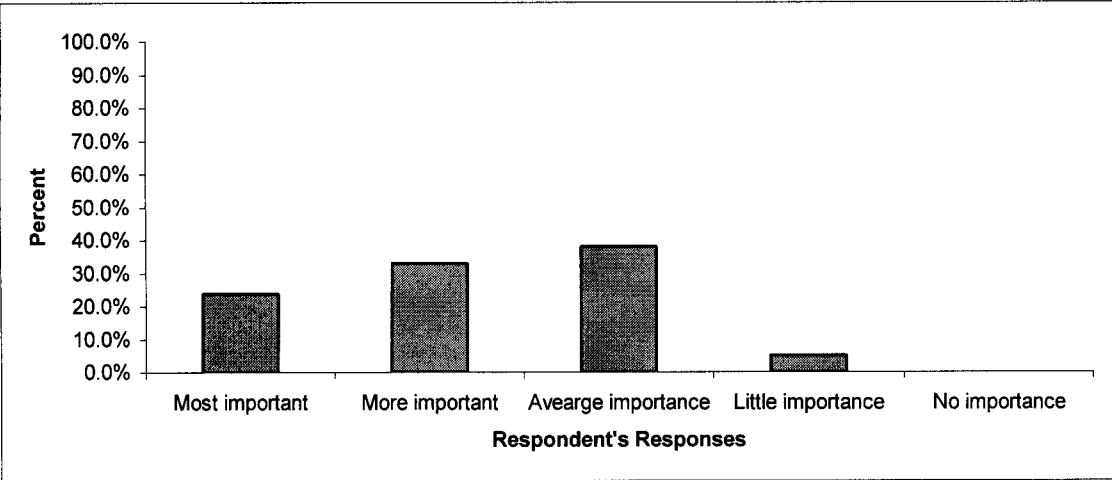
Item	Frequency	Percentage
Most Important	9	43.0
More Important	2	9.0
Important	4	19.0
Little Important	3	14.0
Not Important	3	14.0
Total	21	100.0

4.6 Need for the formation of parents' organisation to support provision of Inclusive Education

As for the formation of parents' organisation to support provision of Inclusive Education, the respondents' views are as shown in Figure 4 below. Eight (38.1%) of the respondents said that it was of average importance to form parents groups, since the Parent Teachers Associations (P.T.A) played the same role, while seven (33.0%) felt that it was more important to have parental groups for the Hearing Impaired because their needs were different from those of ordinary

pupils. Five (23.8%) said that it was most important while one (5.0%) said it was not important.

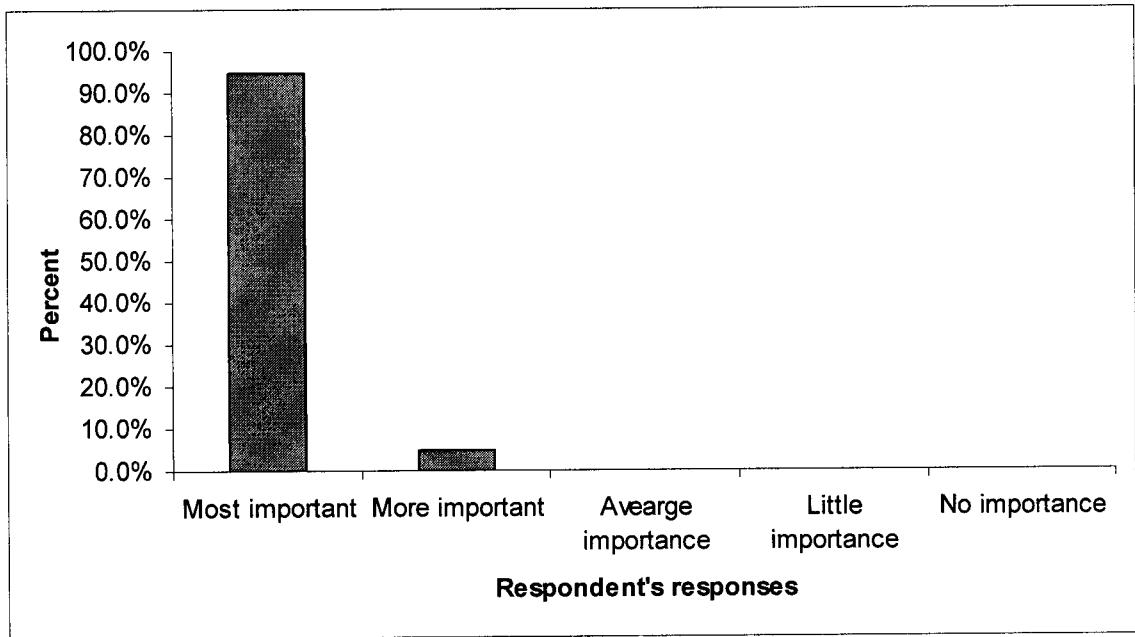
Figure 4: Need for the formation of parents' organisation to support provision of Inclusive Education



4.7 Need to equip schools with educational resources

Since educational resources played a major part in the education of the hearing impaired children, respondents were asked to rank the importance of having adequate educational resources in these schools. Figure 5 below shows that twenty (95.0%) of the respondents felt that it was most important to equip schools with more educational resources such as hearing aids, mirrors and speech trainers as this would help and make inclusion possible and easy while one (5.0%) was of the view that it was more important to equip schools with educational resources.

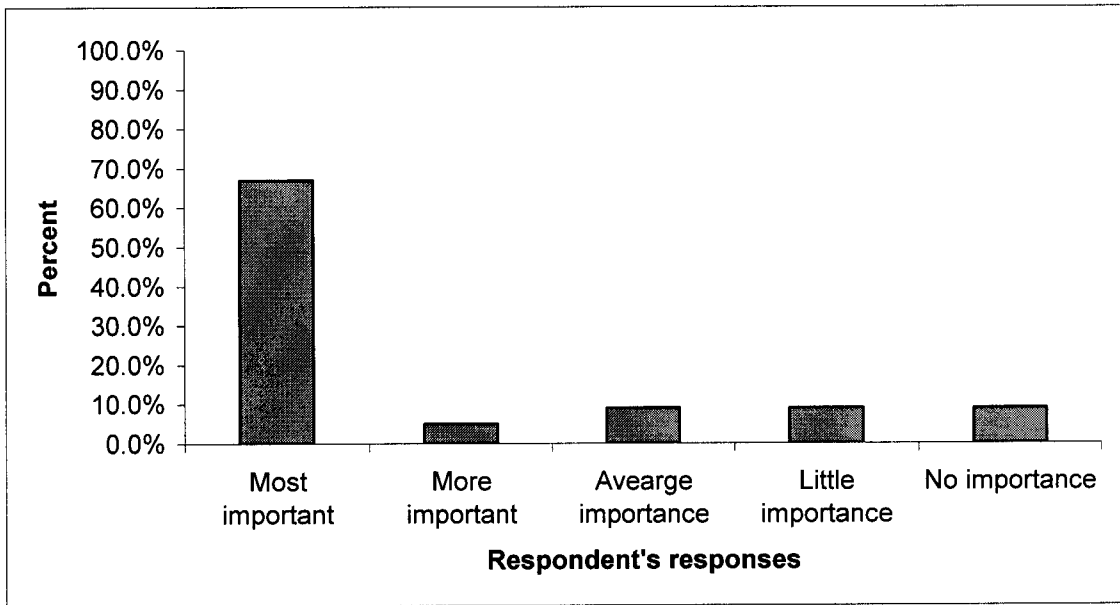
Figure 5: Need to equip schools with educational resources (n = 21)



4.8 Educating ordinary pupils about the hearing impaired pupils

As the hearing impaired pupils were placed in the same class with the ordinary pupils, it was inevitable to find out the importance of educating the ordinary pupils about their hearing impaired peers. Figure 6 below shows that fourteen (67.0%) respondents said that it was most important to educate ordinary pupils good values about the hearing Impaired. Two (9.0%) said it was important, while another two (.09%) said it was of little importance. One (5.0%) said it was more important yet another two (9.0%) said it was not important to educate ordinary pupils about hearing impaired children.

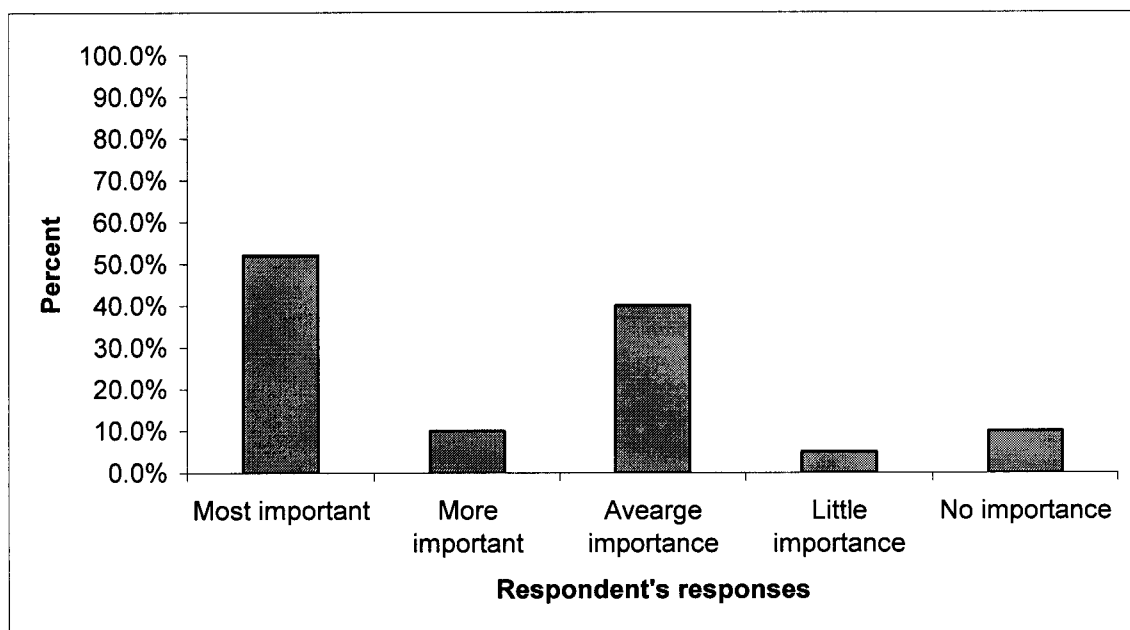
Figure 6: Educating ordinary pupils about hearing impaired pupils



4.9 Need for reduction of regular pupils in classes

Classroom pupil ratios played an important role as far as teachers' paying attention to individual pupil is concerned, that is, the smaller the number of pupils a teacher handles, the more individual attention is given to them. Figure 7 below shows that eleven (52.0%) of the respondents said it was important to reduce the number of regular students in inclusive classrooms as this helped the teachers to pay attention to children with special educational needs (Hearing Impaired). Two (10.0%) said it was more important, four (40.0%) said it was of average importance, while one (5.0%) said it was of little importance. Two (10.0%) said it was not important.

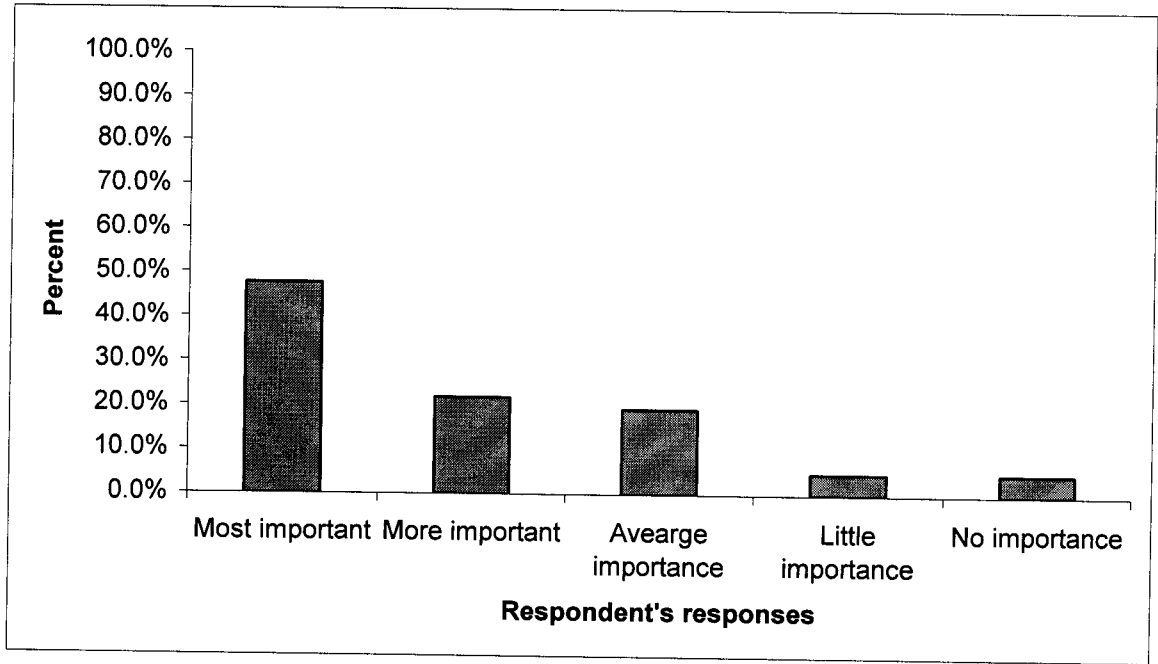
Figure 7: Need for reduction of regular pupils in classes (n = 21)



4.10 Need to change sitting arrangement

Sitting arrangement in the class of the hearing impaired and ordinary pupils was seen as a contributing factor to the learning of these pupils. In this regard, respondents were asked to give their views on the sitting arrangement in order of importance. Figure 8 Shows that ten (47.6%) said sitting arrangement was most important. This meant that Hearing impaired children could sit in the front row to enable the children pay attention and those that had a skill of lip-reading could use the skill. Five (21.7%) said it was more important, one respondent representing (4.8%) said it was average important, one (5%) said it was of little importance and 1 (5%) said it was not important.

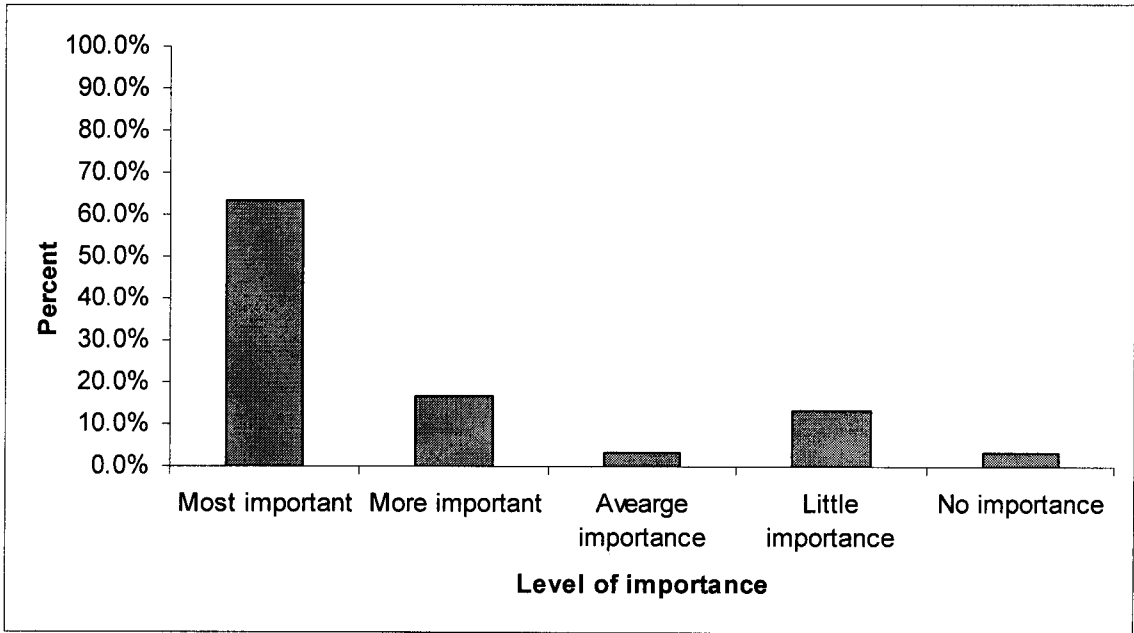
Figure 8: Need to change sitting arrangement (n = 21)



4.11 Number of Special Education teachers

As regards the number of Special Education teachers, respondents were asked to rank their views on the issue in order of importance. As can be seen from Figure 9, nineteen (63.3%) respondents said it was most important to increase the number of Special Education teachers, five (16.7%) said it was more important, one (3.3%) said it was important, four (13.3%) said it was of little importance and one (3.3%) said it was not important.

Figure 9: Number of Special Education teachers (n = 21)



4.12 Head teachers' perception of inclusion of the hearing impaired children in regular schools

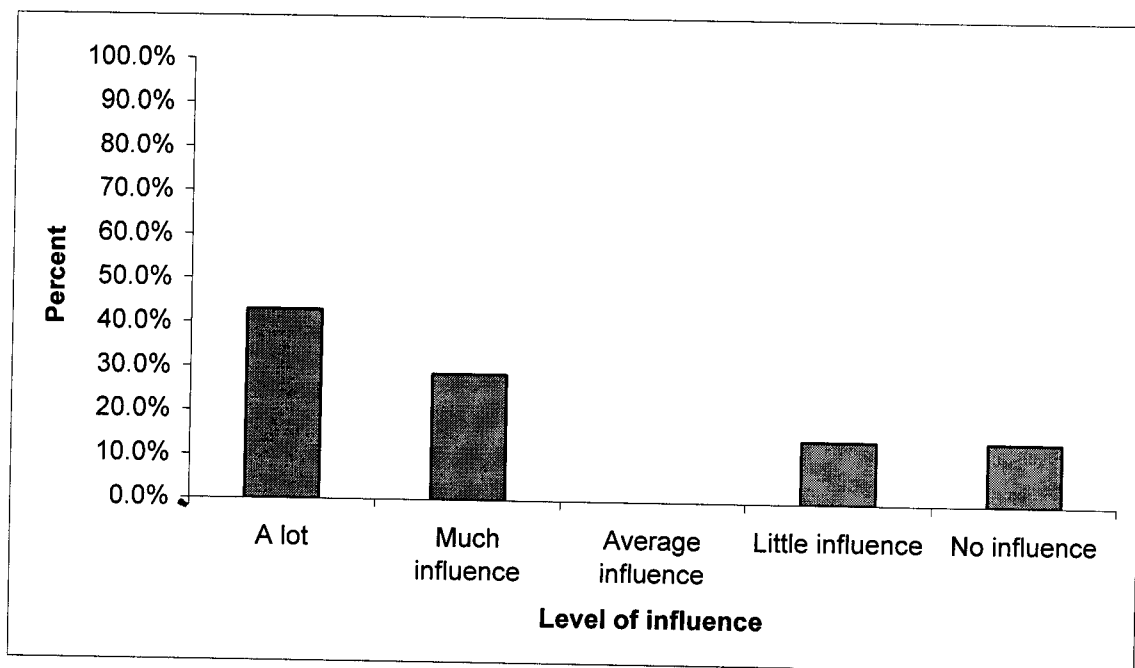
Since head teachers are the administrators of schools, it was felt important that they give their views on the inclusion of hearing impaired children into regular schools. Their views are as presented below:

4.12.1 Influence of large number of hearing children in regular classrooms

On the issue of large number of hearing children in regular classrooms, head teachers were asked to indicate as to whether this had any influence on the learning of the hearing impaired pupils. Figure 10 below shows that four (42.9%) respondents said that a large number of hearing pupils in the classroom had a lot

of influence on the inclusion of hearing impaired pupils in regular classroom. Two (28.6%) said it had much influence, one (14.3%) said it had little influence while another one (14.3%) respondent said it had no influence at all.

Figure 10: Influence of large number of hearing impaired pupils in classrooms (n = 7)

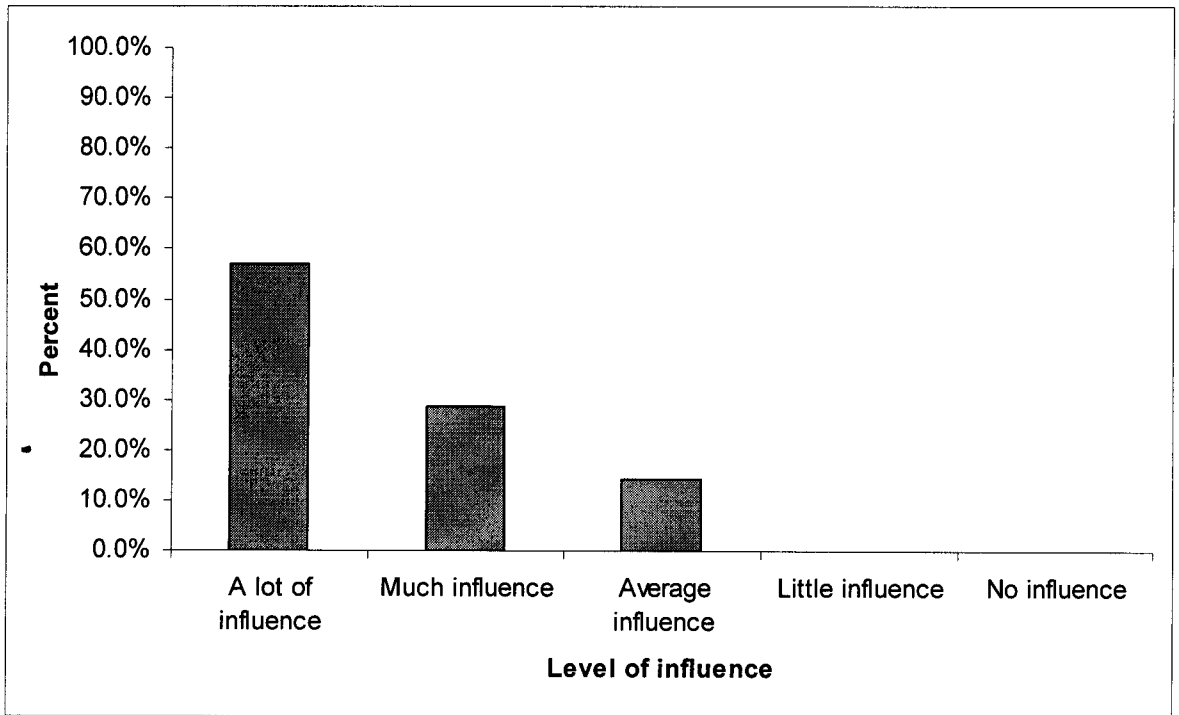


4.12.2 Influence of lack of specialist equipment in classrooms

Specialist equipment in classrooms is regarded to be of prime importance in the education of the hearing impaired pupils. To this effect, respondents were asked to show if lack of such equipment in classrooms had any influence on the learning of the hearing impaired pupils. Figure 11 below shows that four (57.1%) respondents said that lack of specialist equipment in class such as hearing aids had a lot of influence on the education of the hearing impaired children in an

inclusive classroom. Two (28.6%) respondents said that it had much influence while one (14.3%) respondent said that lack of specialist teachers had average influence.

Figure 11: Influence of lack of specialist equipment in classrooms (n = 7)

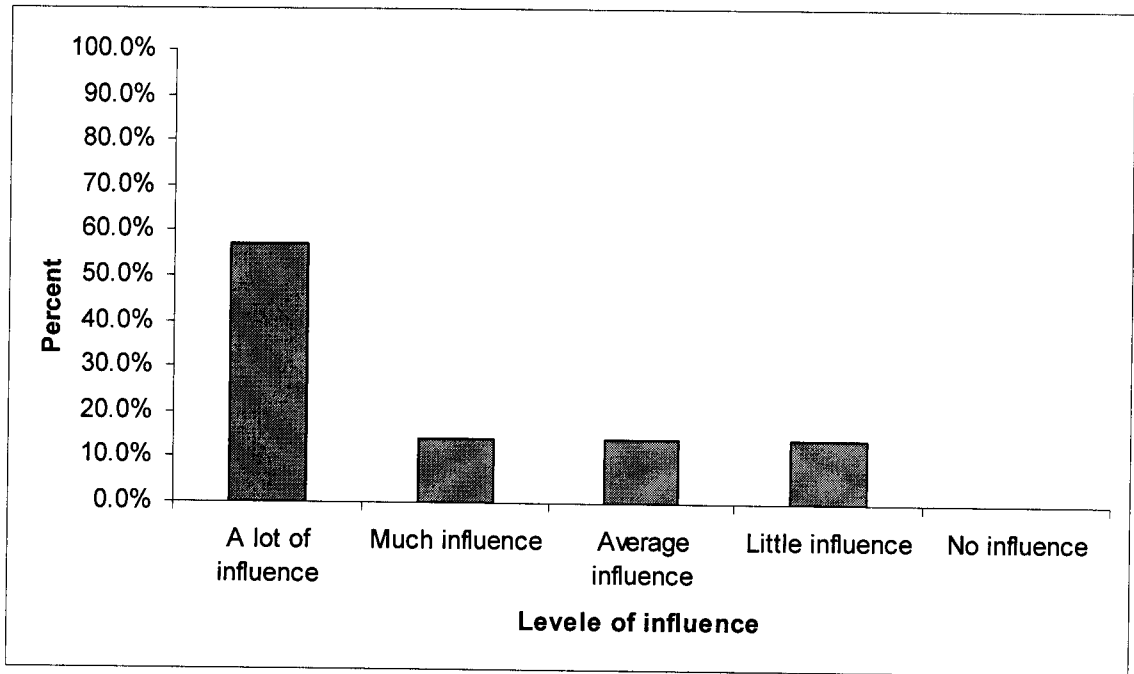


4.12.3 Influence of wrong placement of children with hearing impairment

On the influence of wrong placement of children with hearing impairment, the respondents' responses are as shown in Figure 12 below. Four (57.1%) of the respondents said that wrong placement of children with hearing impaired had a lot of influence in the inclusion of children with hearing impaired in ordinary

schools and classrooms while the rest of three respondents said it had much, average, and little influence, accounting for one (14.3%) each.

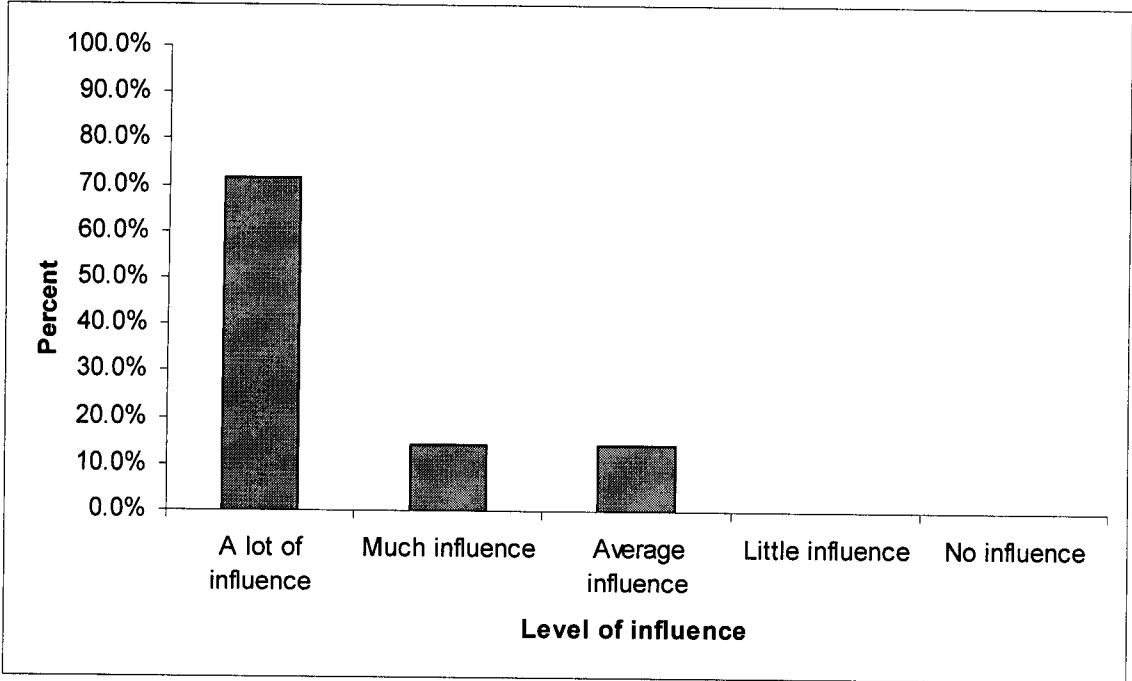
Figure 12: Influence of wrong placement of children with hearing impairment (n = 7)



4.12.4 Influence of regular teacher's lack of understanding of Sign Language

Respondents were asked to whether lack of understanding Sign Language had an influence on the learning of the hearing impaired children. Figure 13 below shows that five (71.4%) respondents said that regular teachers' lack of understanding Sign Language had a lot of influence. One (14%) respondent said it had much influence while another one (14%) respondent said it had average influence on pupils' learning.

Figure 13: Influence of regular teachers' lack of understanding of Sign Language (n = 7)



4.12.5 General perception of head teachers on children with hearing impairment

All head teachers accepted that they supported inclusion of hearing impaired in regular classes and schools. The reasons advanced were that they would benefit a lot from other regular children. Others emphasized the need to follow the policy on education on the need to educate the hearing impaired.

4.12.6 Material needs in inclusive classes

All the respondents agreed on the need for teachers to effectively teach the hearing impaired and on the other hand, for the hearing impaired children to learn, they needed the following: hearing aids, speech mirrors for speech

purposes, Sign Language dictionaries, trained teachers in sign language, charts on Sign Language, both alphabet and numerals, text books in all subjects and at all levels, concrete objects, that is, toys and different games and audiometers.

4.12.7 How teachers help hearing impaired children in schools

The respondents said most specialist teachers were very helpful to children with hearing impaired. They provided Individualized Education programmes (IEP) especially at Chileshe Chepela Basic School where children had to do extra work after classes. Others were given home work to do at home with their parents. Some head teachers said that because large numbers of hearing children made it difficult for teachers to help the hearing impaired children during class time.

4.12.8 What to put in place to improve inclusion in school

Teachers suggested the following in improving inclusion in the schools:

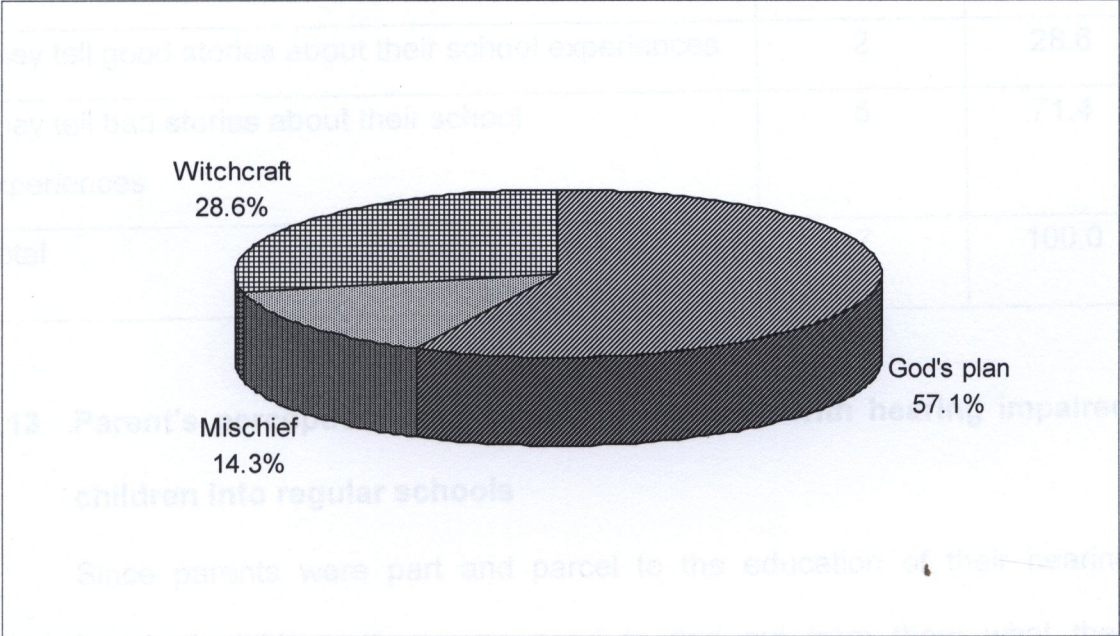
- Modification of the infrastructure, e.g. sound proofing the classrooms.
- Have adequate trained specialist teachers.
- Schools to be adequately funded.
- Provision of both supplementary and class readers.
- Have adequate furniture and teacher resource rooms.

4.12.9 Traditional beliefs about hearing impaired in general

Head teachers were asked to indicate if there were any traditional beliefs about the hearing impaired in general. Figure 14 below shows that four (57.1%) of the

respondents believed that being hearing impaired was an act of God, while one (14.3%) believed that it was as a result of parents being mischievous and two (28%) believed that witchcraft caused children to be hearing impaired.

Figure 14: Traditional beliefs about hearing impaired in general (n = 7)



4.12.10 Experiences of hearing impaired children in regular schools

Since hearing impaired children were placed in the same environment as the ordinary children in schools, they faced different experiences as individuals. Therefore, there was need to find out what the head teachers felt were the experiences of the hearing impaired children. Table 5 below shows that five (71.4%) respondents said that children narrated bad stories about their experiences in schools as that they were not being treated well by their peers,

children narrated good stories about their experiences in regular schools. For example (Generosity among few hearing pupils).

Table 5: Experiences of hearing impaired children in regular schools (n = 7)

Item	Frequency	Percentage
They tell good stories about their school experiences	2	28.6
They tell bad stories about their school experiences	5	71.4
Total	7	100.0

4.13 Parent's perceptions of inclusion of children with hearing impaired children into regular schools

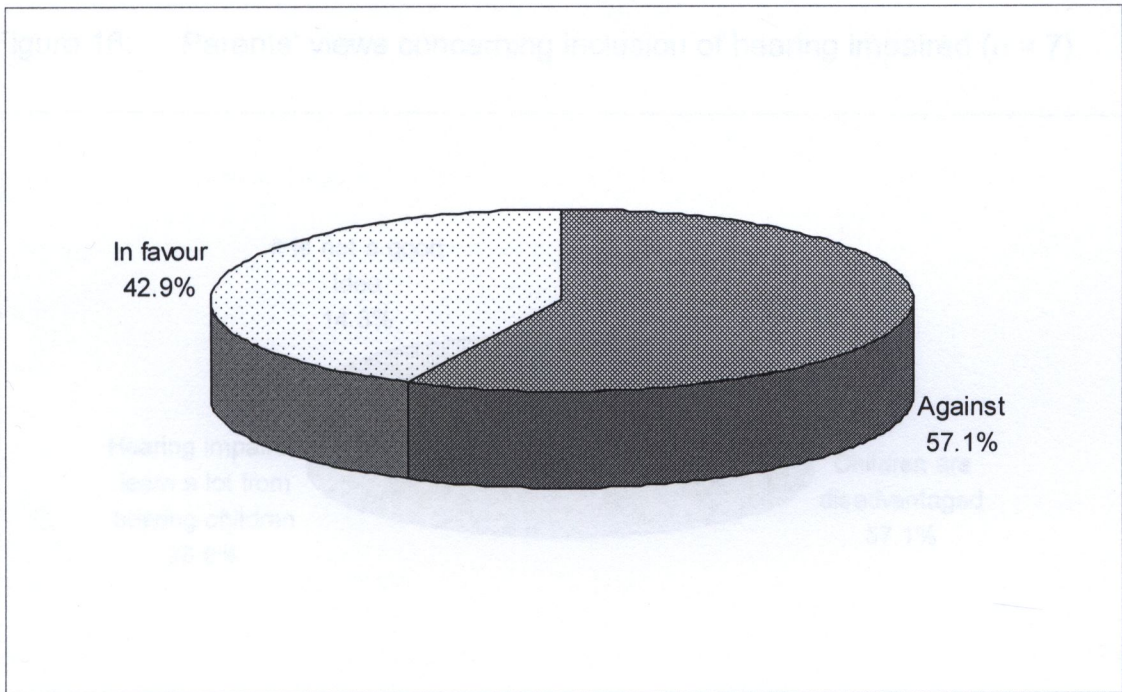
Since parents were part and parcel to the education of their hearing impaired children, there was need to find out from them what their opinions were concerning the placement of their children. Their views are presented below.

4.13.1 Parents opinions concerning placement of hearing impaired children in regular schools.

As regards the parents' opinion concerning placement of the hearing impaired children in regular schools, the scenario is as shown in figure 15 below. Four (57.1%) of the respondents said that they were not in favour of having their

children placed in regular schools, while three (42.9%) said that they were in favour of the idea only if good rules of placement were followed.

Figure 15: Parents opinions concerning placement of hearing impaired children in regular schools (n = 7)

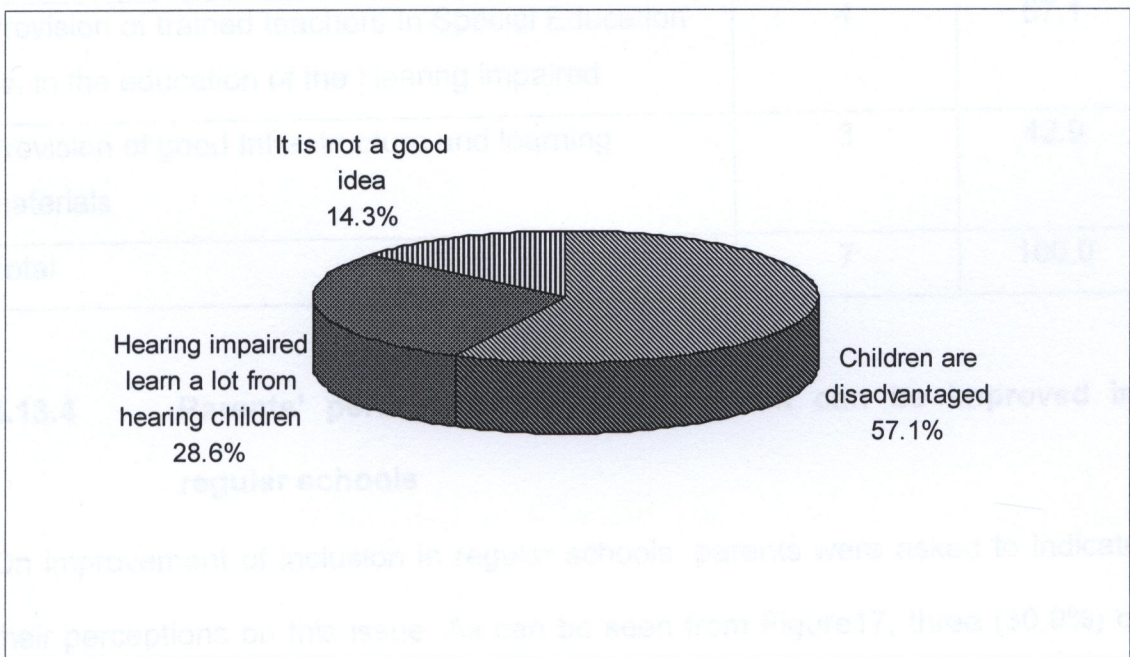


4.13.2 Parents' views concerning inclusion of hearing impaired

The study sought to find out the views of parents concerning inclusion of the hearing impaired children in regular classes. The scenario was as shown in Figure 16 below. Four (57.1%) respondents said that hearing impaired learn a lot from hearing children through socialisation while two (28.6%) said children were disadvantaged especially when they were taught by untrained teachers in

Special Education. One (14.3%) said inclusion of hearing impaired was not a good idea, because hearing impaired children were slow in doing work assigned to them and may not move at the same pace with ordinary children in the same class.

Figure 16: Parents' views concerning inclusion of hearing impaired (n = 7)



4.13.3 Parents' perception on the requirements to improve the education of the hearing impaired

In order to improve the education of the hearing impaired, certain educational requirements were needed. To this effect, parents of the hearing impaired children were asked as to what they perceived to be the requirements needed to improve the education of the hearing impaired. Table 6 below shows that four out of seven (57.1%) said that children should be provided with trained teachers in

Special Education for the education of the hearing impaired while three (42.9%) said they should be provided with good infrastructure and good learning materials to be helped to learn.

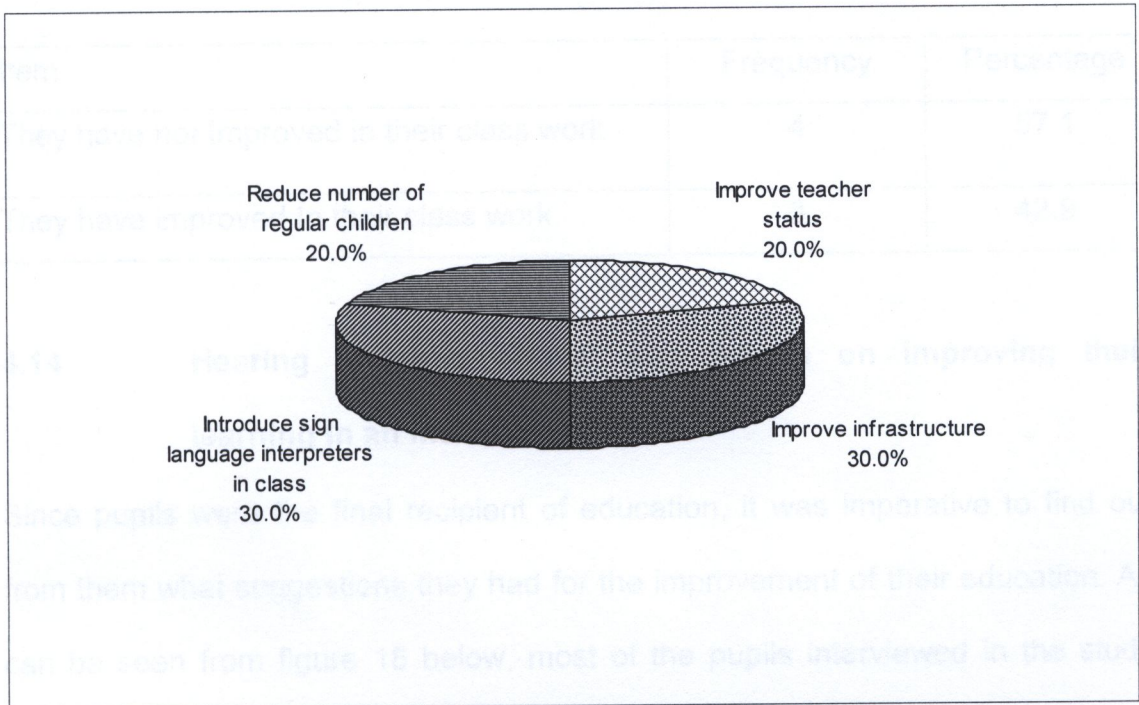
Table 6: Requirements to improve the education of the hearing impaired (n = 7)

Item	Frequency	Percentage
Provision of trained teachers In Special Education i.e. in the education of the Hearing impaired	4	57.1
Provision of good Infrastructure and learning materials	3	42.9
Total	7	100.0

4.13.4 Parents’ perception on how inclusion can be improved in regular schools

On improvement of inclusion in regular schools, parents were asked to indicate their perceptions on this issue. As can be seen from Figure17, three (30.0%) of the respondents said that there should be an improvement of the infrastructure while another three (30.0%) said there was need to introduce sign language interpreters in classes. Two (20.0%) respondents said that the number of regular children in class should be reduced, yet other two (20.0%) respondents said that teachers’ status should be improved.

Figure 17: How inclusion can be improved in regular schools (n = 7)



4.13.5 Parents' perception on improvement in class work after being placed in an inclusive classroom

As regards pupil improvement after being placed in an inclusive classroom, parents' perceptions were as shown in Table 7 below. Four out of seven (57.1%) of the respondents said that their children did not improve in their class work while three (42.9%) said their children had improved in their class work.

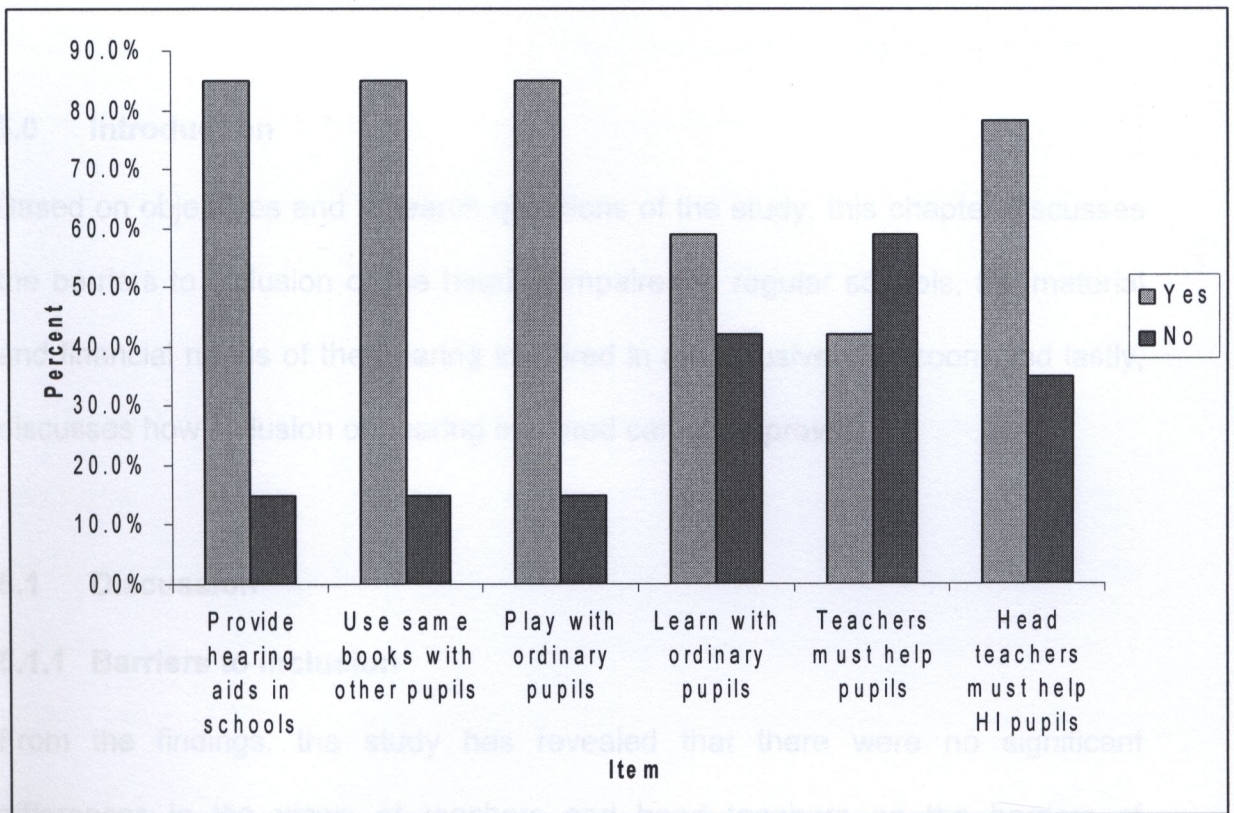
Table 7: Improvement in class work after being placed in an inclusive classroom (n = 7)

Item	Frequency	Percentage
They have not Improved in their class work	4	57.1
They have improved In their class work	3	42.9

4.14 Hearing impaired pupils’ suggestions on improving their learning in an inclusive school

Since pupils were the final recipient of education, it was imperative to find out from them what suggestions they had for the improvement of their education. As can be seen from figure 18 below, most of the pupils interviewed in the study said that in order to have inclusion for the hearing impaired improved, there was need to provide schools with hearing aids, allow the impaired pupils to interact and learn with the ordinary pupils in classes. There was also need for the head teachers to help the hearing impaired pupils by providing them with the necessary learning materials.

Figure 18: Hearing impaired pupils' suggestions on improving their learning in an inclusive school (n = 7)



CHAPTER FIVE: DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

Based on objectives and research questions of the study, this chapter discusses the barriers to inclusion of the hearing impaired in regular schools, the material and financial needs of the hearing impaired in an inclusive classroom and lastly, discusses how inclusion of hearing impaired can be improved.

5.1 Discussion

5.1.1 Barriers to inclusion

From the findings, the study has revealed that there were no significant differences in the views of teachers and head teachers on the barriers of including hearing impaired children in ordinary schools. This is so because all deaf children require language in order to learn and they also require the necessary educational materials. This has also been supported by Welster and Ellwood (1985), Tadasse (1987), and Lilly (1988) who have argued that language ability in children with hearing impairment and the outset of the hearing loss determines, to a greater extent, the magnitude of inclusion with hearing children in the main stream and therefore, the amount of socialization of the individual.

From the findings, the study showed that fewer numbers of trained teachers in teaching the hearing impaired was one of the factors that affected inclusion of

hearing impaired children in ordinary schools. These findings were consistent with Mandyata (2001); Kasonde-Ng'andu and Moberg (2001) Kalabula and Mandyata (2002); Mowes (2004) who noted that most African countries did not invest much in the training of teachers for the education of the hearing impaired children. The other factor was that even when there were few teachers most of them were not skilled to handle children in an inclusive setting.

The findings further indicated that many teachers were not competent in Sign Language. This made it difficult for these teachers to reach effectively the children with hearing impairment. This observation was also consistent with Prabaka et al. (1998) who stated that Sign Language was often referred to as a mother tongue of the hearing impaired and if the teacher was not consistent, it was quite difficult for him/her to teach and produce good results. In most cases, regular teachers also did not understand Sign Language. This means that children with hearing impairment who were included in ordinary schools may not be helped in any way. This had a negative impact on the children's learning.

The findings further showed that most teachers and head teachers including parents felt that it was important for the Ministry of Education to train interpreters in Sign Languages so that ordinary teachers could be helped to teach effectively in inclusive classrooms.

5.1.2 Attitudes towards inclusion

The findings have indicated that the majority of teachers, head teachers and parents believed that pupils with hearing impairment were often teased by other pupils in ordinary schools. This has been supported by Steinbeck and Steinbeck (1985); Molser (2000); Tibebu (1995) who had said negative attitudes were likely to manifest themselves if, when including hearing impaired children in ordinary schools, there was no direct interventions such as the sensitization of the entire school staff and also the ordinary pupils. The attitudes of teachers towards the hearing impaired children, therefore, were of prime importance because they could influence the failure or success of the programme.

Similarly, the attitudes of parents were also critical. For example, Fredrick and Cline (2002) had shown that the attitude of parents could influence the success of their child's educational placement. The perception of parents in particular contexts about inclusion were therefore of utmost importance. Parents of children with hearing impairment felt unsure and not at ease in the relationship with ordinary pupils or peers because they feared that their children would be teased or just ignored.

5.1.3 Material and financial needs of the hearing impaired in inclusive classrooms.

From the findings, the study has revealed that there were no materials in inclusive schools to help the teachers teach the hearing impaired effectively. The

study also revealed that even when there were equipments in the school, such as audiometers and hearing aids, the teachers were not competent to use them.

Most teachers and head teachers felt that if the equipment and materials were made available, Inclusive Education could be realized. Some basic equipment mentioned but which were lacking included hearing aids, audiometers, mirrors, speech trainers and generally books for Sign Language and Sign Language dictionaries.

These findings are consistent with Kasonde-Ng'andu and Moberg (2001) who, in their study, reported that:

Due to the general cut-backs in government expenditure, Special Education has been affected. Funding is very low and in many cases it comes from donors such as inclusive schooling programme (INSPRO) under the Ministry of Education.

The study established that to manage education of children with hearing impairment, speech trainers, hearing aids, and other necessary materials needed to be purchased in schools. However, in Zambia the Special Education sector was burdened with many deficiencies. For instance, schools did not have adequate material resources to meet the administrative and educational needs of all pupils in inclusive setting. The study has also revealed that the physical environment in many schools did not support inclusive schooling in its strict sense. For instance, there were no recreation facilities for children with hearing impairment and for all disabled children. The two findings were consistent with

the findings of Kalabula (1999) who stated that meeting the needs of citizens with special needs was considered more costly than the needs of normal children.

The study also shows that the placement process of children with hearing impaired left much to be desired. The guidelines of placement were not followed. For instance at Chiba Basic school, there were only thirteen hearing impaired children out of 2,096 enrolled children in school representing only 0.6%. This was at school level, but in the classroom there were two hearing impaired pupils to 38 normal hearing pupils. This made it difficult for the teacher to give attention to these two children.

5.1.4 How inclusion can be improved

From the findings, the respondents indicated that infrastructure must be improved to meet with the standard procedures of inclusion. All specialist teachers for the hearing impaired should be trained and be proficient in Sign Language and be able to interpret sign to word and vice versa. There should also be reduction of regular children in classes. Teaching equipment such as the hearing aids, audiometers and speech trainers should be acquired for schools that were implementing inclusive programme. Schools that were on the INSPRO should be funded well in order to meet the added strain on them. Teachers must be paid well in order to motivate them, they should also be sent for in-service training courses so that they could improve their skills and pedagogical knowledge.

5.2 Conclusion

The central issue in the study has been the question on what teachers, parents, head teachers and hearing impaired pupils say on the inclusion of hearing impaired children in regular classes. From the findings of this study, there are a number of things that the Ministry of Education and the stakeholders ought to do in order to have inclusion of the hearing impaired be acceptable by the community.

This study shows that there is need for the government to increase funding to schools and special units where inclusion has been introduced. Special Education is very expensive and leaving the raising of funds for material resource to teachers and parents alone will not provide the Inclusive Education desired by the advocates of this idea.

Inclusive Education is not easy to achieve, it requires serious attention to the needs of the children that are being included in the main stream. Placement of hearing impaired children must follow the requirements of these children, which includes knowing the levels of their hearing losses. Therefore, this requires legislation to be put in place, so that rules are followed when including these children in the mainstream of education. Hearing aids, audiometers, and speech trainers are a must to attain positive inclusion and good results.

All the respondents agreed that there was need to prepare minds of all stakeholders well in advance when including hearing impaired children in regular classes.

Numbers of regular children in regular classes should be reduced and trained specialist teachers be placed in these inclusive classes to work alongside regular teachers, where possible, mainstream teachers should also know sign language so that children could be helped to maximise learning.

5.3 Recommendations

In view of the findings of the study, the following recommendations are made:

1. Ministry of Education must take a leading role in making Inclusive Education acceptable by parents, teachers and children. This means that the Ministry of Education must address seriously the barriers that impede implementation and development of Inclusive Education.
2. The Ministry of Education must provide in-service training for teachers of the hearing impaired in sign language. This means that all in-service teachers training colleges of education must take sign language as a core course of their study.

3. The Ministry of Education must improve and expand the existing facilities in schools such as furniture, classrooms, teachers' handBooks and pupils learning aids to enable the hearing impaired pupils learn. The Ministry of Education should equip the standards officers with skills necessary to provide essential support to teachers in inclusive school settings.

4. The Education policy should be revised to make it more supportive of Inclusive Education. Further the Ministry of Education should amend the Education Act of 1966 in order to include the new concept and philosophy of inclusion

5. The Government of the Republic of Zambia should adequately fund the Ministry of Education to enable it fund schools and provide appropriate teaching and learning materials/equipment for teachers in ordinary schools.

6. There is a need to sensitize all the stakeholders on the necessity to accept the hearing impaired pupils as people who can function well as much as any other ordinary person. Hearing impaired children should be sensitized so that they also learn how to function together with the ordinary pupils. Parents and local communities should be part of the decision making body. They should be allowed to function in the same way Parent Teachers Associations function.

7. Incentives such as Special Education allowances should be re-introduced in schools to encourage the teachers for the hearing impaired and other stakeholders to work extra hard and improve the education of the hearing impaired children.

REFERENCES

- Ainscow, M. (1999) **Understanding the Development of Inclusive Schools**. London: Falmer.
- Ahlgren, I and Hyteenstan, K. (1994) **Bilingualism in Deaf Education**. Signum: Hamburg.
- Avisar, G. (2000). **“Views of General Education Teachers’ About Inclusion: An International Perspective in Including the Excluded. International Special Education Congress”**. New York: University of Manchester.
- Bornstein, H. et. al. (1993) **The Comprehensive Signed English Dictionary**. London: Kerdall Green Publications.
- Engel, Brecht et. al. (1999) **Inclusive Education Practices in South Africa**. Boston; Houghton Mifflin Company.
- Ferguson, D. L. (1996). **‘Is it inclusion yet? Bursting the bubble.’** In Berres, M.S., Ferguson, D. L., Knoblock, P. & Woods, C. (ed) **Creating To-morrow’s Schools Today: Stories of Inclusion, Change and Renewal**. New York: Teacher College Press.
- Fredrick, S. Berg et. al. (1986) **Educational Audiology for the Hard of Hearing Child**. Department of Communicative Disorders, Utah State University, Logan Uta: Harcourt Brace Jovanovich Publishers.
- Fredrick, T. L. Leong and James, T. Austin (1996) **The Psychology Research HandBook, A Guide for Graduate Students and Research Assistants**. London :Sage Publishers.
- Gearheart, Bill R. (1986) **Learning Disabilities, Educational Strategy**. London: Merrill Publishing Company.
- Geoffrey, Lindsay (1982) **Screening for Children with Special Needs**. London: Croon Helm.
- Gerda, Hank (1990) **Special Needs in Ordinary Classroom: Supporting Basil Teachers**. Second Edition, London: Published Blackwell Ltd.
- Harnu, Salvolaivein et al (2000) **Meeting Special and Diverse Educational Needs: Making Inclusive Education a Reality**. Ministry of Foreign Affairs, Department for International Co-operation : Helsinki Nillo Maki Institute.

- Hemwell, M. K. (1996) **Ethnography as Evaluation: Hearing Impaired Students in the Mainstream**. Beverly Hills: Sage Publications
- Jha, M.M. (2002) **School Without Walls: Inclusive Education for All**. Oxford: Heinemann.
- Jenkinson, Josephine C (1997) **Mainstream of Special Educating Students with Disabilities**. London: and New York.
- Kalabula, M.D. (2000) **"Inclusive Education in Africa. A Myth or Reality. A Zambian Case Study: Including the Excluded"**. Unpublished paper presented at the International Special Education Congress (ISEC 2000), University of Manchester.
- _____ (1991) **"Integrating Visually Handicapped Children into Zambia Ordinary Secondary Schools"**. University of Birmingham, School of Education (Unpublished Ph.D.).
- Kasonde-Ng'andu, S. and Moberg, S. (2001). **Moving towards Inclusive Education, a Baseline Study on the Special Educational Needs in the North Western and Western Provinces**. Lusaka, Zambia Publishing House.
- Kirk, S. and Gallagher, J.J. (1983) **Educating Exceptional Children**. (2nd ed). Columbus: Houghton Mifflin Company.
- Kirk, S. and Gallagher, J.J. (1987) **Educating Exceptional Children**. Columbus: Houghton Mifflin Company.
- Kisanji Joseph (1997) **"The March Towards Inclusive Education in Non-Western Countries, Retracing the Step"**, Special Education Journal Volume 2, No. 5.
- Mandyata, J.M.(2001) **"Teachers' Views on Inclusive Practices: The case of Basic Schools in Kasama District of the Northern Province"**. Unpublished Masters Dissertation Degree, University of Zambia, Lusaka
- McDonnells (1989) **"Integration of Students with Severe Handicaps into Regular Schools: Analysis of Parents' Perception of Potential Outcome"**. Special Education Journal, volume 22 (14) (p. 20-25).
- McConkey, R., Anul, P., Booth, T., Kanyanta, B.S. (2001) **Understanding and Responding to Children's Needs in Inclusive Classrooms. Teachers Guide**. Paris: UNESCO.

- Miles, B. Mathews and Heberman, M. (1994). **Qualitative Data Analysis**.
London:
Sage Publication Inc. United Kingdom.
- Ministry of Education (1977) **Education Reforms Policy Document**.
Lusaka: Zambia Publishing House.
- Ministry of Education (1992) **Focus on Learning**. Lusaka: Zambia Publishing
House.
- Ministry of Education (1996) **Educating Our Future**. Lusaka: Zambia Publishing
House.
- Mittler, P. (2000) **Working towards Inclusive Education: Social Context**.
London: Fulton.
- Morberg, S. (1997) **Inclusive Educational Practices as Perceived by
Prospective Special Education Teachers in Estonia, Finland
and United States**. International Journal of Rehabilitation
Research Volume 20.
- Mosert, Louise (2004) **Defining Inclusive Education Attitudes towards
Inclusive Education**. Faculty of Education, Namibia.
- Mowes, A.D. (2004) **Clarification of concepts of Inclusive Education**. Faculty
of Education Publications; University of Namibia..
- Peters, S. (2002) **“Inclusive Education in Accelerated and Professional
Development Schools”: A Case Based Study of Two School
Efforts in the USA**. International Journal of Inclusive Education.
6(4), 287-308.
- Peter, V. Paul (1998) **Literacy and Deafness, the Development of Reading,
Writing and literate thought**. The Ohio State University.
- Prabaker, et al (1998) **Listening to Sounds and Signs, Trend in Deaf
Education and Community**. India: C.B.M. International.
- Quigley, Stephen et al. (1982) **Language and Deafness**. University of Illinois,
College-Hill Press, California
- Rena, B. Lewis et al. (1987) **Teaching Special Students in the Mainstream
(2nd ed)**. London..Merrill Publishing Company.

Salamanca Statement (1992) **"Final Report on World Conference on Special Education, Access and Quality"**. Paris: UNESCO.

Sanders, A. Derrick (1982) **Aural Rehabilitation**. New York: Prentice Hall inc.

Sebba, J. & Ainscow, M. (1996) **"International Development in Inclusive Schooling: Mapping the Issues"** Cambridge Journal of Education. Vol. 26 (1) (p.5-18).

Seligman, Milton (1979) **Strategies for Helping Parents of Exceptional Children**. New York: The Free Press.

Stainback, S. and Stainback, W. (1996) **Inclusion: A Guide for Educators**. Baltimore: Paul H. Brookes Publishing Company.

_____ (1984). **A Rationale for the Meger of Special and Regular Education**. Baltimore: Paul H. Brookes Publishing Company.

Strong, Micheal (1988) **Language Learning and Deafness**. Cambridge University Press.

Thomas, Walker, D. & Webb, J. (1998) **The Making of the Inclusive School**. London: Routledge.

Udvari-Solner, A. (1996). **"Theoretical Influences on the Establishment of Inclusive Practices"**. In Cambridge Journal of Education, vol.26, No.1,294-361

UNESCO, (1994) **The Salamanca Statement on Principles. Policy and Practice in Special Needs Education**. Paris: UNESCO

UNESCO (1994) **The Salamanca Statement and Framework for Action on Special Needs Education Salamanca**. UNESCO.

UNESCO, (2000). **"World Education Forum Final Report, Part II: Improving the Quality and Equity of Education for All"**. Paris: UNESCO.

UNESCO (2002) **Inclusive Education in Southern Africa, Responding to Diversity in Education**. UNESCO Harare, Zimbabwe.

Wall, W.D. (1979) **Constructive of Education for Special Groups**. London George G. Harrap and Company Ltd.

William, L .Heward (1979) **Working with Parents of Handicapped Children**. London: Ohio State E-Merrill Publishing Company.

(1996) **Working With parents of Handicapped Children**
(3rd Ed). London: The Ohio State E-Merrill Publishing Company,

Zambia Teachers' Education (2001) **Inclusive Education**. Lusaka Curriculum
Development Centre (C.D.C).

Appendix One
Teachers' questionnaire

The aim of this questionnaire is to get your opinion concerning the education of hearing impairments in regular schools. Complete the following questions as honestly as possible.

1. SEX: MALE _____ FEMALE _____
2. Name of the school _____
3. Teaching Experience _____
4. Type of the school _____
5. Present position _____
6. How many children/ hearing impaired and regular children are in your class? _____

7. Do you have equipment for the hearing impaired?

Yes

No

8. If **Yes**, list the equipment you have.

- (a) _____
- (b) _____
- (c) _____

(d) _____

(e) _____

9. In one sentence, what is your view concerning inclusion of hearing impaired children?

10. How do other teachers (regular) perceive hearing impaired children?

11. How was the school prepared before including hearing impaired children?

12. Tick (✓) according to the extent to which the following factors act as barriers to inclusion.

	Item	A lot	Much influence	Average influence	Little influence	No influence
A	Large number of hearing children in regular classrooms					
B	Lack of specialist equipment in class i.e. hearing aids					
C	Few trained teachers of the hearing impaired					
D	Wrong sitting arrangement of children with hearing impaired i.e. the level of hearing					
E	Regular teachers do not understand sign language					

13. Do you encounter any barriers to inclusion of hearing impaired children in regular classrooms?

Yes

No

If Yes to question 13, kindly list the barriers.

Appendix Two

Head Teachers' questionnaire

The aim of this questionnaire is to get your opinion concerning the education of children with hearing impairment in regular schools.

Complete the following questions as honestly as possible

1. SEX: MALE _____ FEMALE _____
2. Name of school _____
3. Type of school _____
4. Teacher experience in Special Education _____
5. Number of children in the school
Hearing _____
Other groups _____

6. Tick (✓) according to the extent to which the following factors act as barriers to inclusion.

NO	Item	A lot	Much influence	Average influence	Little influence	No influence
A	Large number of hearing children in regular classrooms					
B	Lack of specialist equipment in class i.e. hearing aids					
C	Few trained teachers of the hearing impaired					
D	Wrong sitting arrangement of children with hearing impaired i.e. the level of hearing					
E	Regular teachers do not understand sign language					

7. In one sentence, write the general image of the children hearing impaired in your area.

8. Do you support inclusion of hearing impaired children in regular class?

If Yes, _____

In one sentence explain why?

9. What are the emotional needs of the hearing impaired?

10. What material needs would you like to have in an inclusive class?

11. What should be put in place to improve inclusion in schools?

12. What is your view on the inclusion of children with hearing impairment?

Appendix Three

Interview Guide for Parents

1. General description of the family background (occupation, religion, other members of the family)
2. Traditional beliefs concerning disabled people in general.
3. Parents' understanding and views concerning inclusion of hearing impaired.
4. Opinions concerning the child's placement in regular schools.
5. Opinions concerning the child's experiences in regular schools settings.
6. Sequence of contact with regular and special residential school, concerning the child's progress.
7. What would be done to improve their children's education?
8. How can inclusion be improved in regular schools?
9. General assessment of the child compared to time he/she was in segregated unit/ school.
10. What roles are being played by NGOS in the implementation of inclusion?

Appendix Four
Interview Guide for Pupils

1. Code _____
2. SEX: M/F _____
3. School Name: _____
4. Do you have hearing aids in school? YES/NO
5. Do you use same books with ordinary pupils? YES/NO
6. Are you allowed playing with regular pupils at break time? YES/NO
7. Do you like to learn with regular pupils?
8. Do your teachers give you special help in the class? YES/NO
9. Who do you prefer to be a friend with? Hearing Impaired, or Normal
Hearing _____
10. Does your Head teacher talk to you? YES/NO
11. What would you like to have in order to learn well? Mark your choices
 - Hearing aid equipment
 - Class readers
 - Teacher who knows how to use sign language
 - Both regular teacher and specialist teacher