

DECLARATION

I, **Simuchimba, Richard, Mumba** do hereby make solemn declaration that this dissertation is a representation of my own work and that it has not been submitted previously for a degree at this or any other university. All the other people's work I have consulted have been acknowledged.

Signature:

Date:

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CERTIFICATE OF APPROVAL

This dissertation by **Simuchimba, Richard Mumba** is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Educational Psychology of the University of Zambia.

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ABSTRACT

The study was an assessment of quality special educational needs provision in special units attached to mainstream schools in Muchinga and Northern provinces. The objectives of the study were to establish the quality of special educational needs provision in special units, to assess the quality of management at individual school level of the provision for pupils in special units, to determine the roles of standards officers in ensuring quality special educational needs provision in special units and to assess the kind of support units were receiving from stake holders.

A descriptive survey design was used in conducting this research. 21 Standards officers, 11 head teachers and 40 teachers were sampled purposively while 44 pupils were selected using simple random sampling to form the study sample. Data were collected using structured and semi-structured questionnaires. The statistical package for the social sciences (SPSS) was used for quantitative analysis of data, whereas the views of participants were analysed qualitatively by grouping them into categories according to emerging themes.

The findings of the study revealed that the curriculum offered for pupils in special units was not appropriate because it did not meet the needs of the pupils adequately. Similarly, special units did not have adequate qualified teachers in special education. Furthermore, teaching and learning materials were not available in schools. Even those that were available were not adequate. Special units lacked conducive learning environment, and physical facilities. It was also found that special units received very little support from school management and special units were not monitored by both head teachers and standards officers. Funding to schools was inadequate and erratic. The study also revealed that there was limited collaboration between schools and stakeholders.

The researcher recommended increased government funding towards the running of special education and in particular special units. Ministry of Education, Science, Vocational Training and Early Education should modify infrastructure in schools, deploy qualified teachers in special education to all units and provide appropriate teaching and learning materials to schools if quality has be enhanced. Standards officers should monitor special units regularly. Schools should collaborate with stakeholders in order to effectively meet the needs of individual pupils.

DEDICATION

I dedicate this piece of work to my almighty God for his protection, guidance, wisdom and natural intellect rendered to me during my study and research period.

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TABLE OF CONTENTS

Declaration.....	ii
Copyright approval.....	
Certificate of approval.....	iii
Abstract.....	iv
Dedication.....	v
Acknowledgements.....	vi
Table of contents.....	vii
List of figures.....	xi
List of tables.....	xii
List of acronyms	xiii

CHAPTER ONE:

1.0 Overview.....	1
1.1 Introduction.....	1
1.2 Background.....	4
1.3 Statement of the problem.....	8
1.4 Purpose of the study.....	9
1.5 Objectives	9
1. 5.1 General objective of the study.....	9
1. 5.2 Specific objectives of the study.....	9
1.6 Research questions.....	9
1. 6.1 General questions	9
1. 6.2 Specific questions	9
1.7 Significance of the study.....	10
1.8 Delimitations of the Study.....	10
1.9 Limitations of the study.....	10
1.10 Theoretical framework.....	10
1.11 Operational definitions.....	11
1.12 Summary.....	12
CHAPTER TWO: LITERATURE REVIEW.....	14
2.1 Introduction.....	14

2.2 Quality education.....	14
2.3 Indicators of quality education.....	16
2.3.1 Use of suitable curriculum.....	16
2.3.2 Supply of trained and qualified teachers.....	18
2.3.3 Continuing professional development.....	19
2.3.4 Appropriate teaching and learning materials	20
2.3.5 A suitable learning environment.....	21
2.3.6 Individualised Education Programme.....	21
2.4 Investing in school management.....	22
2.5 Factors contributing to quality special educational needs provision.....	24
2.5.1 The involvement of professionals and other agencies in special needs education.....	24
2.5.2 Parental involvement in the learning process.....	26
2.6 Monitoring and evaluation.....	27
2.6.1 Roles of standards officers in ensuring quality in special units.....	28
2.7 Summary.....	30
CHAPTER THREE: METHODOLOGY.....	32
3.1. Introduction.....	32
3.2. Research Design.....	32
3.3. Target Population.....	32
3.4. Sample Size.....	32
3.5. S ampling Procedure.....	33
3.5.1 Sampling procedure for determining participating schools.....	33
3.5.2 Sampling procedure for selecting respondents.....	33
3.5.3 Sampling procedure for selecting pupils.....	34
3.6 Research Instruments.....	34
3.6.1. Questionnaire for standards officers and teachers.....	34
3.6.2. Interview guide for pupils.....	35
3.6.3. Interviews with head teachers.....	35
3.7. Data Collection Procedure.....	35
3.8. Data Analysis.....	35
3.9. Ethical Consideration.....	36
Summary	36

CHAPTER FOUR: PRESENTATION OF FINDINGS.....	38
4.1 Introduction.....	38
4.2 Professional qualifications for respondents.....	36
4.3 Indicators of quality special educational needs provision	39
4.3.1 Type of curriculum	39
4.3.2 Relevance of the curriculum.....	39
4.3.3 Competence in literacy and numeracy.....	41
4.3.4 Reading and writing levels.....	42
4.3.5 Numeracy.....	42
4.3.6 Acquisition of pre-vocational skills.....	42
4.3.7 Acquisition of Social and Communication skills.....	44
4.3.8 Implementation of the Individualised Education Programme.....	44
4.3.9 Progression of learners from grade seven to grade eight.....	45
4.3.10 attempts to modify the curriculum.....	46
4.4 Availability of trained and qualified teachers.....	47
4.5 Continuing professional development.....	48
4.6 Availability of appropriate teaching and learning materials	49
4.7 Availability of physical facilities for learners with special educational needs.....	49
4.8 School management practices.....	50
4.8.1 Support to special units by school management.....	50
4.8.2 Screening, assessment and placement of learners	51
4.8.3 Monitoring of teaching and learning in special units.....	52
4.8.4 Adequacy of funds for running special units.....	52
4.8.5 Whether special education activities are given priority in the school.....	52
4.9 Monitoring and Evaluation.....	53
4. 10.1 Roles of standards officers in ensuring quality special educational needs provision in special units.....	53
4. 10.2 Monitoring of special units.....	54
4. 10.3 Frequency of monitoring special units.....	54
4. 11 factors contributing to quality of special educational needs provision.....	55
4. 11.1 Collaboration with stakeholders.....	53
4. 11.2 Teachers views on parental involvement in the learning process.....	56
4.11.3 Head teachers' views on parental involvement in the teaching process	56

4. 12 Challenges of quality special educational needs provision.....	57
4. 13 Ways of improving quality of special educational needs provision.....	57
4. 14. Summary.....	57
CHAPTER FIVE: DISCUSSION OF FINDINGS.....	59
5.1 Overview	59
5.2 Quality special educational needs provision	59
5.3 Management of special education units	65
5.4 Monitoring and evaluation	67
5.5 Support from stakeholders	68
5.5.1 Involvement of professionals in the learning process	69
5.5.2 Parental involvement in the teaching.....	70
5.7 Summary.....	70
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS	72
6.1. Overview.....	72
6.2. Conclusion.....	72
6.3. Recommendations.....	73
6.4 recommendations for future research	74
REFERENCES:.....	75
APPENDICES	80
Appendix i	80
Appendix ii	82
Appendix iii	84
Appendix iv	87

LIST OF FIGURES

Figure 3.1: Distribution of disabilities by province	35
Figure 4.2: learner's competence in literacy and numeracy	38
Figure 4.3: whether learners acquired pre-vocational skills to use in life.....	40
Figure 4.4: levels of pupils' demonstration of social and communication skills.....	41
Figure 4.5: whether pupils were on an individualised education programme.....	42
Figure 4.6: whether there had been attempts to modify the curriculum.....	44
Figure 4.7: whether teachers were qualified to teach in special units.....	44
Figure 4.8: adequacy of support units received from school management.....	47
Figure 4.9: whether head teachers monitored teaching and learning in units.....	49
Figure 4.10: whether standards officers monitored special units.....	51

LIST OF TABLES

Table 4.1 Highest professional qualifications for respondents.....	35
Table 4.2 whether the curriculum offered was appropriate	37
Table 4.3 Adequacy of physical facilities for pupils with special educational needs.....	46

LIST OF ACRONYMS

CPD	Continuing Professional Development
EFA	Education For All
FBE	Free Basic Education
FPE	Free Primary Education
IEP	Individualised Educational Programme
IWEN	Individuals With Exceptional Needs
MoE	Ministry of Education
MESVTEE	Ministry of Education, Science, Vocational Training and Early Education
SEN	Special Educational Needs
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations International Children Education Fund