

CHAPTER ONE

INTRODUCTION

1.1 Overview

The chapter presents the background, statement of the problem, purpose of the study, objectives and research questions that directed the study. This is followed by the theoretical framework and delimitations of the study. It ends with definitions of terms used in the study.

1.2 Background of the study

The lifelong learning and career development known as Continuous Professional Development (CPD) of teachers is emerging as a key priority area internationally. CPD is the process by which teachers (like other professionals) reflect upon their competencies, maintain them up to date and develop them further. The term was coined by Richard Gardner, who was in charge of professional development at York University in the mid 1970s. It was chosen because it did not differentiate between learning from courses, and learning on-the-job. Currently, the term is common to many professions. It embraces the idea that individuals aim for continuous improvement in their professional skills and knowledge, beyond the basic training required to carry out the job. In teaching, such development used to be called 'in-service training' (INSET) with the emphasis on delivery rather than the outcome. Arguably, the change in terminology signified a shift in emphasis away from the provider and/or employer, towards the individual. In other words, the individual is now responsible for his or her lifelong career development under the umbrella of the school or schools that employ the teacher.

CPD also involves all activities aimed at enhancing the knowledge and skills of teachers by means of orientation, training and support (Coetzer, 2001). It is in these meetings and workshops where teachers share what they learnt during their training, share what they realized out of the meetings and workshops and new methods that come on board. Additionally, CPD improves delivery of lessons by teachers. Among the knowledge shared in CPD meetings and workshops is how pupils with special educational needs (SEN) can be helped in order to improve their academic performance. Children

with special educational needs are those with disabilities of an intellectual, physical, sensory, emotional or behavioural nature, have learning disabilities or special gifts.

As regards to prevalence, at global level, World Health Organisation (WHO) and United Nations Educational, Scientific and Cultural Organization (UNESCO) (2008) record that there were about 650 million people with special educational needs and of these, 150 million were children. In Zambia, the Ministry of Education (2010) **recorded** that there were 170,084 pupils with special educational needs.

1.2.1 Global context

At global level, a number of studies have been undertaken by different academics and they pertain to strengthening the provision of CPD of teachers. For instance, Ferron (1977) and Bredeson (2003) argue that effective CPD should address the specific needs of teachers. Once the needs have been identified, activities must be planned to support teachers in applying the knowledge and teaching methodology creatively and confidently. This was made possible when District Resource Centre Coordinators (DRCCs) involved everyone and ensured that they were actively involved in CPD meetings and workshops.

CPD in particular, is perceived as critical in ensuring that teachers are prepared to meet the challenges of expanding fields of knowledge, diverse student populations, higher social expectations of schools and new types of responsibilities. Sustained opportunities to reflect on the processes of learning, teaching and assessment (through ongoing engagement with content, pedagogy, innovation, research and the social and cultural dimensions of education) are seen as central to ensuring quality in the development of a profession that is responsive to emerging needs and to school improvement.

Bredeson (2003:14) proposes that for professional development to proceed successfully, CPD should be a continuous process and contribute to the general improvement of education. Personal development is also enhanced by the diversity of the teaching methods acquired during CPD meetings and workshops. Professional development does not only require the informal and

spontaneous learning of teachers from one another but also relies on the prior knowledge, wealth of potential and experience of each teacher. Obtaining knowledge through sharing ideas and skills with others are valuable tools for change and improvement. Therefore, programmes for CPD meetings and workshops must cater for this diversity of needs of regular teachers, special education teachers and pupils.

Apart from tertiary education, teachers need workshops and CPD meetings to revive methods of teaching in their specialized areas as well as those areas they are not specialized in so that they may help pupils according to their different educational needs. Professional development is acknowledged to be centrally important in maintaining and enhancing the quality of teaching and learning in schools. Studies have consistently shown that professional development is an essential component of successful school level change and development.

It has been confirmed by Gray (2000) that where teachers are able to access new ideas and to share experiences more readily, there is greater potential for school and classroom improvement. This indeed can only be achieved if topics of special education are incorporated in all CPD meetings and workshops. Studies have shown that professional development can have a positive impact on curriculum, pedagogy, as well as teachers' sense of commitment and their understanding of children with special educational needs (Talbert and McLaughlin, 1994). Therefore this study sought to investigate continuous professional development of regular teachers in special educational needs.

1.2.2 Zambian context

In Zambia, CPD meetings at district level are coordinated by DRCCs and sometimes done in schools through a program called Continuous Professional Development and Subject Meeting At the Resource Centre (SMARC). During these meetings, teachers of the same subjects meet to discuss various issues regarding their subject areas.

CPD meetings and workshops help teachers to improve pedagogical strategies and techniques of teaching children with and those without special educational needs (Talbert and McLaughlin,

1994). Children could greatly be helped if special education teachers and regular teachers collaborated in continuous professional development meetings and workshops, especially if special education teachers could sensitize regular teachers on topics of special education in continuous professional development meetings and workshops.

The policy document, Education Reforms (1996) lays emphasis on using teacher resource centres as avenues to deliver in-service teacher education now called continuous professional development to every teacher including special education teachers. This is why it is necessary to incorporate topics of special education during CPD meetings and workshops in order to sensitise every teacher on how to handle children with special educational needs in inclusive classes. Both regular teachers and Special education teachers are supposed to be involved in continuous professional development meetings and workshops at district resource centres. For instance, a circular written by Copperbelt Special Education- Senior Education Standards Officer (SESO-sp) dated 17th September 2009 states that “special education teachers and topics on special education should be included in continuous professional development meetings and workshops so as to make regular teachers understand learners with special educational needs”. This is in line with the policy on education, Educating Our Future (1996:64) which stipulates that “district resource centres are to be used as vehicles through which the provision of continuous professional development should be delivered”.

However, despite these CPD meetings and workshops aimed at improving teaching methods and understanding of learners with and without special educational needs, it is surprising to see that most pupils with special educational needs fail their examinations, it could be because teachers do not understand them nor do they know how to handle them (SESO-sp 2009 We do not know answers to these issues, hence this study.

1.3 Statement of the problem

It is evident that teachers who teach regular classes are teaching learners with special educational needs, they mark their final examination papers because they fall under the curriculum of the main stream and write the same examination as their main stream counter parts. Despite CPD

meetings and workshops aimed at understanding learners with and without special educational needs, regular teachers still have problems in handling learners with special educational needs. To this effect problems arise where a main stream teacher marks dawn papers for the pupils with special educational needs whose handwriting might be difficult to read, especially in cases of pupils with dyslexia and cerebral palsy. Therefore, this study sought to investigate continuous professional development of regular teachers in special educational needs.

1.4 Purpose of the study

The purpose of the study was to investigate continuous professional development of regular teachers in special educational needs in relation to attitude and sensitization of regular teachers. In addition determine challenges faced by special education teachers in sensitizing regular teachers.

1.5 Objectives of the study

1. To establish attitudes of regular teachers towards inclusion of topics on special education in continuous professional development meetings and workshops.
2. To determine whether continuous professional development meetings and workshops create awareness about special educational needs of pupils to regular teachers.
3. To investigate the extent to which special education teachers sensitised regular teachers on special educational needs of pupils in continuous professional development meetings and workshops.
4. To establish the importance of incorporating topics on special education in continuous professional development meetings and workshops.
5. To establish challenges faced by special education teachers in sensitizing regular teachers in continuous professional development meetings and workshops about special educational needs of pupils.

1.6 Research questions

1. What is the attitude of regular teachers towards inclusion of topics on special education in continuous professional development meetings and workshops?

2. How do continuous professional development meetings and workshops create awareness about special educational needs of pupils to regular teachers?
3. To what extent did teachers of special education sensitise regular teachers on special educational needs of pupils in continuous professional development meetings and workshops?
4. What is the importance of incorporating topics on special education in continuous professional development meetings and workshops?
5. What challenges do special education teachers face in sensitising regular teachers in continuous professional development meetings and workshops about special educational needs of pupils?

1.7 Significance of the study

The findings of this study may enhance knowledge about the extent to which special education teachers share special education related topics with other teachers in professional development meetings and workshops. In addition, the study may stimulate further research in finding means and ways of sharing experiences in professional development meetings and workshops.

Teachers in the main stream may also benefit from this study in that it may arouse interest in them to learn more about special education which in turn would improve their teaching methodology and understanding of learners with special educational needs. Learners with special educational needs may benefit from this study in that when regular teachers become acquainted with aspects of special education, they would in turn understand them. It is also hoped that with this understanding, learners would not be mishandled because of their special needs.

Furthermore, the Ministry of Education, Science, Vocation and Early Education may also benefit from these findings by knowing what is obtaining in continuous professional development meetings and workshops of regular teachers in special educational needs and come up with appropriate strategies.

1.8 Limitations

The sample of 105 participants that was employed in the study from one province, Copperbelt, was rather small compared to the rest of the country. It could have been better to have a larger sample from all the provinces of Zambia.

1.9 Delimitations

The study focused **only** on one province, Copperbelt province. In this province, five District Resource Centres namely Ndola, Kitwe, Luanshya, Mufulira and Chingola were selected. These centres were selected because they reflected the continuous professional development activities which take place in these districts.

1.10 Theoretical Framework

The study was guided by the Teacher Development Theory by Katz (1975). This is based on teacher development using activities such as professional development meetings and workshops to develop teachers. Katz (1975) states that professional development meetings, seminars and workshops provide a natural process of development in teachers during their careers.

The teacher development theory is based on four stages of professional development namely survival, consolidation, renewal and maturity. Katz (1975) found that the *survival stage* lasted through the first year of teaching. In this stage, although they felt prepared enough to teach and anticipated success upon entering the profession, teachers realized that their expectations from their undergraduate work were not what they found in the actual classroom situation. Teachers in this first stage lost these feelings, and simply wished to survive each day. Katz described this wish for survival as a "preoccupation". The differences between college work and actual teaching which caused this wish for simple survival also led to "feelings of inadequacy and unpreparedness" in some teachers, hence the need for induction.

The second stage, the *consolidation stage*, (which takes place through the second year of teaching, and continues into the third year) saw teachers figuring out what gains they actually made in the survival stage, and consolidating them. Teachers began to focus more on teaching

the pupils, rather than the subjects. A major difference between stage one and stage two is that during stage one, the beginning teacher acquires a base line of information about who pupils are and what to expect of them. By stage two, the teacher begins to identify individual children whose behavior departed from the pattern of most of the children he/she knew. The teacher began to recognize specific goals for pupils and organized specific tasks and skills on which individual pupil worked.

The third stage, the *renewal stage* which starts from third year up to fourth year sometimes progresses to fifth year brings a desire to learn new methods of teaching, to escape from the "same things" (Katz, 1975). Teachers sought to renew their teaching styles, and thus were concerned with the "new materials, techniques, approaches, and ideas". However, this concern was not necessarily because the teacher felt that his or her present teaching was not competent, nor was it always pupil-centered. Pupils were learning well and quite happy with methods teachers used in this stage. The teachers' search for renewal was often a personal one, undertaken to "refresh" the teachers' own views of teaching. This stage starts from fourth year up to fifth year.

Finally, Katz (1975) found that some teachers reached the *maturity* stage. This occurred within five years, but in some cases took up to six to seven years of their teaching experience. Teachers in this stage had learned the basics of teaching, and felt secure in their profession. They began to ask deeper and more abstract questions about themselves and education. These stages are concerned with acquiring new materials, techniques, approaches and ideas. Katz further goes on to say that this theory helps to equip teachers with new methods of teaching, new concepts and techniques in special education through continuous professional development.

From the four stages of Katz's theory, it is evident that teachers were eager to learn more new methods of teaching. They did not want to settle for what they knew but it was inert for them to search for better ways of presenting their knowledge. As much as one may be innovative, it is cardinal to learn from other people's innovations hence the need for a platform where teachers can meet and exchange ideas through continuous professional development (CPD) meetings and

workshops. This theory helped the researcher to understand stages that teachers pass through in their professional development and the continuous professional development of regular teachers in special educational needs.

1.11 Definition of terms

Resource centers: centres that contain information on education and techniques on how to search analyze and evaluate information to build a new knowledge and experience.

Special education teachers: teachers who teach children with special educational needs.

Children with Special educational needs: children with disabilities of an intellectual, physical, sensory, emotional or behavioural nature, have a learning disability or special gifts.

Children with disabilities: these are children who have impairments such as physical, sensory, visual, hearing, mental impairments and developmental disabilities.

Regular teachers: teachers trained to teach pupils without special educational needs or disabilities.

Continuous Professional Development: process of professional growth of teachers enhanced through workshops and meetings aimed at improving student achievement.

Special education: this is the education given to children with special educational needs.

SEN: special educational needs such as hearing impairment, difficulties in aural and written communication and use of different grammatical pattern in written communication.

SMARC: subject meeting at the resource centre

SESO-SP: senior education standard officer for special education

Inclusive education: learners with and without special educational needs learn together under one roof and by the same teacher.

CHAPTER TWO

LITERATURE REVIEW

2.1 Overview

This chapter presents reviewed literature related to the study on CPD of regular teachers in special educational needs. It begins with the history of special education schools and related conventions. It then presents literature on regular teachers' attitudes towards inclusion of topics on special education in continuous professional development meetings and workshops, whether continuous professional development meetings and workshops create awareness about special educational needs of pupils to regular teachers in order for them to meet needs of children with SEN, whether special education teachers sensitise regular teachers on special educational needs of pupils in continuous professional development meetings and workshops, the importance of incorporating topics on special education in continuous professional development meetings and workshops and the challenges faced by special education teachers in sensitizing regular teachers in continuous professional development meetings and workshops about special educational needs of pupils.

2.2 History of special education schools

Special schools were established as far back as the beginning of the nineteenth century, mainly for the purpose of providing education for children with sensory impairments. In the 1960s and 1970s, following the publication of the Report of the Commission of Inquiry on Mental Handicap (1965) in America, there was a significant expansion in the provision of education for children with special educational needs. Special schools were established in many places, initially for the purpose of providing education for children with mild or moderate special educational needs (SEN) and subsequently for children in other categories of special educational needs. These special schools were designated as special national schools and operated under the rules for national schools. In places where it was not considered desirable or feasible to establish a special school, special classes were set up. The majority of special classes were established in

mainstream primary schools and a small number of special classes were also set up in post-primary schools.

While special schools were often still seen in the early 1990s as providing the most appropriate placement for students with special educational needs, a heightened awareness of the necessity to create a more equitable society demanded a shift away from the segregated model of provision to inclusion in mainstream schools. The practice of including students with special educational needs in mainstream schools is now well established internationally and this was as a result of the Salamanca statement of 1994.

2.3 Salamanca statement and framework for action on special needs education (1994)

The Salamanca Statement on the education of all disabled students, agreed at a UNESCO World Conference on special-needs education held in Salamanca in June 1994 and called for inclusion to be the norm (UNESCO, 1994). There are about ninety-two countries and twenty-five international organizations that subscribe to the Salamanca Statement. The Salamanca Statement begins with a commitment to education for all. The necessity and urgency of providing education for all students, young people and adults within the regular education system is recognized and it is inclusive of children with special educational needs. It is stated that students with special educational needs must have access to regular schools and adds that regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

The fundamental principle of the inclusive school, as proposed in the Salamanca Statement, is that all pupils should learn together, where possible, and that ordinary schools must recognize and respond to the diverse needs of their learners while also having a continuum of support and services to match those needs. In addition, the Salamanca Conference adopted a new Framework for Action. The guiding principle of the Framework for Action is that ordinary schools should accommodate all students, regardless of their physical, intellectual, social, emotional, linguistic or other conditions, in other words all children must be accommodated regardless of their status whether with or without special educational needs. The Framework also states that all

educational policies should stipulate that learners with special educational needs should attend the local school that would be attended if the child did not have special educational needs. Similar views were also reiterated in the United Nations convention on the rights of persons with special educational needs in 2006.

2.4 United Nations International Convention on the rights of persons with special educational needs (2006)

Under the heading “Education”, Article 24 of the International Convention on the rights of persons with special educational needs (December, 2006) places a strong obligation on governments to provide inclusive education for all learners. It is also stated in Article 24 that with a view to realizing the right of persons with special educational needs to education without discrimination and on the basis of equal opportunity, states shall ensure an inclusive education system at all levels and lifelong learning. In realizing this, states shall ensure that:

- (a) Persons with special educational needs are not excluded from the general education system on the basis of disability, and that they shall be not excluded from free and compulsory primary education, or from secondary education.
- (b) Persons with special educational needs can access an inclusive, quality, free primary education and secondary education on an equal basis with others in the communities in which they live.
- (c) Reasonable accommodation of the individual’s requirements is provided.
- (d) Persons with special educational needs receive the support required, within the general education system to facilitate their effective education.
- (e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

Contrary to expectations, these changes have not always been welcomed. Teachers have, for example, been challenged to move to an outcomes-based education approach, *Zambian Curriculum 2005*, an extremely short period of time, as well as to attend to learners with special educational needs in an inclusive classroom. While these changes have allowed teachers some

freedom, they have also caused stress, since many teachers worldwide are not equipped to deal with such changes.

2.5 Challenges of inclusive schooling

From these educational set ups of children with special educational needs, it is evident that teachers who teach regular classes are teaching pupils with special educational needs. They mark their final examination papers because children with special education needs fall under the curriculum of the main stream and write the same examination as their main stream counterparts. To this effect problems arose where a main stream teacher marked papers for the pupils with special educational needs whose handwriting might be difficult to read, especially in cases of pupils with dyslexia and cerebral palsy.

According to Davis and Silverman (1995), the hearing impaired children have no spoken language yet; they can only communicate in English using sign language. This sign language has its own grammatical rules and patterns. For example in English the question “Where are you going?” may not be the same in sign language. In sign language someone may say “Going where you?” or “Go where you”. A teacher who does not know the ethos of these children is likely to mark down such grammar.

For this reason, it may be important to have teachers of the main stream get acquainted with special education so that they understand each child’s special educational needs. They need to understand children with hearing impairment if they are to extract meaning from the way they talk, SESO-sp (2009). They also need to know how to handle slow learners, gifted learners, children with visual impairment, those with physical impairments and many other more. It is for this reason that CPD meetings and workshops should be used in creating awareness about special educational needs among pupils with special educational needs to regular teachers. Moreover, the world that teachers are preparing young people to enter is changing so rapidly, and because the teaching skills required are evolving, as such no initial course of teacher education can be sufficient to prepare a teacher for a career of 30 or 40 years. Therefore, sharing of knowledge, methods, approaches, techniques and ideas is inevitable. Therefore this study sought to

investigate continuous professional development of regular teachers in special educational needs in relation to attitude and sensitization of regular teachers, in addition challenges.

2.6 Attitudes towards inclusive inclusive learning

Despite the continued movements towards inclusive practices in Australia, studies found that many teachers had negative attitudes towards students with special educational needs (SEN) and their inclusion in general education classrooms (D'Alonzo, and Giordano, & Cross, (1996). Teachers set the tone of professors in classrooms, and as such, the success of inclusion was not much among pupils with special educational needs who needed individual attention because teachers did not know how to handle them and had perceptions of their own over these pupils so was inclusion of topics on special education.

MoE (1998) conducted a study in Zambia on inclusive education. This was followed by a ministerial announcement which among other things stated that schools should include pupils with special educational needs into the main stream schools. There was an automatic response to the programme which saw pupils with special needs being allocated to schools and teachers were to adapt to new methods. However, this action brought about negative attitude among regular teachers towards special education as most of them were not trained in special education.

Croll and Moses (2000), in their study conducted in London which included interviews focusing on inclusion with local authority officers, head teachers and others, found that most of these officers doubted the success of inclusive education. One of them said, *"I am absolutely committed to inclusion in principle but..."* Many of the interviewees made a distinction between types of children and types of difficulty. The education of children with moderate special educational needs, that is, those with learning difficulties, sensory or mobility problems were generally acceptable in mainstream schools whereas those with severe and complex difficulties, emotional and behavioural problems, were frequently seen as needing to be educated in a special setting.

Some of the statements made by the interviewees were clearly contradictory, and many of those involved were aware that they were making internally contradictory statements after interviewing them. For the most part this came from a strong belief and commitment to inclusion, but a feeling that there were still children for whom – because of the nature of their difficulties or pressure from their parents, a segregated placement had to be found.

The results of the survey in London by Croll and Moses (1999:9) revealed that there was no commitment among the teachers to inclusion as generalized education had a negative attitude toward special educational needs. However the findings also showed that there was strong awareness of the pragmatic case for special schools at the same time, there was a good deal of inclusive practice in the classrooms with teachers committed to meeting very considerable levels of educational needs in the mainstream though with reservations.

It was noted that, at a time when inclusion was being debated, research in integration raised similar issues, suggesting that it was “bedeviled by lack of clarity” and “viewed with unease”, with many teachers working in ordinary schools feeling that they lacked the competence to educate pupils with special educational needs in London (Warnock 2005, OFSTED 2004, Macbeath et al., 2006, Hegarty et al., 1981). This was an indication that teacher's concerns were not with the principles of integration or inclusion per-se but based on a mismatch between their perception of their capacity and expectations of policy. An additional issue would have been that teachers' understanding of inclusion may have been based not directly on government stated policy but on interpretations of what inclusion is as deemed by others such as local authority support and advisory staff, who may in turn have had formed their views from an amalgam of the differing perspectives.

From the above argument, one would note that regular teachers lack knowledge on how to teach, understand and handle children with special educational needs. Given the chance to be sensitized, acquire knowledge through CPD meetings and workshops, they would perform, understand and handle children with special educational needs with fewer problems. Consequently teachers would develop interest to teach these children (SESO- SP 2009). This can

only be achieved through continuous professional development of regular teachers in special educational needs. However, we do not know whether or not this is the case with regular teachers in Zambia, hence the focus on this study.

Rajecki (1982) argues that attitudes are an important area to study because they influence so much of our personal lives. He states that attitudes include desires, convictions, feelings, opinions, views, beliefs, hopes, judgements and sentiments. It is thus important to consider attitudes because human behaviour and actions are influenced by attitudes. Thus teachers' attitudes may affect the way they perceive, value, judge, interact with and teach children with special educational needs because it is based on one's perception and assumptions. It is from this perception, were regular teachers draw the attitude of not being interested in topics presented on special education during continuous professional development meetings and workshops.

Teachers are the key personnel to successful inclusion; based on the assumption that successful implementation of any inclusion policy is largely dependent on educators being positive about it. Shade and Stewart (2001) note that in America the intention was to place the responsibility for educating all students on the general classroom teacher, and to do this required major changes in teachers' perceptions, assumptions and expectations. It is notable to say that if teachers do not develop positive attitudes towards people with special educational needs during their training and miss the opportunity of acquiring the knowledge during CPD meetings and workshops, their attitudes will be difficult to change and inclusive schooling will be more difficult to achieve. In due it will affect inclusion of special education topics and curriculum delivery to pupils with special educational needs. Not until regular teachers change their attitude towards inclusion of special education topics, will they understand and know how to handle children with special educational needs.

Forlin et al. (1999) measured attitudes towards children with special educational needs on a large sample of trainee teachers and identified six factors which contributes to negative attitude and some of these were: *discomfort* - which relates to the level of discomfort experienced in social interactions with children with special educational needs; *sympathy* - which measures the degree

of sympathy for those with special educational needs (SEN); *uncertainty* - which encapsulates feelings of not knowing how to act among people with SEN; *isolation* - which looked at pupils with SEN to be isolated (people shunning to relate with them for fear of the unknown); *un teachable* - teachers looking at pupils with special education needs not to grasp the concepts and considered to be un teachable and *short memory* - pupils with special educational needs were considered to have short memories, they could not contain or remember something learnt for a long period of time. The importance of training in the formation of positive attitudes towards integration was supported by the findings of Beh-Pajoooh (1992) and Shimman (1990). These studies of college teachers in the UK found that teachers who had been trained to teach students with special educational needs either during pre-service teacher training or during continuous professional development meetings and workshops expressed more favourable attitudes and emotional reactions to students with special educational needs and their integration than did those without training. This notion is supported by Avramidis et al. (2000), in the UK who says if only continuous professional development meetings and workshops would be used as vehicles in continuous professional development of regular teachers in special educational needs, understanding, learning and teaching of children with special educational needs would be easy.

Loreman et al. (2007) conclude that if in-service teachers are going to develop positive attitudes towards special education, it had to be sensitisation through CPD meetings and workshops. They also needed opportunities for direct interaction with learners with special educational needs or disabilities. This starts with acceptance of inclusion of topics on special education during CPD meetings and workshops by regular teachers. Therefore, instruction policy and legislation relating to inclusive education, and opportunities to gain confidence in practical teaching situations on pupils with special educational needs should be encouraged. Boling (2007) suggests that special education teachers should use skills, techniques and methodologies during CPD meetings and workshops that would encourage regular teachers. Therefore the study sought to investigate continuous professional development of regular teachers in special educational needs.

2.7 Relevance of CPD in awareness creation about special educational needs.

Naukkarinen (2008) studying the Finnish primary school teacher education curriculum realized that not much was being done regarding the sensitization of mainstream teachers on issues of special education and went on to suggest that more effort was needed to integrate inclusive education content in CPD meetings and workshops. Some of the areas identified as key to CPD were as follows by Naukkarinen (2008) in Finland:

- Staff needed to clarify for themselves the concept of inclusive education with more opportunities for in-service training in inclusive education and more collaboration among all staff.
- The diversity of learners could have been introduced from the viewpoint of a primary school teacher and not as pathology or medical-based knowledge that is separate from a teacher's daily work. Language use also had to be changed from the medical to the social model (Saloviita, 2005).
- As the majority of initial teacher education (ITE) students came from a non-inclusive educational background, it is crucial to reduce or remove this 'experience-based barrier' to adopting the ideas of inclusive education.
- Teachers of education, multicultural studies and teaching practice should plan and teach more together; the solving of problems could bind together the central topics of the curriculum.
- There is need to have continuous professional development meetings and workshops quite often so as to educate and create awareness about special educational needs to regular teachers.

Special education was not compulsorily included in CPD meetings and workshops hence little sensitization in creating awareness about special educational needs among pupils to regular teachers was being done. Franzkowiak (2009) in his survey of primary school teacher training in Germany recommended that introductory courses on inclusive education should be mandatory for all in service teacher education and CPD meetings and special education should be promoted. He suggested that mainstream teachers needed a lot of sensitization on awareness about special educational needs if they were to improve their teaching practices in their inclusive

classrooms. In this regard, CPD meetings were cardinal for this exercise in creating awareness about special educational needs among pupils to regular teachers.

Many researchers have emphasized on the importance of staff development meetings or continuous professional development meetings in developing teachers' teaching skills. It is through these meetings where regular teachers will change their attitudes towards inclusion of topics on special education and share ideas and knowledge on special educational needs. Snell and Jenney (2000), Carroll et al. (2003), Griffin et al. (2006), Hajkova (2007), Smith and Leonard (2005) also stressed on the importance of continuous professional development meeting and workshops to help teachers acquire knowledge about special educational needs. A new teacher education programme at the University of Utah, described by Hardman (2009), includes an emphasis on universal design for learning, continuous field experiences, an extensive professional education core of knowledge and skills and teaching specialization in early childhood, primary, secondary and special education.

There appears to be a broad consensus around the areas to be addressed during initial teacher education for all phases although Romano and Chambliss (2000) suggest that there is need to make it a policy that every continuous professional development (CPD) meeting must have a component of special education where special education teachers must present to regular and other teachers on the topics of special education so as to make them aware of how to handle and understand children with special educational needs aiming at creating awareness about special educational needs to regular teachers.

Many researchers for example, Chandler (2000) and McMahon & McNamara (2000) also noted that few teachers had adequate training and knowledge on management of children with special educational needs which was of interest as such behaviour was often said to cause the failure of inclusive programmes. They further went on to say that sensitizing, imparting knowledge and creating awareness to regular teachers by special education teachers and sharing ideas was one of the characteristics of CPD meetings and workshops in making regular teachers aware of special educational needs.

Watkins (2007) made recommendations for initial, in-service and specialist teacher training, stressing that teachers needed information on the theory and rationale for inclusive assessment and preparation for using on-going assessment as a tool for their work which he said could be achieved through CPD meetings and workshops if it was not achieved during training. It was through sharing of knowledge, ideas and techniques during CPD meetings and workshops that could make regular teachers aware of special educational needs. Inclusive education has consistently been found to have influenced educators (Campbell et al., 2003; Cook, 2002) either in a single course or through a content-infused approach hence the need to include topics of special education in CPD meetings and workshops in creating awareness about special educational needs to regular teachers.

Lancaster and Bain (2007) stated that in general, there was a positive change in educators after undertaking an inclusive education study though not enough and this was the case across a number of countries. It was suggested that with enough sensitization during CPD meetings and workshops, regular teachers could become aware of special educational needs to enhance good delivery of curriculum to children with special educational needs. However, Molina (2006) found evidence to demonstrate that theoretical classes and reading are not sufficient to sensitize teachers so as make them aware of pupils with special educational needs hence the need for sensitization on special educational needs among pupils to regular teachers. The above finding was in agreement with many other researchers (Campbell et al., 2003; Forlin et al., 1999; Tait and Purdie, 2000).

Elhoweris and Alsheikh (2006) suggested that sensitization on continuous professional development of regular teachers in special educational needs could be improved by increasing teachers' knowledge about learners with special educational needs. They also went on to suggest that in order to meet their learning needs, CPD meetings and workshops needed to include more alternative teaching/learning, styles and instructional strategies. They further went on to propose the use of special education teachers during continuous professional development meetings and workshops for successful teacher- teacher interaction which worked well for

sharing of ideas, techniques, knowledge, skills and creating awareness about special educational needs to regular teachers.

Mintz (2007) suggested that knowledge and values could not be easily dealt with in large lectures during initial training and required small group seminars and discussion through continuous professional meetings, training and workshops. Silverman (2007) found that some teachers believe that teaching was merely a set of discrete skills learned in a straight forward way and that they would be adequately prepared to teach once told what to do and share knowledge. He suggests that teacher educators who are special education teachers should implement training approaches that would build regular teachers capability to handle children with special educational needs that make clear the benefits of inclusion for all pupils. In acknowledging individuality in education, teachers should become aware of special educational needs among pupils.

A study conducted in Zambia by the National Foundation for the Improvement of Education (2001) found that the first goal of professional development was to design training that enabled staff to learn and transfer knowledge and skills to their classroom practice of multiple sessions over an extended period of time, allow teachers to learn with and from their colleagues and provide the opportunity for teachers to practice and adopt new strategies. Hence the more reason why Resource Centres should be used as vehicles in implementing continuous professional development of regular teachers in special educational needs.

Wineburg and Grossman (1998) in their study conducted in America on Creating a Community of Learners among High School said there was need to pay attention to CPD. Therefore, meetings must address the diverse interests of all teachers, regardless of what and who they taught. Regular teachers should respect the individual needs of special education teachers and their experiences so as to acquire knowledge on special education and become aware of special educational needs among pupils.

2.8 Sensitization on special educational needs of learners

Campbell et al. (2003) surveyed 274 trainee teachers in Australia at the beginning and end of one semester in the School of Education, which combined students and teachers already in the field with experience. They found that by the end of the workshop, students had significantly less discomfort on the part of special education teachers' sensitizing them on special educational needs of pupils unlike teachers from different schools who did not show interest in the presentations by special education teachers.

Booth and Ainscow (1998) contended that when special education teachers wanted to present and sensitize regular teachers on special educational needs of pupils in CPD meetings and workshops so they could meet needs of children with special educational needs in inclusive classrooms, they were usually dismissed by regular teachers as boring and irrelevant because they believed the topics covered did not apply to them. This was the case across a number of countries, therefore, it was suggested that with enough sensitization during CPD meetings and workshops, regular teachers could acquire a lot of knowledge, methods, and techniques and know how to handle and understand learners with special educational needs.

Moushoriwa (2001) studied the perception of regular teachers towards sensitization by special education teachers during continuous professional development in Harare towards the inclusion of topics on special educational needs so as to be knowledgeable on how to handle and understand learners with special educational needs in regular classes. Four hundred teachers out of four hundred and fifty were not interested to listen to the presentations made by special education teachers which resulted in making it difficult for them to present for they felt unwanted and not given enough time to present. The research suggested that although few teachers were interested to listen, much more was needed to sensitize regular teachers on the importance of incorporating topics on special educational needs of pupils in CPD meetings through Resource Centres.

Hastings and Oakford (2003) found that special education teachers were not given enough time or no time at all to make presentations during CPD meetings and workshops which made them

feel inferior and not part of proceedings during CPD meetings and workshops. Typically, CPD meetings and workshops were more concentrated on subjects taught by regular teachers unlike special education teachers which was cardinal for every teacher in the delivery of the curriculum as children with special educational needs were in all classes. If teachers could support, showed interest and paid attention to presentations made by special education teachers, it would promote the relationship between teachers and children with special educational needs, understanding and teaching them easily in inclusive schools (Avramidis et al., 2000). This could only be possible if special education teachers sensitized regular teachers on special educational needs so that they could meet needs of children with special educational needs.

Hastings and Oakford (2003) articulated that younger children usually spent more time with a teacher or small number of teachers than their parents later in their school careers, so the impact of a teacher on a child with special educational needs could be quite different if all teachers had knowledge on special education. Therefore, it was necessary for continuous professional development meetings and workshops to have had a segment on sensitization of regular teachers on special educational needs so they could understand and meet needs of special educational children in inclusive classrooms.

Another study done by Vaughn et al. (1996) in America examined teachers' perceptions of special education teachers sensitizing regular teachers on special educational needs during continuous professional development meetings, majority of these teachers, who were not currently participating in inclusive programmes, had strong negative feelings about being sensitized on special educational needs in continuous professional development meetings and workshops and felt that it was not necessary for them knowing they had children with special educational needs in their classes. The teachers identified several factors that made it not possible for the special education teachers not to sensitize regular teachers on special educational needs, among others they said special education teachers lacked confidence and mostly were not given time to present and had inadequate resources.

Discriminatory attitudes towards teachers of special education and children with special needs persisted in the teaching fraternity because of scarce awareness and sensitization on how to live close with such people. It was difficult to break down the attitude but experience revealed that regular teachers were in the forefront discriminating learners with special educational needs and teachers trained to teach those children. Instead regular teachers were full of ridicule and looked down upon them as inferior and somehow not normal, making it difficult for special education teachers to sensitize regular teachers on special educational needs during continuous professional development meetings (Meijer et al., 2006). There was need for creating awareness and sensitizing regular teachers on special educational needs of pupils in continuous professional development meetings and workshops so they could understand and meet needs of children with special educational needs, and this could have only been possible if sensitization on special educational needs of pupils to regular teachers during continuous professional development meetings were reinforced in order to share knowledge, ideas, methods and techniques (Silverman, 2007). Therefore the study sought to investigate continuous professional development of regular teachers in special educational needs in relation to attitude, sensitization and challenges faced by special education teachers.

2.9 Importance of topics on special education in CPD

A study of CPD by Hurberman (1998) in England showed that incorporating topics on special education methodologies in CPD meetings and workshops facilitated several types of learning such as; cognitive, affective and behaviour. It was also realized that continued professional development meetings and workshops resulted in renewed commitment of teachers as change agents. These outcomes were crucial to teacher effectiveness and needed to be taken seriously.

A research conducted in Malawi by Kachaka (2007), found that quality education through professional developmental meetings and workshops had an impact on a learner. It was further found out that with CPD meetings and workshops teachers improved their pedagogical skills and thus improved on their lesson delivery. Harootunian and Yargar (1980) found that what attracted teachers to professional development meetings and workshops was the belief that it would expand their knowledge and skills, contribute to their growth, and enhance their effectiveness

with students. What they hoped to gain through professional development meetings and workshops were specific, concrete and practical ideas that directly related to the day-to-day operation of their work. It was discovered that this could be possible through incorporating topics on special education in CPD meetings and workshops.

Harootunian and Yargar (1980) further went on to say that educators participated in CPD meetings and workshops in order to enhance student learning. Educators wished to gain new skills that they could incorporate into their work with students. The primary purpose of CPD was to prepare and support teachers by giving them the knowledge and skills they needed to help all students achieve high standards of learning. Effective professional development produced changes in teachers' instructional practice, which was linked to improvements in student achievement. And when topics of special education were incorporated in CPD meetings and workshops, they enhanced teaching methods of children with special educational needs by regular teachers.

According to the American Federation of Teachers (2002), providing teachers with continuous high quality professional development was the most important investment school districts could make. Professional development programmes supported curricular and instructional change in students in the personal, social, and academic domains. Joyce and Showers (2002) stated that continuous professional development needed to have a significant impact on what was taught, how it was taught, and the social climate of the school so that students could gain knowledge and skills which led to increase on the ability to learn. It is important to incorporate topics on special education in continuous professional development meetings and workshops in order to expand teachers' knowledge, techniques, methods, skills, contribute to their growth, understand learners and enhance their effectiveness with learners, (SESO-sp 2009)

Coldwell et al. (2008) found that CPD meetings and workshops were most successful when there was sufficient planning, time for those involved in the design and implementation of CPD activities, when the project had a clear focus, when staff had a clear understanding of its wider implications and when those managing the project were able to engage all the teaching areas

including incorporating topics on special education so that regular teachers could understand and meet needs of children with special educational needs in inclusive classrooms.

A study conducted in America by American Federation of Teachers (2002) showed that well-planned, carefully organized collaboration between regular and special education teachers enhanced professional development among teachers and improvement of methods and techniques in the teaching and handling of children with special education needs. Kennedy (2000) in America found that incorporating special education in professional development meetings and workshop programmes gave teachers a greater understanding of how students thought and learnt which allowed teachers to develop their own practices, rather than prescribing routines for them to follow. Kennedy (2000) concluded that effective CPD meetings and workshops provided regular and special education teachers with the information about what to do in the classroom and the most specific information about the content they would be teaching and how students learnt that content plus the methods to use. This made it easy for regular teachers to handle children with special educational needs in inclusive classrooms.

Research by Joyce and Showers (2002) has shown that in order to achieve improvements in teaching and better learning outcomes for students, teachers needed to be engaged in CPD meetings that promoted inquiry, creativity and innovation. Incorporating special education in CPD, coaching, mentoring, sharing and other forms of sustained professional learning had been shown to have positively affected teaching and learning outcomes (Joyce and Showers, 2002; Cohen et al., 1998; Little 1993). Education Act (1998), in Zambia states that inclusion of special education in continuous professional development meetings and workshops was designed to assist schools in providing appropriate education for students with special educational needs and employing improved methods of teaching and to promote excellence in the management of teaching to both regular and special education teachers.

From a study conducted in South Africa on the importance of CPD meetings and workshops showed that in all academic areas, teachers found every particular CPD meeting and workshop important for personal development, support, and provision of information, teaching confidence,

skills development and a change in teaching habits. More than 90% of the participants 'definitely agreed' and 'agreed' about the importance of the workshop for personal development (94.7%), enhancement of work life by providing support (92.7%), development of teaching confidence (95.8%), increasing skills (92.6%) and changing existing teaching habits. Almost 90% of the teachers viewed provision of knowledge (89.5%) as one of the positive aspects of the CPD workshop. In this same study, teachers' views on the importance of CPD for teaching methods, teaching competence, excellence and development of whole school growth was that more than 90% of the participants 'definitely agreed on the importance of CPD to effect change in methods. (91.5%), improved teaching competence (94.8%), developed teaching excellence (95.8%), and developed whole school growth (92.7%). It is vividly evident that incorporating special education in CPD meetings enhances teaching and learning which contributes to the wellbeing of a child with special educational needs and promotes the level of understanding and acceptance of the said child by regular teachers.

Knight (2002) in London found that a high percentage of teachers indicated that CPD meeting and workshops addressed their specific needs. According to the findings, 90% of the participants agreed that the workshop had improved their knowledge (93.7%), met their need for training (92.7%), addressed their specific needs (91.6%) and inspired them to teach (90.5%). The findings clearly indicated that the participants were satisfied with the CPD meetings and workshop which concentrated on presentations looking at the importance of incorporating topics of special education and support for learners with learning difficulties or special educational needs. The findings of the questionnaire indicated that teachers valued the workshop positively in terms of personal development, confidence and teaching support. They indicated a willingness to change their teaching habits and methods and agreed that this change would contribute to the development of whole school growth. These findings indicated that focusing on the principles underlying CPD could improve the workshops and contribute to the satisfaction of teachers in this regard. CPD activities have been found to transfer more easily into changed behaviours and teaching practices if there was good fit with individuals' professional and personal values and if professional development approaches already existed in the organization. Sharing ideas,

methods, and incorporating topics of special education in CPD meetings and workshops played a big part in both the regular and special education teaching fraternity and of great importance.

Jordan et al. (2009) stressed the need and importance of incorporating topics of special education in continuous professional development and workshops and learnt on 'how to address the needs of children with special educational needs in the classroom, a dimension which was neither typically nor rigorously addressed in teacher education trainings. It is for this reason why the study sought to investigate continuous professional development of regular teachers in special educational needs and find out if the situation was the same with regular teachers in Zambia.

2.10 Challenges in sensitizing regular teachers on special educational needs

Wineburg and Grossman in New York (1998) found that special education teachers experienced negative attitude of regular teachers towards special education during CPD meetings and workshops. To this effect there was need for expanded learning opportunities, time to present and support from DRCCs.

The National Commission on Teaching and America's Future (1996) reported that investments in teacher knowledge and skills resulted in greater increase in student achievement than other uses of the education dollar. The time teachers spent with other knowledgeable educators, engaging in teaching and learning was just as important as sharing ideas in CPD meetings and workshops.

A study by John et al. (2001) conducted in Finland on teachers' attitudes on teaching children with special educational needs and whether CPD meetings and workshops created awareness on children with special educational needs to regular teachers revealed that teachers that are trained in special education and those who were adequately sensitized on aspects of special education showed positive attitudes as opposed to those who had no slight idea and it was this group of teachers that would walk out when teachers of special education were presenting and did not want to have anything with the presentations being presented.

In a study conducted in Uganda by Okumbe (2003) on challenges of inclusive education, it was discovered that teachers in the main stream resented teaching children with special educational needs on account that they were not trained to teach such children and that they were only paid for teaching regular children. He also discovered that most teachers feared that teaching those children would somehow affect their thinking capacity and considered special education teachers to be somehow abnormal as a result of teaching children with mental retardation.

Okumbe (2003) further suggested that sensitization of regular teachers on causes of disabilities and the importance of educating children with special educational needs would help in improving their attitudes towards children with learning disabilities as well as their teachers and this would in turn improve on the negative attitude displayed by regular teachers towards special education teachers during CPD meetings and workshop. Dunn and Dunn (1998) in Boston reported that most CPD programs were characterized by a one size fits all approach with an inflexible curriculum that ignored teachers of special education. When school districts mandated that every teacher in the system be “staff developed” en masse, it was likely that many teachers could have little interest in the training of special education.

Redding and Kamm (1999) observed that training was an important experience for education teachers and lack of it limited them from meeting their colleagues to discuss how to apply the strategies which they used in teaching children with special educational needs (Peery, 2002; Black, 1998). It was noted that teachers often changed their classroom practice after sitting through an awareness-level programme. Studies conducted by the National Center for Education Statistics (2001) in Lusaka found that only 12 to 27 percent of teachers felt their professional development activities significantly improved their teaching because some elements of special education were shared in the CPD meetings and workshops.

When it came to inclusive education, professional development programmes were fragmented, with teachers receiving bits and pieces of training on the latest topics of special education. Teachers were then asked to implement numerous strategies in their classrooms at once. This was a big challenge on the part of special education teachers in that less time was given to them

to present to regular teachers but expected them to perform miraculously in class which made regular teachers to develop an attitude towards topics on special education because they did not learn much.

To this effect, French (1997) suggested that professional development meetings and workshops were to be more than training in new knowledge or instructional procedures. It was meant to enable teachers to move to the next level of expertise and enhance their ability to make changes that would result in increased student performance. This professional growth only occurred when teachers were provided with expanded learning opportunities, ample peer support, and extended time to practice, reflect, critique, and then practice again.

French (1997) also postulated that challenging student performance standards, paired with rigorous accountability policies, called for significant changes in professional development practices. These changes could not be accomplished by sending teachers to the short-term professional development efforts of the past but gave them enough time to present, learn and share ideas.

DuFour (1997) reported that professional development consisted of teachers attending one or two workshops on the latest instructional practices yet these were not enough to cater for teachers' professional needs. Participants listened passively to outside experts and were then encouraged to apply the strategies in their own classrooms. DuFour (1997) in his study conducted in Norway alluded to another challenge that limited special teachers' active participation in continuous professional development meetings. He stated that new professional development programmes were introduced with no attempt to connect them to past training. Teachers were provided with few, if any, opportunities for follow-up activities and rarely applied their new knowledge or skills when they returned to their classrooms. Similar findings were also reported by Joyce and Showers (2002) and Black (1998) in separate studies. When topics on special education were presented in such a manner by special education teachers, regular teachers would not learn a thing neither be interested in the presentations. Therefore the study sought to

investigate continuous professional development of regular teachers in special educational needs in regard to attitude, sensitization and challenges faced by special education teachers.

2.11 Summary

This chapter reviewed literature related to the study on continuous professional development of regular teachers in special educational needs. The literature was in line with the following objectives: to establish attitudes of regular teachers towards inclusion of topics on special education in continuous professional development meetings and workshops, to investigate whether continuous professional development meetings and workshops were creating awareness about special educational needs of pupils to regular teachers, to investigate whether special education teachers sensitised regular teachers on special educational needs of pupils in continuous professional development meetings and workshops so that they could meet needs of children with special educational needs in inclusive classrooms, to determine the importance of incorporating topics on special education in continuous professional development meetings and workshops and establish challenges faced by special education teachers in sensitizing regular teachers in continuous professional development meetings and workshops about special educational needs of pupils. From the reviewed literature it was concluded that a lot of studies have been on attitude of regular teachers towards special education and challenges in inclusive education. However, it is not known whether CPD meetings and workshops for both regular and special education teachers included topics on special education needs of pupils.

The review of literature reviewed that there was not enough awareness about special educational needs, it was noted that little sensitization was done. From the reviewed studies, it was noted that they were challenges in inclusive education. In this regard, the study found it imperative to investigate continuous professional development of regular teachers in special educational needs.

CHAPTER THREE

METHODOLOGY

3.1 Overview

This chapter presents the research design, population, sample and sampling procedure, instruments for data collection, procedure for data collection, data analysis and ethical considerations.

3.2 Research Design

The study used a case study design. Ghosh (2003:224) defines a case study as a method of collecting information about an individual, a family and an institution or a group of persons that can know precisely the factors and causes of a practical phenomenon. Anderson (1998:152) defines a case study as a holistic research method that uses multiple sources of evidence to analyze or evaluate specific phenomenon or instance.

This study employed this design over other designs to allow in-depth study of the case in its natural setting as this was based on one province, Copperbelt. The design helped to understand in detail continuous professional development of regular teachers in special educational needs. The study used both qualitative and quantitative methods of data collection and analysis.

3.3 Population

The study population consisted of all special education teachers, regular teachers and resource centre coordinators on the Copperbelt province.

3.4 Sample

The sample comprised 105 respondents as follows: five district resource centre coordinators, 50 special education teachers and 50 regular teachers from Kitwe, Ndola, Luanshya, Mufulira and Chingola districts of the Copperbelt.

3.5 Sampling Procedure

In selecting resource centre coordinators, purposive sampling procedure was used because these people were expected to have adequate knowledge on the topic. Kombo and Tromp (2006) state that, the power of purposive sampling lies in selecting information which is rich, for in-depth analysis related to the central issues under study. According to Leedeey (2000) a purposive sampling technique is when the researcher consciously decides who to include in the sample. To this effect, all the resource centre coordinators were handpicked.

A Stratified random sampling procedure was used to select special education and regular teachers. A method of sampling involves the division of a population into smaller groups known as strata, in this case the special and regular teachers. In stratified random sampling, the strata are formed based on members' shared attributes or characteristics. A random sample from each stratum is taken in a number proportional to the stratum's size when compared to the population. These subsets of the strata are then pooled to form a random sample. A sampling frame was used. This procedure was chosen because it helped to obtain estimates of known precision for certain subdivisions of the population by treating each subdivision as a stratum. These sampling procedures are consistent with the work of White (2003).

3.6 Research Instruments and Data Collection Procedure

Kothari (1997) defines a research instrument as a tool or device chosen by the researcher to collect required information. Three research instruments were used to collect data and these were; questionnaires, interview guide and non-participant observation schedule. According to Dominowski (1980), an interview is a conversation between two people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee. Interviews were chosen because they are generally easier for most respondents, especially if what is sought are opinions or impressions as with the case in this study.

The questionnaire was chosen because it allowed the researcher to use the same question items to all respondents while interview guide allowed the researcher to make follow up questions where the questionnaire could not and non-participant observations allowed the researcher to observe

the participants in their natural setting and obtain data that could not be collected in the other stated instruments. The methods of data collection were triangulated to ensure validity.

The questionnaires were personally distributed by the researcher and the respondents were required to answer them within three days after which the researcher collected them. The three days were given in order to give the respondents ample time to think and answer the questions critically. The interviews were done in focus groups of five respondents. This was done to save time as individual interviews were not feasible due to the big number of respondents that needed to be covered. The researcher also attended some continuous professional development meetings and workshops in order to observe what was actually obtaining on the ground and an observation checklist was designed to facilitate the coding of the findings.

3.7 Reliability and Validity

Validity refers to truthfulness. The validity of an instrument is a determination of how well the instruments reflect the abstract concept being examined (Saunders et al. 2011). Reliability refers to how consistent a measuring device is (Nueman, 2000). A measurement is said to be reliable or consistent if the measurement can produce similar results if used again in similar circumstances (Nueman, 2000). The researcher performed pilot studies to examine the reliability and validity of the instrument. In order to enhance reliability of the findings, data collected were verified by using triangulation and respondent validation.

Triangulation was done by comparing different kinds of data from different instruments to see whether they collaborated. Respondent validation was done by verifying the results with respondent and by relating the findings with the evidence from the available literature. In order to ensure that the findings were valid, the researcher cross-checked the respondents' responses with those of other respondents that were obtained by different instruments. For instance, data collected by interviews from resource centre coordinators were cross-checked with data collected from observations.

3.8 Data Analysis

Thematic analysis was used to analyze qualitative data. Major themes were drawn from interviews with respondents. Description of each theme was done, analyzed and interpreted critically and objectively. Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS). SPSS was used in order to obtain frequencies and percentages.

3.9 Ethical Considerations

Participants were informed about the nature and purpose of the study and informed consent was sought before interviewing them. Respondents were also assured of high levels of confidentiality. In addition, the respondents were informed that the information gathered was purely for academic purposes and no names would be reviewed or used.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Overview

This chapter presents the study findings of the study according to the objectives of the study. The objectives were to: establish attitudes of regular teachers towards inclusion of topics on special education in continuous professional development meetings and workshops, determine whether continuous professional development meetings and workshops create awareness about special educational needs of pupils to regular teachers, investigate whether special education teachers sensitise regular teachers on special educational needs of pupils in continuous professional development meetings and workshops, establish the importance of incorporating topics on special education in continuous professional development meetings and workshops and establish challenges faced by special education teachers in sensitizing regular teachers in continuous professional development meetings and workshops about special educational needs of pupils.

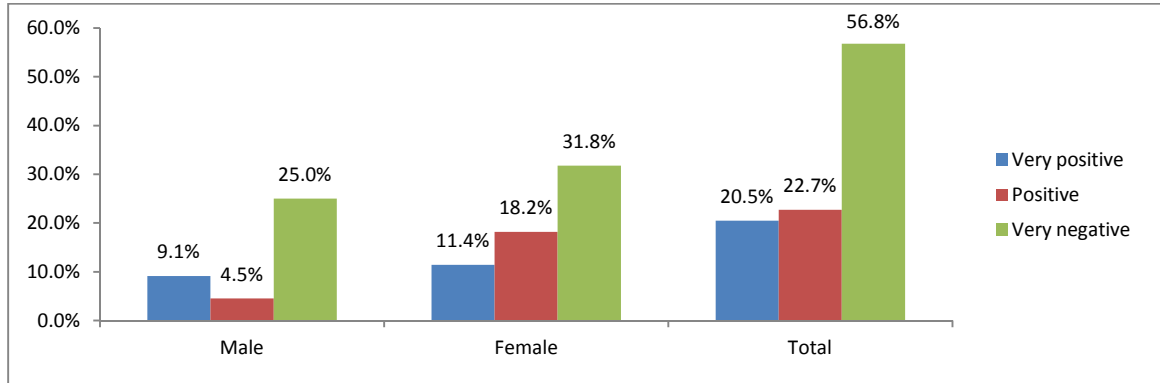
4.1 Attitude of regular teachers towards inclusion of topics on special education in continuous professional development meetings and workshops

In order to establish the attitude of regular teachers towards inclusion of topics on special education in continuous professional development meetings and workshops, data was collected from regular teachers, special education teachers, and district resource centre coordinators. The presentation of findings therefore, begins with the views of regular teachers followed by those of special education teachers and district resource centre coordinators.

4.1.1 Views of regular teachers

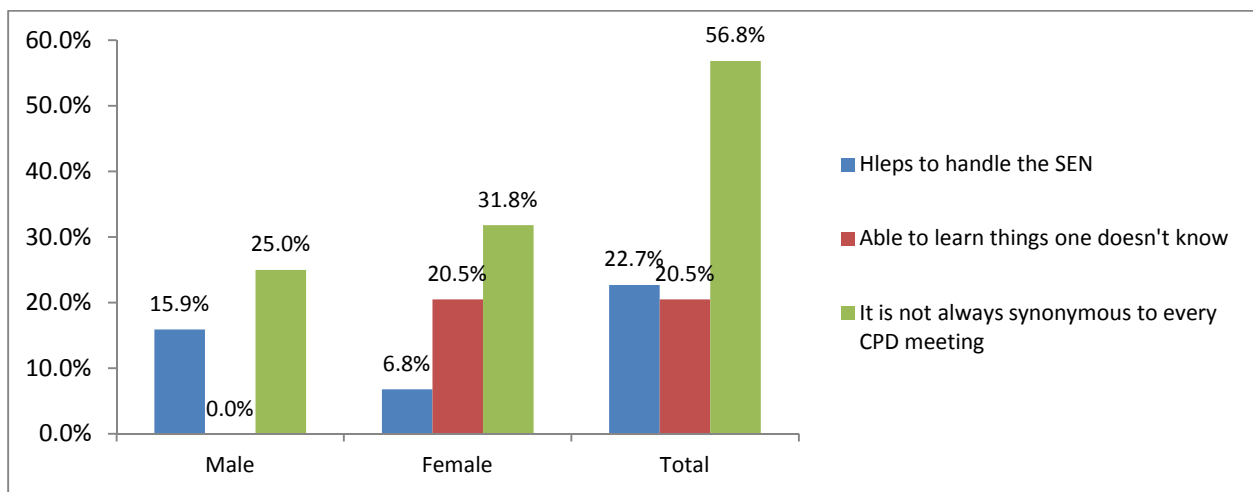
The study found that 28 (56.8%) of the regular teachers had negative attitude towards inclusion of topics on special education in continuous professional development meetings and workshops. Figure 1 provides details.

Figure 1: Attitudes of regular teachers towards inclusion of topics on special education in CPD meetings and workshops (n = 50)



Of the 28 (56.8%) regular teachers with very negative attitude towards inclusion of topics on special education in continuous professional development meetings and workshops, 12 (25%) were males while 16 (31.8%) were females. A further question was asked to the respondents to explain their responses. The 28 (56.8%) who had very negative attitude towards inclusion of topics on special education in continuous professional development meetings and workshops argued that special educational needs of pupils were not synonymous with continuous professional development meetings and workshops.

Figure 2: Justification by regular teachers for attitudes towards inclusion of topics on special education in CPD meetings and workshops (n = 50)



As can be seen in Figure 2, for the respondents who said that they had very negative attitudes towards inclusion of topics on special education in continuous professional development meetings and workshops, the majority, 28 (56.8%) of the respondents said that they did so because it was not always synonymous with every meeting and not their area of interest. For the respondents who had very positive and positive attitudes towards inclusion of topics on special education in CPD meetings and workshops, their reasons were that it helped them teach pupils with special educational needs and learn things they did not know.

4.1.2 Views of special education teachers

Special education teachers were asked to state the attitude of regular teachers towards inclusion of topics on special education in continuous professional development meetings and workshops. The findings showed that 41 (82%) of the 50 teachers of special education indicated that regular teachers had a negative attitude towards inclusion of topics on special education in continuous professional development meetings and workshops.

A further question was asked to the teachers of special education to explain their responses. Table 1 below shows the results.

Table 1: Reasons for negative attitudes towards inclusion of topics on special education in CPD meetings and workshops by Gender

Justification	Gender		Total
	Male	Female	
Special education is not very well appreciated in schools	2 (4.0%)	7 (14.0%)	9 (18.0%)
Teachers of special education are considered as nobody or half baked	5 (10.0%)	15 (30.0%)	20 (40.0%)
Special education topics are not synonymous with CPD meetings and workshops	7 (14.0%)	14 (28.0%)	21 (42.0%)
Total	14 (28.0%)	36 (72.0%)	50 (100.0%)

4.1.3 Views of district resource centre coordinators

District resource centre coordinators were asked to indicate attitude of regular teachers towards inclusion of topics on special education in continuous professional development meetings and workshops. As regards the attitude, four out of five district resource centre coordinators (DRCC) interviewed expressed the view that it was not very good. One of the DRCC said:

“The attitude of regular teachers towards inclusion of special education topics in CPD meetings and workshops is bad. Some of these teachers give a lot of excuses when it comes to issues concerning special education and walked out of the room”.

Two out of the five DRCC said regular teachers demoralised special education teachers by looking down upon them and paid no particular attention whenever special education teachers made presentations. As a result, special education teachers could not even present to regular teachers. At times they were not invited for continuous professional development meetings or workshops.

4.2 Whether CPD meetings and workshops create awareness about special educational needs of pupils to regular teachers

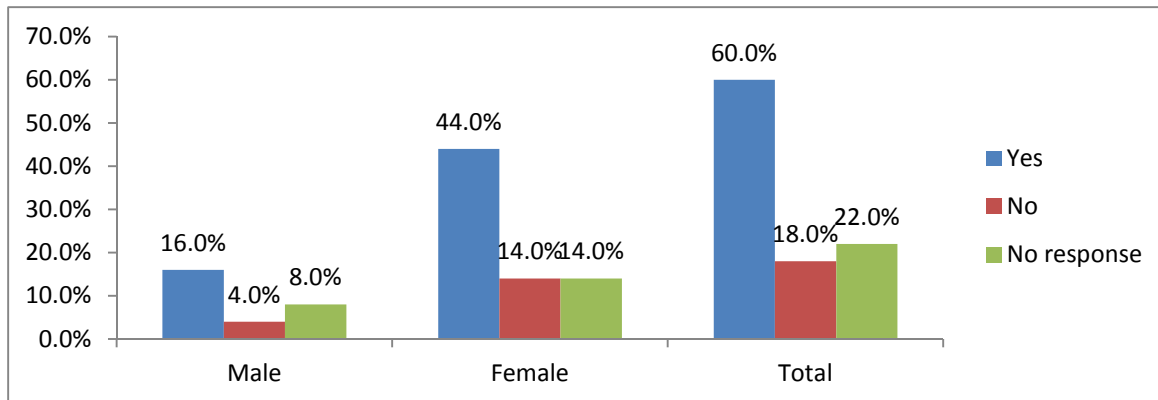
In order to determine whether continuous professional development meetings and workshops created awareness about special educational needs of pupils to regular teachers, information was collected from regular teachers, special education teachers and district resource centre coordinators. Their views were as presented below beginning with the views of regular teachers followed by those of special education teachers and then district resource centre coordinators.

4.2.1 Views of regular teachers

As regards whether CPD meetings and workshops created awareness about special educational needs among pupils to regular teachers, regular teachers agreed that these meetings and workshops helped create awareness. The findings showed that **30 (60%)** of the regular teachers

indicated that continuous professional development meetings and workshops helped them to become aware of special educational needs. Details are shown in Figure 3 below.

Figure 3: Whether CPD meetings and workshops created awareness about special educational needs (SEN) of pupils to regular teachers (n = 50)



4.2.2 Views of special education teachers

As regards whether continuous professional development meetings and workshops helped create awareness about special educational needs among pupils to regular teachers, special education teachers reported that CPD meetings and workshops made teachers share knowledge, acquire new ideas, techniques and methods. They further said that it was from these meetings that regular teachers could change their attitudes towards special educational needs, learn how to handle children with special educational needs and look at special educational needs differently.

4.2.3 Views of district resource centre coordinators

The district resource centre coordinators, in response to the question on whether CPD meetings and workshops created awareness about special educational needs, most of them **three (60%)** agreed citing that these meetings and workshops helped teachers learn how to handle children with special education needs. They further reported that CPD meetings and workshops provided a forum for teachers to share ideas on new teaching methodologies.

4.3 Whether teachers of special education sensitised regular teachers on special educational needs of pupils in CPD meetings and workshops

In order to find out whether teachers of special education sensitised regular teachers on special educational needs of pupils in continuous professional development meetings and workshops, data was collected from regular teachers, special education teachers and district resource centre coordinators. Their views were as presented below beginning with the views of regular teachers followed by those of special education teachers and district resource centre coordinators.

4.3.1 Views of regular teachers

Regular teachers were asked to indicate the extent to which special education teachers sensitized them on special educational needs of pupils in continuous professional development meetings and workshops. Of the 50 regular teachers, 38 (76.0%) of them indicated that special education teachers did not sensitize them on special educational needs of pupils during continuous professional development meetings and workshops while 12 (24.0%) of them responded that they did though it was rare that special education teachers would be invited and allowed to present topics on special education.

4.3.2 Views of teachers of special education

As custodians of special education, special education teachers were also asked to indicate the extent to which they sensitized regular teachers on Special education during their CPD meetings and workshops. Of the 50 teachers of special education, 36 (72.0%) of them indicated that they did not sensitize regular teachers on special educational needs of pupils during continuous professional development meetings and workshops while 14 (28.0%) indicated that they shared once in a long time. They attributed this to the fact that they were not invited to continuous professional development meetings or workshops at the district resource centres.

4.3.3 Views of district resource centre coordinators

When the district resource centre coordinators were asked whether special education teachers sensitized regular teachers on special educational needs during continuous professional

development meetings or workshops, four out of five indicated that they did not because their request was turned down and mostly not invited. One district resource coordinator said:

“Special education teachers even preferred to have their own CPD meetings or workshop than mixing with regular teachers because they were looked down upon”.

4.4 Importance of incorporating topics on special education in CPD meetings and workshops

In order to find out the importance of incorporating topics on special education in continuous professional development meetings and workshops, data was collected from regular teachers, special education teachers, and district resource centre coordinators. Their views were as presented below beginning with the views of regular teachers followed by those of special education teachers and district resource centre coordinators.

4.4.1 Views of regular teachers

Regular teachers were asked whether including topics on special education in continuous professional development meetings and workshops were important to their teaching profession. All the fifty (50) respondents indicated that the meetings and workshops were very important for their professional growth.

A further question was asked to the respondents to give reasons for their responses. Table 2 on the next page shows their responses.

Table 2: Reasons why incorporating of topics on special education in CPD meetings and workshops were viewed important

Reasons	Gender		Total
	Male	Female	
To share new ideas	9 (22.0%)	15 (36.6%)	24 (58.5%)
To learn new teaching methods	-	8 (19.5%)	8 (19.5%)
They help teachers share challenges and their measures	-	9 (22.0%)	9 (22.0%)
Total	9 (22.0%)	32 (78.1%)	41 (100.0%)

As can be seen from Table 2 above, most of the regular teachers, 24 (58.5%) were of the view that incorporating special education topics would help them to share new ideas while nine said that incorporating topics on special education in continuous professional development meetings helped teachers share challenges and measures to take, eight said it helped them learn new teaching methods.

4.4.2 Views of teachers of special education

Respondents were asked whether inclusion of topics on special educational needs in continuous professional development meetings and workshops were important to their teaching profession. Figure 4 shows their responses.

Figure 4: Whether special education teachers viewed inclusion of topics on special education in CPD meetings and workshops as important (n = 50)

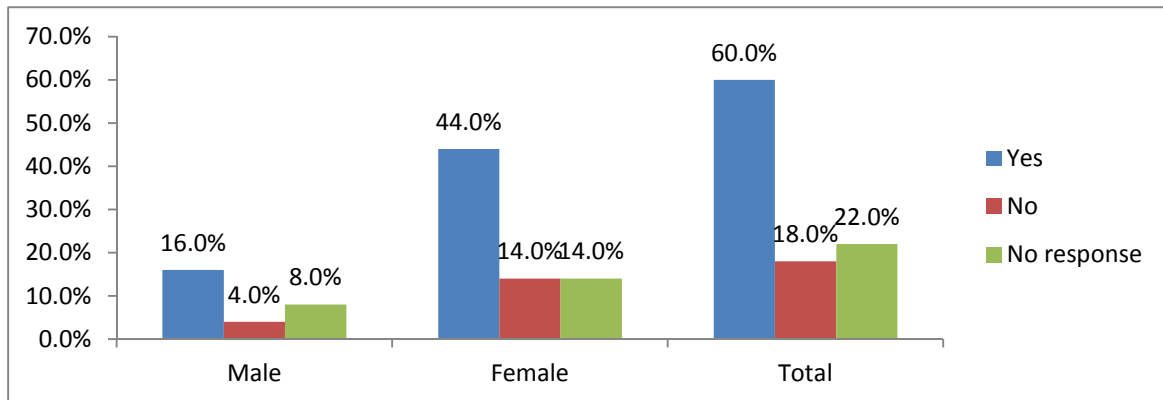


Figure 4 shows that the majority of the special education teachers 30 (60%) said that inclusion of topics on special education in continuous professional development meetings was important for it helped both regular and special education teachers acquire knowledge on how to handle children with special educational needs. A further question was asked to the respondents to give reasons for their responses. Table 3 below shows some of the reasons cited by special education teachers.

Table 3: Reasons on why incorporating topics on special education in CPD meetings and workshops were viewed important

Reasons	Gender		Total
	Male	Female	
We share many ideas in these meetings	3 (10.0%)	7 (23.3%)	10 (33.3%)
For planning, sharing ideas about new teaching techniques	2 (6.7%)	7 (23.3%)	9 (30.0%)
They help teachers share challenges and resolve problems	3 (10.0%)	8 (26.7%)	11 (36.7%)
Total	8 (26.7%)	22 (73.3%)	30 (100.0%)

Table 3 shows that 10 (33.3%) of the respondents were of the view that incorporating topics on special education in continuous professional development meetings was important because it enabled them share ideas while 11 (36.7%) indicated that it helped them share challenges and resolve problems.

Furthermore, special education teachers said that it was important to incorporate topics on special education in CPD meetings and workshops in that it helped them share knowledge on special educational needs. One of the special education teachers said:

“This would help them to be abreast with methodologies and make them improve upon their delivery of lessons. It may also help

teachers share challenges and resolve issues concerning special educational needs”.

4.4.3 Views of district resource centre coordinators

As regards whether special education teachers incorporated topics on special education in continuous professional development meetings, two of the five district resource centre coordinators indicated that they did while three disagreed.

For the respondents who said that special education teachers did not incorporate topics on special education in continuous professional development meetings and workshops blamed themselves saying mostly when they sent invitations to various schools, they did not extend the invitations to special education teachers to make presentations during continuous professional development meetings and workshops.

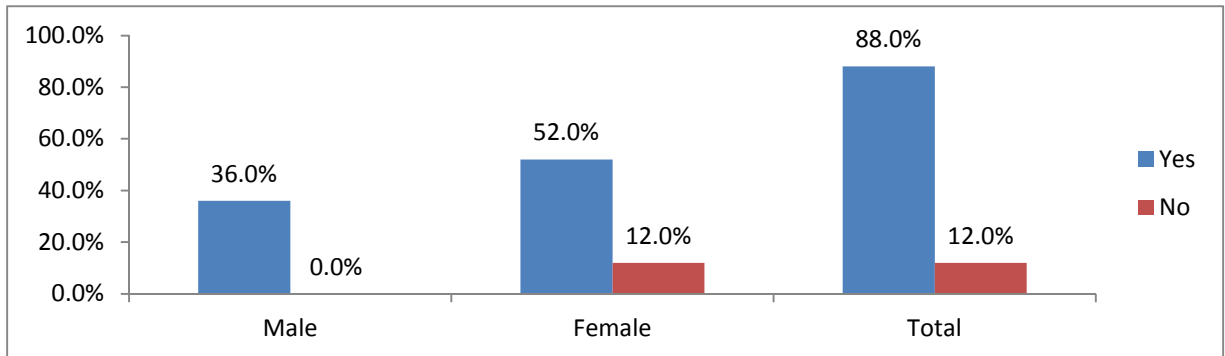
4.5 Challenges faced by special education teachers in sensitizing regular teachers on special educational needs of pupils in CPD meetings and workshops

The study sought to establish challenges faced by special education teachers in sensitizing regular teachers on special educational needs of pupils in CPD meetings and workshops. To this effect, data was collected from regular teachers, special education teachers, and district resource centre coordinators. Their views were as presented below beginning with the views of regular teachers followed by those of special education teachers and then district resource centre coordinators.

4.5.1 Views of regular teachers

Regular teachers were asked to say if special education teachers faced any challenges in sensitizing them on special educational needs of pupils in continuous professional development meetings and workshops. Figure 5 shows their responses.

Figure 5: Whether special education teachers faced any challenges in sensitizing them on special educational needs of pupils in CPD meetings and workshops (n = 50)



The findings of the study, as shown in the figure above, revealed that the majority of the respondents, 44 (88%) indicated that special education teachers faced challenges in sensitizing them on special educational needs of pupils in CPD meetings and workshops whereas six (12%) of the respondents said that they did not face any challenges.

For the respondents who answered in affirmative, a further question was asked to them to give some examples of the challenges faced by special education teachers in sensitizing them on special educational needs of pupils in CPD meetings and workshops. Table 4 shows some examples of challenges faced.

Table 4: Challenges faced by special education teachers in sensitizing them on special educational needs of pupils in CPD meetings and workshops according to regular teachers:

Challenges faced	Gender		Total
	Male	Female	
Some teachers have negative attitudes because they don't handle SEN pupils	-	12 (29.3%)	12 (29.3%)
How to teach SEN pupils due to lack of training in Sign Language; infrastructure not disability friendly	18 (43.9%)	8 (16.0%)	26 (63.4%)
The question of relevance in relation to other subject area	-	3 (7.3%)	3 (7.3%)
Total	18 (43.9%)	23 (56.1%)	41(100.0%)

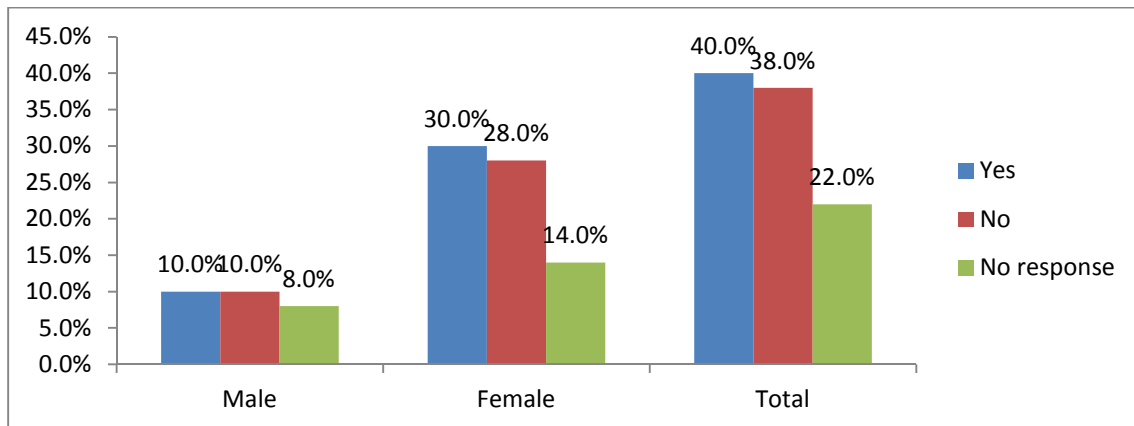
As depicted in Table 4, most of the respondents, 26 (63.4%) indicated that some of the challenges that special education teachers faced in sensitizing them on special educational needs of pupils in CPD meetings and workshops were on how to teach pupils with special educational needs due to lack of training in Sign Language and that school infrastructure was not disability friendly while 12 (29.3%) of the respondents said that they faced negative attitudes from regular teachers.

A further question was asked to the regular teachers to suggest ways of addressing the challenges special education teachers faced. Out of 50 respondents, nine (30%) said that there should be provision of enough trained teachers in all types of special educational needs, materials and friendly infrastructure for both the able bodied and the disabled while another nine (30%) of the respondents indicated that there was need for the two categories of teachers to hold joint continuous professional development meetings and workshops in order for them to plan, learn and share knowledge effectively. The other suggestions were that there should be more sensitization programmes on special educational needs and a compulsory component of special education in all training colleges for teachers.

4.5.2 Views of special education teachers

Special education teachers were asked to say if they faced challenges in sensitizing regular teacher on special educational needs of pupils during continuous professional development meetings and Workshops. Figure 6 below shows their responses.

Figure 6: Whether special education teachers faced challenges in sensitizing regular teachers on special educational needs of pupils in CPD meetings and workshops (n-50)



The findings of the study, as shown in the figure above, revealed that 20 (40%) indicated that special education teachers faced challenges in sensitising regular teachers on special educational needs of pupils in CPD meetings and workshops whereas 19 (38%) of the respondents said that they did not face any challenges at all and 11 (22%) of them responded that there was low commitment of school management on professional development of teachers regarding special educational needs of pupils.

For the special education teachers who answered in affirmative, a further question was asked to them to give some examples of the challenges faced by special education teachers in sensitising regular teachers on special educational needs of pupils during continuous professional development meetings and workshops. Most of the respondents, 11 (55%) indicated that it consumed a lot of time to present for there were a lot of things to put in place unlike regular teachers' presentations while nine (45%) of them said it was because there was little importance attached to special education by both regular teachers and district resource centre coordinators.

A further question was asked to the respondents to suggest ways of addressing the challenges special education teachers faced. Most of the respondents, 30 (60%) said that there should be provision of enough trained teachers in all schools, support from regular teachers and resource centre coordinators. Other suggestions were need for the two categories of teachers to hold one

continuous professional development meetings and workshops at the same time in order for them to plan effectively, provide more teaching materials for special educational needs of pupils and bring more new ideas and methods of sharing the knowledge as teachers of special education made their presentation during continuous professional development meetings and workshops.

4.5.3 Views of district resource centre coordinators

The district resource centre coordinators (DRCCs) were asked to state whether special education teachers faced any challenges in sensitizing regular teachers on special educational needs in continuous professional development meetings and workshops. All the five DRCCs indicated that special education teachers faced a number of challenges during continuous professional development meetings and workshops. One of the coordinator said:

‘The major problem I have seen among special education teachers is that they lack competency in lesson delivery. Another concern is that ministry of education (MoE) has not given enough teaching and learning materials to schools. May be this is why they fail to deliver. Infrastructure is another very big challenge, how can children learn without proper infrastructure?’

Another coordinator intruded and said:

‘The problem that I see is that most of the regular teachers lack training in special education hence the attitude of no interest. The issue of relevance in relation to other subject area is another concern. The other problem is that regular teachers see teachers of special education as inferior to them and yet have almost the same qualifications.’

They further said that there was need to come up with strategies on how to mitigate the challenges faced by special education teachers with most of the DRCCs interviewed indicating

that this could only be achieved with full participation of all teachers including none special educational needs classes, training of all teachers in special education so that they could fully understand children with special educational needs and providing all the necessary teaching and learning materials to schools.

4.5.4 Observations by the researcher

Notably, the research used questionnaires, interview guide and non-participant observation. The researcher noted and observed that most regular teachers had negative attitude towards inclusion of topics on special education in continuous professional development meetings and workshops. This was done through interviews and observations during the CPD meetings and workshops. Regular teachers said special education was not synonymous to every meeting. It was noted that indeed these officers needed sensitization on special educational needs among pupils and the importance of incorporating topics on special education in continuing profession development meetings and workshops.

The other notable observation by the researcher was insufficient liaison and cohesion between resource centre coordinators and school administrators in implementing continuous professional development programmes which involves topics of special education and its importance. Resource centre coordinators were not frequently holding continuous professional development meetings and workshops. After attending a number of meetings, it was also observed that on special education teachers lacked confidence to present during continuous professional development meetings and workshops because of the complex regular teachers placed on them. Inadequate time given to them was also another factor observed that hindered incorporating special education topics during continuous professional development meetings and workshops.

Inadequate materials for children with special educational needs were also another hindrance observed by the researcher. There was need for resource centre coordinators to acquire materials to be used during continuous professional development meetings and workshops also during the actual teaching of children with special educational needs and incorporating topics of special education respectively. The other notable thing the researcher observed was the invitation to a

programme called “*time to learn*”, which is sponsored by USAID which looks at the low reading levels in schools. As an invited personnel to the workshop, the researcher noted that only regular teachers were invited to the workshop and yet low reading levels affects everyone even the children with special educational needs. There was need to embrace special education teachers and involve them so as to help a child with special educational needs the same way a child without special educational needs would be helped.

The other observation was on the account of not giving enough time to special education teachers to make their presentations on topics of special education or incorporating topics on special education during continuous professional development meetings and workshops. Enough time was required for them and respect, regard them in high esteem and stop looking at them as inferior. This, in short, can equip regular teachers with aspects of special education, become aware of special educational needs, understand them, be knowledgeable and handle children with special educational needs in mainstream classes. They can become fully aware and handle them in day to day activities and stop segregating them and remove the attitude of negativity towards special educational needs children and special education teachers respectively. The next chapter discusses the findings of the study.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

This chapter discusses the study findings. The discussion follows the study objectives which were to establish attitudes of regular teachers towards inclusion of topics on special education in continuous professional development meetings and workshops, determine whether continuous professional development meetings and workshops create awareness about special educational needs of pupils to regular teachers, investigate whether special education teachers sensitise regular teachers on special educational needs of pupils in CPD meetings and workshops, establish the importance of incorporating topics on special education in continuous professional development meetings and workshops and lastly to establish challenges faced by special education teachers in sensitizing regular teachers in CPD meetings and workshops about special educational needs of pupils.

5.1 Attitudes of regular teachers towards inclusion of topics on special education in CPD meetings and workshops

The study found that 28 (56.8%) of the 50 regular teachers, 41 (82%) of the 50 special education teachers and four out of the five district resource centre coordinators indicated that regular teachers had negative attitudes towards inclusion of special education topics during continuous professional development meetings and workshops. Some regular teachers did not understand and appreciate the need of attending CPD meetings and workshops especially as regards inclusion of topics on special educational needs of pupils.

The study further revealed that during these meetings and workshops, when issues concerning topics in special education were raised, most of the regular teachers gave excuses and walked out of the meeting or workshop. Regular teachers argued that the idea of not liking the idea of including topics on special education in CPD meetings and workshops was attributed to the fact that it was not always similar to every meeting. Furthermore, the negative attitude exhibited by

regular teachers towards inclusion of topics in special education were attributed to the fact that regular teachers considered teachers of special education as inferior to them and distanced themselves from these teachers and the children they teach. The above revelations cannot be taken as a surprise owing to the fact that most of the regular teachers in Zambia have had no training in special education. As a result, this led to the regular teachers not understanding learners with special educational needs.

The above findings agree with those of D'Alonzo et al. (1996) who in their study on teachers' attitude towards inclusive education in Australia, argued that despite the continued movement toward inclusive practices, regular teachers still had negative attitudes towards learners with special educational needs and inclusion of topics on special education in CPD meetings and workshops. The above sentiment is not an exception to the Zambian education system. Teachers set the tone of things in classrooms, and as such, the success of inclusion was not much among pupils with special educational needs who needed individual attention. Mushoriwa (2001) in a study of the attitudes of primary school teachers in Harare towards the inclusion of children with special educational needs in regular classes also found that teachers had a negative attitude towards them. The research suggested that although blind children may be included physically, they may remain socially and academically excluded because of the attitudes of the teachers. Thus teachers' attitudes may affect the way they perceive, value, judge, interact with and teach children with special educational needs.

Watkins (2007) in his study recommends for initial training and specialist teacher training, stressing the need to provide teachers with the needed information on the theory and rationale for inclusive assessment and preparation for using on-going assessment as a tool for their work. Dunn and Dunn, (1998) also reported that most continuous professional development programmes were characterized by a "one size fits all" approach with an inflexible curriculum that ignored teachers of special education. When school districts directed that every teacher in the system be "staff developed" en masse, it was unlikely that many teachers could have little interest in topics on special education.

Similarly in Zambia, the government incorporated pupils with special educational needs in main stream schools and provided additional support to the programme and teachers to adapt to new methods of learning and teaching (MoE, 1998). However, despite this stance by the government, there still exist negative attitudes by regular teachers towards special education and inclusion of topics on special education and in CPD meetings and workshops. This scenario is not healthy for Zambia if the dreams of inclusion were going to be achieved and for regular teachers to understand learners with special educational needs. It therefore calls for the immediate attention of the government through the Ministry of Education to ensure that measures are put in place to re-train and train regular teachers in special education. This could be achieved by inclusion in the curriculum a compulsory component of special education in universities and all colleges of education.

5.2 Whether CPD meetings and workshops created awareness about special educational needs of pupils to regular teachers

As regards whether CPD meetings and workshops created awareness about special educational needs of pupils to regular teachers, regular teachers, special education teachers and district resource centre coordinators agreed that it created awareness as it encouraged teachers to learn new skills, techniques and ideas. It also provided them with the knowledge they needed on special educational needs and share methods. This is in line with the Ministry of Education, *'Educating Our Future'* which stipulates that resource centres are to be used as 'vehicles' or 'avenues' through which CPD meetings are strengthened and provided. Government policy now recognizes the importance of CPD for teachers in creating awareness about special educational needs of pupils which puts a welcome emphasis on personalised CPD and parallel developments among teachers. As a result of the programme more attention was now devoted to helping teachers develop their pedagogical skills and acquire the needed knowledge to handle children with special educational needs through CPD meetings and workshops.

The study also showed that eight (16%) male and 22 (44%) female regular teachers were of the view that CPD meetings and workshops were playing a major role in creating awareness about special education needs of pupils. This accounts for a total of 30 (60%) regular teachers

indicating that CPD meetings and workshops helped create awareness about special educational needs. Just like any other professional, teachers have a responsibility to themselves and their profession to deepen their knowledge extend their professional skills and keep themselves up-to-date on major developments affecting their profession (MoE, 1996:115)

The above statement is a clear indication that through CPD meetings and workshops, a regular teacher can acquire the knowledge on how to handle children with special educational needs in inclusive classrooms and it is through the same CPDs where awareness of special educational needs of pupils to regular teachers can be done. Ministry of Education document (1992) postulates that teacher education is a continuous process and that CPD meetings and workshops should equip teachers with the knowledge on special educational needs.

Special education teachers were also of the view that CPD meetings and workshops made regular teachers become aware of special educational needs. They said CPD meetings and workshops had a big part to play in making regular teachers aware of special educational needs, acquire knowledge, ideas, techniques and methods on special educational needs and further went on to say if only everyone would change their perspectives, children with special educational needs would really be helped in inclusive schools and perform at par with regular pupils for their educational needs would be met through sharing of ideas, skills, methods and techniques through CPD meetings and workshops.

DRCCs also indicated that CPD meetings and workshops made regular teachers to become aware of special educational needs among pupils with special educational needs. They said through CPD meetings and workshops regular teachers were acquainted with the knowledge on new methods, techniques, ideas, and how to handle children with special educational needs. They however stated that more effort was needed to ensure that special education teachers were involved and interested in CPD meetings and workshops so as to help educate regular teachers on special educational needs of pupils. This finding is supported by Turner (1990) and Mampuru (1992) who share similar views on promoting awareness on special educational needs through CPD meetings and workshops.

5.3 Sensitization of regular teachers on special educational needs of pupils in CPD meetings and workshops by special education teachers.

As regards whether teachers of special education sensitized regular teachers about special educational needs of pupils in CPD meetings and workshops so they could meet needs of special educational children in inclusive classrooms, the study found that 38 (76%) of the regular teachers disagreed to not receiving any sensitization from special education teachers during continuous professional development meetings. Even special education teachers did attest to the fact that they did not sensitize regular teachers on aspects of special education. This prevailing situation could be attributed to the already mentioned negative attitude of regular teachers towards special education which makes them not to understand learners with special educational needs. And four out of five resource centre coordinators indicated that special education teachers did not sensitize regular teachers because their request was turned down and mostly not invited for CPD.

This sensitization is very vital if regular teachers were going to appreciate and participate fully in the affairs of children with special educational needs. This finding is in line with Naukkarinen (2008) who in his study on the Finnish primary school teacher education curriculum realized that not much has been done regarding the sensitization of mainstream teachers on issues of special education and went on to suggest that more effort was needed to integrate inclusive education content in CPD meetings and workshops. The above sentiments are enough evidence that regular teachers were not sensitized by special education teachers and that special education topics were not compulsorily included in CPD meetings and workshops hence little sensitization.

As suggested by Franzkowiak (2009), introductory courses on inclusive education should be mandatory for all in- service teacher education and CPD meetings and special education should be promoted. In addition, CPD meetings were cardinal for this exercise. The importance of CPD for teachers without knowledge of children with SEN has been championed by a number of scholars (Snell and Jenney, 2000; Carroll et al., 2003; Griffin et al., 2006 and Hajkova 2007). Smith and Leonard (2005) also stressed on the importance of staff development meeting to help teachers acquire knowledge about special educational needs through sensitization. On the basis

of these findings and literature, there appears to be a broad consensus about sensitization on inclusion of special education topics in continuous professional development meetings and workshops.

Many researchers for example; Chandler, 2000; and McMahon & McNamara, 2000; also note that few teachers have adequate training in the management of challenging behaviours, such behaviour is often said to cause the failure of inclusive programmes. Sensitisation on special educational needs to regular teachers leaves much to be desired, more effort is needed so as to make regular teachers aware of special educational needs.

5.4 The importance of incorporating topics on special education in CPD meetings and workshops

The study found that 50 (100%) of the regular teachers, 30 (60%) of the teachers of special education and almost all the district resource centre coordinators (four out of five) indicated that it was important to incorporate topics on special education in continuous professional development meetings and workshops. The respondents were of the view that including special education related topics in continuous professional development meetings and workshops enabled them to share knowledge and ideas. They also viewed these meetings as a forum for helping share challenges and look for possible solutions.

The above findings are consistent with a study conducted by Craft (1969) in South Africa on the importance of continuing profession development meetings in all academic areas, where teachers found every particular continuous professional development meetings and workshops important for personal development, support, provision of information, instilling confidence, skills development and a change in teaching habits. He further went on to say that it is through these same continuous professional development meetings were topics of special education could be included so as to share the knowledge and understand learners with special educational needs.

This is also in line with theoretical framework in which Katz (1975) states that professional development meetings, seminars and workshops provide a natural process of development in

teachers during their careers. The teacher development theory is based on four stages of professional development namely survival, consolidation, renewal and maturity. Survival stage lasted through the first year of teaching and felt prepared enough to teach and anticipated success upon entering the profession. The second stage, the consolidation stage which takes place through the second year of teaching and continues into the third year saw teachers figuring out what gains they actually made in the survival stage, and consolidating them. The third stage is the renewal stage which starts from third year up to fourth year sometimes progresses to fifth year bringing a desire to learn new methods of teaching, to escape from the "same things. And finally maturity stage which occurred within five years, but in some cases took up to six to seven years of their teaching experience. Teachers in this stage had learned the basics of teaching, and felt secure in their profession.

From the four stages of Katz's theory, it is evident that teachers were eager to learn more new methods of teaching. They did not want to settle for what they knew but it was important for them to search for better ways of acquiring new methods and these stages are concerned with acquiring new materials, techniques, approaches and ideas through CPD meetings and workshops . It is through CPD meetings and workshops were topics on special education could be included so as to educate regular teachers on special educational needs of learners so that they would know how to teach, understand and handle them.

Similarly Harootunian and Yargar (1980) found that educators participate in CPD in order to enhance learning. Additionally, educators wished to gain new skills that they could incorporate into their work with learners. Effective professional development therefore, produced changes in teachers' instructional practice, and attitudes towards special educational needs which was linked to improvements in student achievement.

Similar findings were reported by Coldwell et al. (2008) who found that continuous professional development was most successful when there was sufficient planning, time for those involved in the design and implementation of continuous professional development activities, when the project had a clear focus, when staff had a clear understanding of its wider implications and

when those managing the project were able to engage all the teaching areas including topics on special education. It is along this line of thought that the district resource centre coordinators viewed the continuous professional development meetings and workshops as those which helped teachers to be abreast with teaching methodologies and made the teachers to improve upon their lesson delivery.

This revelation is in agreement with Hurberman (1998) who in his study in England discovered that including teaching methods in special education in continuous professional development meetings and workshops facilitated cognitive, affective and behaviour learning. It was also realized that continuous professional development meetings and workshops resulted in renewed commitment of teachers as change agents. These outcomes were crucial to teacher effectiveness and needed to be taken seriously. Kachaka (2007) also found that quality education through professional developmental meetings and workshops had an impact on learners. Additionally, with continuous professional development meetings and workshops teachers improved their pedagogical skills and thus improved on their lesson delivery.

5.5 Challenges experienced by teachers of special education in sensitizing regular teachers in CPD meetings and workshops

The study showed that there were many challenges experienced by teachers of special education to sensitize regular teachers on special educational needs of pupils. Some of the challenges cited include: negative attitude of regular teachers towards learners with special educational needs and inclusion of topics on special education, inadequate teaching materials and the idea that special education was not synonymous with professional development meetings and inadequate support from the resource centre coordinators. This made it difficult for regular teachers to understand learners with special educational needs. These findings are similar to those of Wineburg and Grossman (1998) who in their study in New York, found that regular teachers had negative attitude towards teachers of special education including topics on special education during continuous professional development meetings and workshops.

The DRCCs on one hand were of the view that the major challenges faced by special education teachers were lack of competence in lesson delivery, lack of teaching and learning materials, and lack of training in special education on the part of regular teachers. Inferiority complex among special education teachers was also cited as one of the challenges faced by special education teachers was another major challenge that district resource centre coordinators observed. Inadequate learning and teaching materials and unfriendly infrastructure were some of the reasons why teachers failed to deliver. In some cases, budget cuts led to a reduction of the number of activities offered through continuous professional development meetings catalogues. In some districts, more costs for professional development meeting and workshops were passed to schools and this led to some reduction in formal types of continuous professional development meetings provision. As a result, in some schools where the budget for continuous professional development meetings and workshops was limited, found it difficult to release staff for district continuous professional development meetings and workshops especially the special education teachers.

These findings conform to DuFour, (1997) who conducted a study in Norway, and found that new professional development programs were introduced with no attempt to connect teachers to past training. Teachers were provided with few, if any, opportunities for follow-up activities. As a result, they rarely applied their new knowledge or skills when they returned to their classrooms. Similar findings were also reported by Joyce and Showers (2002) as well as Black (1998) in separate studies. They found that every time there were continuous professional development meetings and workshops, teachers learnt new things with no connection at all to the previous presentation. This usually presented a challenge on the part of special education teachers in making their presentations to regular teachers because they failed to review the previous presentations on special educational needs of pupils which posed to be a challenge on their part in sensitizing regular teachers on special educational needs of pupils during continuous professional development meetings and workshops.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter concludes the study and also makes some recommendations based on the findings of the study.

6.1 Conclusion

Based on the findings in line with the objectives, the study found that regular teachers had negative attitude towards inclusion of topics on special education, were not sensitized as a result they did not understand learners with special educational needs in CPD meetings and workshops.

As regards to whether CPD meetings and workshops created awareness about special educational needs, the DRCCs, special education teachers and regular teachers were of the view that CPD created awareness about special educational needs as it encouraged teachers to learn new skills, techniques and ideas.

In terms of sensitization of regular teachers about special educational needs among pupils by the special education teachers, the DRCCs, regular teachers and special education teachers attested that special education teachers did not do much in sensitizing regular teachers on issues pertaining to special educational needs during CPD meetings and workshops. They attributed this failure to the fact that in most cases special education teachers were not invited nor were they given time to present issues on special education needs in CPD meetings and workshops.

Concerning importance of incorporating topics on special education, most of the respondents felt that it was important to include special education topics in CPD meetings and workshops as it helped the teachers to share new knowledge and experiences on how to handle children with special educational needs and also share challenges and seek solutions to the challenges met.

As regards challenges faced by special education teachers, it is clear from the findings of the study that special education teachers faced a lot of challenges in incorporating topics of special education in CPD meetings and workshops. These included lack of training in sign language, especially among regular teachers and unfriendly school infrastructure, negative attitudes of regular teachers, time consumption, lack of competence in lesson delivery, lack of adequate teaching and learning materials.

CPD of regular teachers in special educational needs requires skills by trained personnel to create awareness about special educational needs of pupils to regular teachers and information should reach stakeholders to avoid information gap. With the above mentioned concerns there is need to uphold the state of CPD meetings and workshops and take it seriously by both regular and special education teachers so as to appreciate every presentation made by every teacher and appreciate special education topics presented in CPD meetings and workshops in order to understand learners with special educational needs.

6.2 Recommendations

Based on the findings and in line with the study objectives, the following recommendations may be considered:

1. Ministry of education should include special education in the curriculum in all education institutions and ensure that all serving teachers in schools undergo special education orientation in order to understand learners with special educational needs effectively
2. The Ministry of Education through DRCCs should ensure that CPD meetings and workshops included awareness components on special educational needs in CPD meetings and workshops.
3. The Ministry of Education should embark on sensitization programmes of regular teachers about special educational needs among pupils by the special education teachers
4. The Ministry of education through DRCCs should incorporate topics on special education in CPD meetings and workshops.

5. The Ministry of Education, Science, Vocational training and Early Education should curb challenges faced by special education teachers in sensitizing regular teachers on special educational needs of learners in CPD meetings.

6.3 Recommendations for possible future research

This study was limited to selected schools and district resource centres on the Copperbelt province. To this effect, there is need in future to broaden the study on a larger scale in order to involve other provinces in Zambia.

Future studies could explore on continuous professional development of regular teachers in special educational needs regarding attitude of regular teachers, sensitization and challenges faced by special education teachers.

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APPENDIX 1

QUESTIONNAIRE FOR SPECIAL EDUCATION TEACHERS

Introduction

Dear Respondent

I am pleased to inform you that you have been selected to participate in the study seeking to investigate continuous professional development of regular teachers in special educational needs. You are free to decline this invitation if you so wish. This questionnaire is intended to collect information on the topic. The study is purely academic, hence confidentiality is guaranteed. Answer the questions as honestly as possible to help us come up with a true reflection on this topic.

INSTRUCTIONS: Answer all questions by ticking your options. Kindly use a black or blue pen

SECTION A: BIO DATA

1. What is your gender? Male [] Female []
2. What grade are you teaching?
3. What subject are you teaching?
4. How long have you been a teacher of special education?

SECTION B:

Questions related to identify whether CPD meetings and workshops create awareness about special educational needs of pupils to regular teachers.

5. Do you have CPD meetings which create awareness about special educational needs?
Yes [] No []
6. How often do you attend these CPD meetings?
Often [] Not very often [] I do not attend []

6(b) If you do, please state how it creates awareness about special educational needs.

7. Where do these CPD meetings take place? School [] Resource centre's []

Others (please specify) _____

SECTION C:

Questions related to investigate whether special education teachers sensitize regular teachers on special educational needs of pupils in CPD meetings and workshops

8(a) Do special you sensitize regular teachers on special educational needs of pupils in CPD meetings and workshops?

Yes [] No []

8(b) Please give a reason for your response to question 8(a).

9(a) To what extent do you sensitize regular teachers on special educational needs of pupils in CPD meetings?

Very much [] Much [] Not much [] Not very much [] Not at all []

9(b) If you answered yes to question 8(a), please give an example as to how you sensitize regular teachers on special educational needs of pupils in your CPD meetings?

SECTION D:

Questions related to regular teachers' attitudes towards inclusion of topics on special education in CPD meetings.

10(a) How do you find your CPD meetings?

Very interesting [] Interesting [] Boring []

10(b) Give reasons for your response to question 10(a).

11(a) How actively do you participate in CPD meeting?

Very active [] Moderately active [] Inactive []

11(b) Please specify activities you participate in.

12(a) Do regular teachers participate in special education presentations during CPD meetings?

Yes [] No []

12(b) Please justify your response

13(a) What is the attitude of regular teachers towards inclusion of topics on special education during CPD?

Very positive [] Positive [] Negative [] Very Negative

13(b) Please justify your response

SECTION E:

Questions related to challenges special education teachers experience in sensitizing regular teachers on special educational needs of pupils in CPD meetings

14(a) Do you face any challenges when including topics on special education in CPD meetings?

Yes []

No []

14(b) If yes, please give some examples:

15(a) What challenges do you experience when sharing topics on special education during CPD meetings?

15(b) Suggest how the challenges experienced when including topics on special education in CPD meetings can be addressed

SECTION F:

Questions related to the importance of CPD meetings.

16(a) Are CPD meetings important? Yes [] No []

16(b) Please give a reason.

THANK YOU VERY MUCH FOR YOUR TIME

APPENDIX 2

QUESTIONNAIRE FOR REGULAR TEACHERS

Introduction

This questionnaire is intended to collect information on the topic: **Continual Professional development of teachers**. The study is purely academic, hence your confidentiality is guaranteed. Answer the questions as honestly as possible to help us come up with a true reflection on this topic.

INSTRUCTIONS: Answer all questions by ticking your options. Kindly use a black or blue pen

SECTION A: BIO DATA

1. What is your gender? Male [] Female []
2. What grade are you teaching?
3. What subject are you teaching?
4. How long have you been teaching?

SECTION B:

Questions related to identify whether CPD meetings and workshops create awareness about special educational needs of pupils to regular teachers.

5. Do you have CPD meetings which create awareness about special educational needs?
Yes [] No []
 6. How often do you attend these CPD meetings?
Very often [] Not often [] I do not attend []
- 6(b) If you do, please state how it creates awareness about special educational needs

7. Where do these CPD meetings and workshops take place? School [] Resource centre's []
Others (please specify) _____

SECTION C:

Questions related to investigate whether special education teachers sensitize regular teachers on special educational needs of pupils in CPD meetings and workshops

- 8(a) Do special education teachers sensitize regular teachers on special educational needs of pupils in CPD meetings and workshops?

Yes [] No []

- 8(b) Please give a reason for you answer.

9. If you answered yes to question 8(a), please give an example as to how they sensitize regular teachers on special educational needs of pupils in your CPD meetings.

10. To what extent do special education teachers sensitize regular teachers on special educational needs of pupils in your CPD meetings?

Very much [] Much [] Not much [] Not very much [] Not at all []

SECTION D:

Questions related to regular teachers' attitudes towards inclusion of topics on special education in CPD meetings

11(a) How do you find you CPD meetings?

Very interesting [] Interesting [] Boring []

11(b) Give a reason for your response to question 11(a).

12(a) How actively do you participate in CPD meeting?

Very active [] Active [] Inactive [] Very active []

12(b) Please give a reason to your response to question 12(a)

13(a) What is your attitude towards inclusion of Topics on special education in CPD meetings?

Very positive [] Positive [] Negative [] Very negative []

13(b) Please justify your response

SECTION E:

Questions related to challenges special education teachers experience in sensitizing regular teachers on special educational needs of pupils in CPD meetings

14. Do special education teachers experience any challenges when sensitizing you on special educational needs of pupils in CPD meetings?

Yes [] No []

14(b) If yes, please give some examples:

15(a) What challenges do special education teachers experience when sharing topics on special education during CPD meetings?

15(b) Suggest how the challenges experienced when including topics on special education in CPD meetings can be addressed.

SECTION F:

Questions related to the importance of CPD meetings

16(a) Are CPD meetings and workshops important? Yes [] No []

16(b) Please give a reason

THANK YOU VERY MUCH FOR YOUR TIME

APPENDIX 3

INTERVIEW GUIDE FOR RESOURCE CENTRE COORDINATORS ON CONTINUOUS PROFESSIONAL DEVELOPMENT OF REGULAR TEACHERS IN SPECIAL EDUCATION

1. How long have you been a Resource Centre Coordinator?
2. How often do teachers have CPD meetings at the district resource centre?
3. How can you describe the participation of special regular teachers during CPD meetings in creating awareness about special educational needs of pupils?
4. What is the importance of incorporating topics on special education in CPD meetings?
5. What is the attitude of regular teachers towards inclusion of topics on special education in CPD meetings?
6. What challenges do special education teachers face when sharing Topics on special education in CPD meetings, if any?
7. How can the challenges faced by special education teachers be addressed?
8. Do special education teachers sensitize regular teachers in CPD meetings and workshops about special educational needs of pupils?
9. Do you invite special education teachers to CPD meetings and workshops when you invite regular teachers?
10. Are special education teachers given chance to present during CPD meetings and workshops?