

**EXPLORATION OF ATTITUDE OF MAIN STREAM TEACHERS IN THE  
PROVISION OF SPECIAL EDUCATION: A CASE STUDY OF CHIBOTE GIRLS'  
SECONDARY SCHOOL KITWE DISTRICT, ZAMBIA**

By

**MUNSHYA MUSHINGWA**

A Dissertation submitted to the University of Zambia in Partial Fulfilment of the  
Requirements for the Award of the Master's Degree in Special Education

THE UNIVERSITY OF ZAMBIA

LUSAKA

2021

## **COPYRIGHT**

All rights reserved. No part of this dissertation may be reproduced or stored in any form or by any means without prior permission in writing from the author or the University of Zambia

## DECLARATION

I, *Munshya Mushingwa*, hereby declare that this piece of work is as a result of my own independent investigation and that the information used is of my own work and that it has never been presented at any other university, and all other sources of information used have been duly acknowledged in the text.

Signature..... Date.....

**CERTIFICATE OF APPROVAL**

This dissertation of Munshya Mushingwa is approved as fulfilling part of the requirements for the award of Master’s Degree in Special Education of the University of Zambia.

..... Examiner  
1    Signature    Date

..... Examiner  
2    Signature    Date

..... Examiner  
3    Signature    Date

.....  
Chairperson Board of Examiners    Signature    Date

.....  
Supervisor    Signature    Date

## **DEDICATION**

I dedicate this work to my children for their support during the period of my research work by providing the environment for me to work without disturbances. They supported me throughout my research work. May God bless you my children.

## **ACKNOWLEDGMENT**

I wish to recognise the following for their tireless effort during the process of this report. I wish to thank my supervisors Dr. Simui for always being at hand to offer all the guidance. Your corrections and encouragements have shaped this project to what it is today. To my friends and colleagues, Janet Ndesaula and Robert Kalangwa, I say thank you so much for your physical and emotional support. To my dear husband I say thank for your financial support.

I also wish to acknowledge all the people that took part in this research. To this effect, am thankful to the School Administration at Chibote Girls Special School for allowing me to conduct this research at that school. I also wish to express my gratitude to all the teachers and learners for participating in this project at no cost.

My other gratitude goes to Mr. Phiri L. of Chibote Girls Secondary School for his support and guidance during my research. He was always available to guide and help for this research to come to fruition.

## **ABSTRACT**

The main objective of this research was to explore attitudes of mainstream teachers in the provision of special education at Chibote girls' special unit Kitwe district, Zambia. This research was a case study in which a number of stakeholders were involved. The main stakeholders of this research were mainstream teachers and learners with Hearing Impairments (HI learners). A total of ten participants were involved and data was obtained from them through an oral interview and Focus Group Discussion. The data that was collected was analysed qualitatively in line with the research objectives using themes.

This research has established that mainstream teachers at Chibote Girls secondary school have a negative attitude towards the provision of special education. Factors responsible for this negative attitude include lack adequate classroom space, lack of sign language interpreters, HI learners do not pass examinations among others. The research has also established that HI learners attending mainstream classes are free to interact with some mainstream teachers while they find it difficult to interact with other unfriendly teachers.

This research recommends that DEBS' office ensures that all schools embrace mainstream education in the district, School administration ensure that they provide spacious rooms to adequately cater for both ordinary and SEN learners in mainstream classes. Schools to ensure that children with mild impairments be included in mainstream classes. However, learners with severe impairments should be placed in special unit (SP) and that Government provides sign language interpreters if possible in all school. Much attention to be given to special school and mainstream schools. Since this research was only conducted at one school, further research should be conducted at district, provincial and national levels so as to establish the attitudes of mainstream teaches in providing special education so that necessary measures are put in place to improve the provision of mainstream education.

***Key Words: Attitude, Mainstream, Teachers, Special Education, Kitwe District, Zambia***

## TABLE OF CONTENTS

<b>COPYRIGHT</b> .....	i
<b>DECLARATION</b> .....	ii
<b>CERTIFICATE OF APPROVAL</b> .....	iii
<b>DEDICATION</b> .....	iv
<b>ACKNOWLEDGMENT</b> .....	v
<b>ABSTRACT</b> .....	vi
<b>ACRONYMS AND ABBREVIATIONS</b> .....	xi
<b>INTRODUCTION</b> .....	1
1.1 Overview.....	1
1.2 Background to the study .....	1
1.3 Statement of the problem .....	4
1.4 Purpose of the study.....	4
1.5 Research objectives.....	5
1.6 Research Questions.....	5
1.7 Significance of the Study .....	5
1.8 Delimitation .....	6
1.9 Limitations of the Study.....	6
1.1.0 Operational Definition of Terms.....	6
1.1.1 Theoretical framework.....	7
1.1.3 Summary .....	8
<b>LITERATURE REVIEW</b> .....	10
2.1 Overview.....	10
2.2 Concept of mainstream education.....	10
2.3 Mainstream/Inclusive Education in Zambia .....	10
2.4 Attitudes of Mainstream Teachers .....	11



2.5 Factors influencing the attitudes of teachers towards provision of Special Education ...	18
2.6 Challenges Faced by Mainstream Teachers in Provision of Special Education .....	20
2.6 Summary .....	26
<b>CHAPTER THREE</b> .....	<b>27</b>
<b>METHODOLOGY</b> .....	<b>27</b>
3.1 Overview .....	27
3.2 Research Design.....	27
3.3 Target population .....	28
3.4 Study Sample .....	29
3.5 Sampling procedure .....	29
3.6 Research instruments .....	30
3.7 Data Collection Procedure .....	31
3.8 Data Analysis Method.....	31
3.9 Trustworthiness.....	32
3.10 Ethical considerations .....	33
3.12 Summary .....	33
<b>CHAPTER FOUR</b> .....	<b>34</b>
<b>PRESENTATION OF FINDINGS</b> .....	<b>34</b>
4.1 Overview.....	34
4.2 Participant Biographic Data .....	34
4.3 Attitude of mainstream teachers towards the provision of special education .....	36
4.4 Factors influencing attitudes of teachers towards the provision of special education ....	39
4.5 Challenges faced by mainstream teachers on the provision of special education.....	41
4.6 Interactions with other learners and teachers .....	44
4.7 Summary .....	45
<b>CHAPTER FIVE</b> .....	<b>46</b>

<b>DISCUSSION OF FINDINGS .....</b>	<b>46</b>
5.1 Overview .....	46
5.2 Attitudes of teachers towards provision of special education in mainstream schools .....	46
5.3 Challenges faced by mainstream teachers on the provision of special education .....	47
5.4 Factors for mainstream teachers attitudes towards provision of special education? .....	48
5.5 Benefits of mainstream education to HI learners. ....	49
5.6 Summary .....	50
<b>CHAPTER SIX .....</b>	<b>51</b>
<b>CONCLUSION AND RECOMMENDATIONS .....</b>	<b>51</b>
6.1 Overview .....	51
6.2. Conclusion .....	51
6.3 Recommendations .....	52
<b>REFERENCES.....</b>	<b>54</b>
<b>APPENDICES.....</b>	<b>58</b>
<b>APPENDIX A .....</b>	<b>58</b>
<b>APPENDIX B .....</b>	<b>60</b>
<b>APPENDIX C .....</b>	<b>61</b>
<b>APPENDIX D .....</b>	<b>63</b>
<b>APPENDIX E .....</b>	<b>64</b>
<b>APPENDIX F .....</b>	<b>65</b>
<b>APPENDIX G .....</b>	<b>68</b>
<b>APPENDIX H.....</b>	<b>67</b>
<b>APPENDIX I.....</b>	<b>68</b>

## LIST OF TABLES

Table 1 : Shows Demographic Data of teacher Participants .....	35
Table 2 : Shows Demographic Data of pupil Participants .....	36
Table 3 : Emerging themes on attitudes of mainstream teachers towards special education .....	38
Table 4 : Emerging themes on contributing factors of teachers attitudes to special education provision .....	41
Table 5 : shows the emerging themes about challenges faced by mainstream teachers ..	44

## TABLE OF FIGURES

Figure 1 : hierarchical model of attitude (adapted from ice ajzen1993) .....	8
--	---

## **ACRONYMS AND ABBREVIATIONS**

SEN: Special education needs

LRE: Least restrictive Environment

HI: Hearing Impaired

TR: Teacher

HIR: Hearing Impaired Respondent

CPD: Continuous Professional Development

DEBS: District Education Board Secretary

MoGE: Ministry of General Education

MoH: Ministry of Health

UNESCO: United Nations Educational, Scientific and Cultural Organisation

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Overview**

This Chapter presents the background of the study, the statement of the problem and the purpose of the study. It also takes care of the study objectives, study questions, and limitations of the study. It further shows the significance of the study and the definitions of the terms that will follow.

### **1.2 Background to the study**

Attitudes of mainstream teachers towards the provision of special education are mixed. Some have positive attitudes while others have negative attitudes UNESCO (2015). Schools in which teachers have positive attitudes towards the provision of Special Education depends greatly on their experiences with learners with Special Educational Needs (SEN), availability of support, class size and workload. Not only that, teachers who are trained to teach learners with special needs or not work in cooperation in schools to make sure that Special Education service provision is practiced according to the best standards.

The attitudes of teachers towards the provision of special education vary and depend on several factors. However, with experience, the attitudes of mainstream teachers change for the better. This view has been supported by Christye (2007) who contends that a teacher who has taught in mainstream classes for years is more willing to accept children with disabilities now than they did several years ago. Perhaps this suggests that experience might have contributed towards the change of attitudes.

Larrive (2015) discovered five factors related to mainstream teachers' attitudes towards special education. The first is that the teacher's general philosophy about Special education and its

impact on the effective and emotional development might affect the teacher. The second factor was the classroom behavior of the learners with disabilities. The third is the perception of teachers of their own ability to teach the disabled children, the fourth is the impact the disabled child has on the classroom management and the fifth one is the impact integration has on the academic and social growth of the disabled child.

Mainstream teachers' attitudes have serious influence on the success of mainstreaming of learners with special needs. Research indicates that there is overwhelming evidence that teachers have negative attitudes towards the provision of education and teaching children with special educational needs. Furthermore, teachers do not fully agree and believe that Special education in mainstream can be provided. The findings of Kalabula (2017) in his study on the Mainstreaming of the visually impaired children into Zambian schools revealed that teachers have no training in dealing with the visually impaired children and teachers claimed that they have no resources and support to teach effectively.

Mainstream based education refers to an arrangement in which children with and without disabilities receive classroom instructions within a regular class setting. It is used to apply to an education setting that is ordinary or usually familiar to most learners, general public and easily available to the general public Mandyata, (2015). Mainstreaming education refers to a type of education where children with learning disability, are mixed into class with children with and without disabilities to help them learn better and to become comfortable with mainstream practice (Kauffman & Crockett, 2013). The mainstream classroom may not be the better learning environment for every child with a disability. It is however, highly desirable for all who can benefit from their presence in mainstream classroom to learn from such a learning environment. It provides contact with age peers and prepares all learners for diversity of the world beyond the classroom. With regards to who should learn from a mainstream class set up, it is clear that children and adolescents with disabilities have the right to be part of regular

classroom programme to have reasonable accommodations made for them and have effective individuals support measures.

Though the government of Zambia through the Ministry of General Education has continued to support and provide special education to SEN learners, teachers from the mainstream do not seem to support this move. It is for this reason that there is need to conduct a study so as to examine the Attitudes of Mainstream Teachers towards the provision of Special Education at Chibote girls secondary school.

Mainstreaming the children with special needs in a healthy way in regular classrooms requires a long and planned process for the staff and administrators of the school and the parents. For successful mainstreaming practices the circumstances should be examined in detail. To this effect, Blair (2015) posits that the sources and the content should be prepared in accordance with the children with special need. The main objective of the mainstreaming education is to educate the students with special needs in the least restricting environment (LRE) in line with their disability status. It is determined that neither before nor during the mainstreaming education given in Zambia, teachers, of these children are not subjected to any education program.

Just as normal individuals, the individuals with special needs also have the right to educational equality opportunity. These individuals can maintain their lives only if they become a part of the society. There two ways to realize the education for the individuals with special needs, the first of these is the self-contained education is realized by the special education staff and programs prepared according to the disability status of the children. However, combined education is the education given to the normal individuals and individuals with the special needs at the same time by regular education teachers Batu et. al.; 2015).

Mainstreaming education yields benefits for disabled children as well as normal children. Developmentally normal children educated together with the learners with disabilities may change negative attitudes towards the different persons and as a result it may come to realize individual differences and try to understand the learners with disabilities.

Positive attitudes in the provision of special education by mainstream teachers play an important role in the sense that teachers create an accommodative environment in their classes for the learners with disabilities to access the curriculum together with normal learners (Muzata 2020). In this atmosphere, teachers understand inclusiveness by practicing inclusive skills such as accommodation, modification and adaptation as well as individualized teaching. Adaptation strategies are of significant importance because they bring diverse learning to the learners with disabilities in the main stream classes.

### **1.3 Statement of the problem**

Despite government's efforts to provide special education in mainstream classes in Kitwe district, there seems to be little improvement in the quality of education for the learners with disabilities. Mainstream teachers play a significant role in determining the success of learners with disabilities in special units. It is however regrettable that the attitudes of mainstream teachers at Chibote Girls Special Unit in Kitwe are currently not well known and/or established. Therefore, this sets a clear common ground for a study to be conducted at Chibote Girls Special Unit of Kitwe District in Zambia to explore the attitudes of mainstream teachers in the provision of special education.

### **1.4 Purpose of the study**

The purpose of this study was to explore the attitudes of mainstream teachers in the provision of Special Education at Chibote Girls Secondary School in Kitwe District.



## **1.5 Research objectives**

The following specific objectives guided this study:

- (i) To explore ways in which attitudes are manifested among the mainstream teachers towards the provision of Special Education at Chibote Girls Secondary school in Kitwe district.
- (ii) To describe factors influencing the attitudes of mainstream teachers towards provision of Special Education.
- (iii) To explore the challenges faced by mainstream teachers on the provision of Special Education at Chibote Girls Secondary School in Kitwe district.

## **1.6 Research Questions**

The following research questions will guide this study:

- (i) In what ways do attitudes manifest among mainstream teachers towards the provision of Special Education at Chibote Girls Secondary School in Kitwe district?
- (ii) What factors influence the attitudes of mainstream teachers towards provision of Special Education at Chibote Girls Secondary School in Kitwe district?
- (iii) What challenges exist among mainstream teachers in the provision of special education at Chibote Girls Secondary School in Kitwe district?

## **1.7 Significance of the Study**

The significance of this study is that it may bridge the knowledge gap about mainstream teachers' attitudes in the provision of Special Education to SEN learners at Chibote Girls Secondary School. It is further hoped that the findings of this study may generate interest for future research about this important topic of attitudes of mainstream teachers towards the

provision of special education and add to the body of knowledge in the field of special education.

## **1.8 Delimitation**

This research was conducted at Chibote Girls Secondary School only.

## **1.9 Limitations of the Study**

Limitations are those elements over which the researcher has no control of. In most instances, any assumptions you make becomes a limitation. They are the shortcoming conditions or influences that cannot be controlled by the researcher that take place. They are also restrictions that affect a researcher's methodology and conclusions (Kaani, 2020). This study had a small research sample size due to the qualitative methodology and Case Study design. The other limitation was that of collecting limited data due to the study covering one school. Due to the study employing a case study design involving mainstream teachers and pupils with hearing impairment from Chibote Girls Special Unit, the researcher encountered poor responses from respondents as some respondents did not know mainstream teachers attitudes towards Special Education. The other limitation was that some respondents failed to answer some questions from the research instruments thus collected data could not be generalized.

### **1.1.0 Operational Definition of Terms**

Attitudes: the way you think and feel about someone or something (Merriam-Webster.

Phenomenology: A research approach focusing on peoples lived experiences comprising the daily activities, thoughts and impressions of an individual's world within a specific context.

Exploring: to seek knowledge or look into something very closely. Incorporated, 2015)

Disability: This is physical, mental, intellectual or sensory impairment that alone, or in a combination with social or environmental barriers, hinders the ability of a person to fully or effectively participate in society or at school on an equal basis with others (The Persons with Disabilities Act No. 6 of 2012, 2012; Ministry of Education, 1996).

Inclusive Education: this is the process of enabling all children to learn and participate effectively within the mainstream education system.

Learners with Special Educational Needs: Refers to an exceptional learner who differs from others in mental, physical or social characteristics, to such an extent that, for full development of inherent potential, he/she needs modifications of school, college or university provision and practice.

Mainstream teachers: These are teachers who have not specialised in special education.

Special Education Unit: This is the type of placement which is found in a regular school for learners with disabilities.

Special education teachers: These are teachers specialised in special education.

Qualitative analysis: The act of decomposing a substance into its constituent elements

### **1.1.1 Theoretical framework**

This chapter presents the theoretical framework that guides the study. Theoretical frameworks have become a very important component and common norm in research. According to Creswell (2015), “a theoretical framework is a collection of interrelated ideas based on theories”. Further, it is said that a theoretical framework is a reasoned set of propositions, which are derived from and supported by data or evidence. Using theoretical frameworks strengthen research as it helps to make strong connections between the current study and what has been developed already. Research finds a theoretical framework as a backbone or a pole on which

to lean on and gain support. Theoretical framework provides the scientific justification for an investigation. In this regard, this study does not stand in isolation.

However, this study adopted a Hierarchical model of attitude coined by Ice Ajzen. An attitude is an individual's disposition to react with a certain degree of favorableness and unfavourableness to an object, behavior, person, institution or event or any other discriminable aspect of the individual's world Aijzen (1993). According to the model, attitudes develop reasonably from the belief of the people hold about the object of the attitude. Basing on the espousing of Hierarchical model of attitudes, this study had adopted this model to explore the influence of the attitudes of mainstream teachers towards the provision of Special Education at Chibote Girls secondary school.

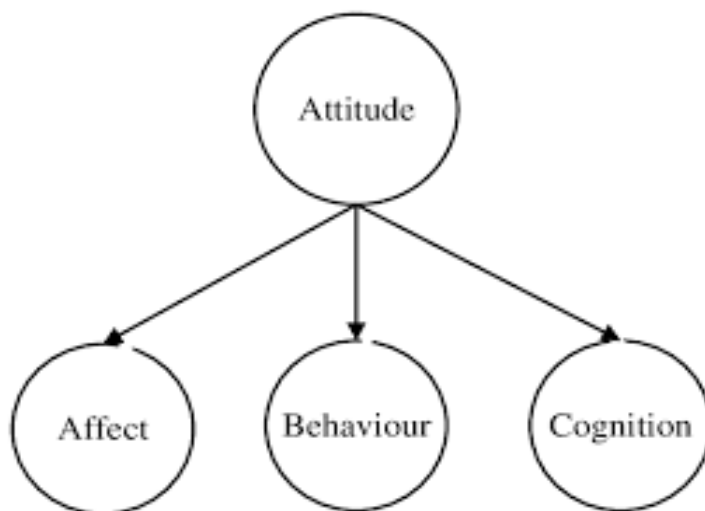


Figure 1: hierarchical model of attitude (adapted from ice ajzen1993)

### 1.1.3 Summary

This chapter has outlined the introduction to the study. The background to this study emanated from the need to explore attitudes of mainstream teachers in the provision of special education at Chibote Girl secondary school in Kitwe district. Furthermore, chapter also has covered the statement of the problem, purpose of the study, objectives and research questions.

Additionally, the chapter presented the significance of the study, limitations of the study, definition of the terms as well as acronyms which have been used in the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Overview**

This chapter presents reviewed literature related to the study on the of the attitudes of mainstream teachers towards the provision of special education in selected public schools in Kitwe district of Copperbelt Province. The following themes derived from objectives will be used in the presentation of literature review: To investigate the attitudes by main stream teachers towards the provision of special education, To find out factors may hinder positive attitudes by main stream teachers in the provision of special education, To find out factors may or promote positive attitudes by main stream teachers in the provision of special education, to ascertain the challenges face by mainstream teachers on the provision of special education. It ends with a summary.

#### **2.2 Concept of mainstream education**

Mainstreaming has been used to refer to the selective placement of special education students in one or more "regular" education classes. Proponents of mainstreaming generally assume that a student must "earn" his or her opportunity to be placed in regular classes by demonstrating an ability to "keep up" with the work assigned by the regular classroom teacher (Tremblay and Montenegro 2007).

#### **2.3 Mainstream/Inclusive Education in Zambia**

Mung'omba (2008) holds that in Zambia, the inclusion of students with disabilities is a fairly new concept. The Ministry of Education continues to review all legislation relating to persons with disabilities and endorses relevant international conventions in order to facilitate efficient and effective service delivery Muwana (2009) holds that After the Ministry of Education began

administering special education in Zambia in 1977, a number of special schools and institutions were built. However, in response to international pressure toward inclusion, a number of special units and special classrooms within general education schools were established.

According to Ministry of Education Statistical Bulletin, (2009) that currently, the educational needs of students with disabilities are provided in four types of settings: special education schools where only students with disabilities are educated with no opportunities to interact with typically developing peers. Secondly, inclusive education is offered in special education units attached to general education schools where students with disabilities are educated separately but have opportunities to interact with peers during and after school. Inclusive education is also offered in special education classrooms within general education schools where students with disabilities are educated separately but have prospects to interact with peers in school with and without disabilities. The fourth way in which inclusive education is offered in Zambia is through inclusive classrooms. This is where children with and without disabilities are educated in the same classrooms.

Despite mainstream/inclusive education being offered in Zambia in the four ways elaborated by Ministry of Education Statistical Bulletin, (2009), Muwana (2009) contends that "In Zambia, inconsistencies in achieving inclusive education may exist because of the structure of teacher preparation programs, insufficient supports provided to facilitate the inclusion of children with disabilities, and teachers' attitudes toward students with disabilities."

#### **2.4 Attitudes of Mainstream Teachers**

In previous studies, research that focused on the attitudes of educators on inclusion has been reported. Previous American studies related to full inclusion have concluded that several educators were not supportive of placing special students in mainstream schools. For instance, Tremblay and Montenegro (2009) explains that in study conducted by Coates (1989) general

education teachers teaching in Iowa neither exhibit any negative views towards pulling out of programs nor did they extend any support on the full inclusion system.

A study by Frymier and Wanzer (2015) in Netherlands showed that instructors frequently reported feeling sorry for learners with disabilities and perceived them as not only more difficult to teach but also less intelligent, thus having low expectations towards these learners. This is similar to the study that was done by Muwana (2012) on the Zambian student teachers' attitudes towards including students with disabilities in general education classrooms, in Zambia. The findings showed that teachers looked at learners with special needs as being slow learners and time wasters especially those learners who had problems in mathematics. Those with reading problems were also given few readings turns due to their slowness in reading.

Other studies by Mash and Wolfe (2014) on the five attitudes of effective teachers in Netherlands have also shown negative attitudes by teachers and professors in their judgment that those with disabilities were lazy or not trying hard enough. The findings showed that some professors held the beliefs that students with special needs used learning disabilities as an excuse to get out of work.

As regards to attitudes and teacher education, Heiman (2015) and Kuester (2011) state that a teacher's level of education qualification did not significantly influence that teacher's attitudes the education of learners with disabilities in regular classes. Studies by Stoler (2018) indicate that teachers with high levels of education qualifications have less positive attitudes towards learners with special education than those who did not achieve master's degree status.

Though many teachers may be educated and have high qualification many of the teachers from the mainstream have negative attitude towards the provision of special education to pupils with



special educational needs. It is against this background that this study is important so as to examine the negative attitude of mainstream teacher towards the provision of special education.

Though many teachers may be educated and have high qualification many of the teachers from the mainstream have negative attitude towards the provision of special education to pupils with special educational needs. It is against this background that this study is important so as to explore the attitudes of mainstream teacher towards the provision of special education.

Though many teachers may be educated and have high qualification many of the teachers from the mainstream have negative attitude towards the provision of special education to pupils with special educational needs. It is against this background that this study is important so as to examine the negative attitude of mainstream teacher towards the provision of special education.

Monsen and Frederickson (2003) also observes that low self-esteem was the most devastating effect of teachers' attitude towards these learners in school as it made learners with disabilities to feel like they were failures in class compared to the ordinary learners. Furthermore, the findings showed that these learners became destructive and ended up having behavioural problems.

Furthermore, Konza (2010) did a study in Australia on the Inclusion of students with special needs in new times. He found that teachers had few interactions with special needs students. There was poor teacher-pupil interaction and they received fewer reading turns. Similarly, Mash and Wolfe (2013) also found that the amount and quality of interaction in learning and the teacher- pupil relationship is very important as they affect the quality of learning. They observed that teachers frequently failed to give learners with special needs feedback in response to incorrect answers and were more likely to be criticized by their teachers compared to their classmates.

Factors affecting the implementation of education services for CSEN and indeed all other children in Zambia are mainly twofold (and sometimes more): educational and economic. As some studies suggest, “a strong national education system may be a necessary but not automatically sufficient prerequisite for the implementation of effective policies towards students with disabilities” Anastasiou and Keller, (2011). So a robust education system coupled with other enabling conditions should be in position to translate policy into action.

Firstly, the government should show political or commitment to the implementation of the pronouncements or suggestions made in the 1996 Education policy on special education and now supported by the 2011 Education Act. To do so, it would be necessary to do the following things: Translate policy pronouncements into law so that their concerns such as rights to education and privileges to education for children with disabilities, are preserved There is a need to create a directorate of special education in the Ministry of General Education in order to improve quality of delivery of services and to have access to sufficient funding and provide timely implementation of decisions on special education delivery. Further, it is necessary that effort be made to promote and strengthen collaboration among other stakeholders in the MoGE, MoH and Community Development and Social Services in order to have a holistic approach to education provided to the disabled child, in order to establish and strengthen early childhood assessment and intervention services in schools in order to establish clearly real need so the children receive targeted learning interventions.

Muzata (2017) revealed that financial and human resources from local and abroad to supplement government efforts and support special education provision in Zambia. This may need establishment of strong links with institutions and organizations involved in special/inclusive education within and outside the country for expertise; financial, material and information exchange on special education provision. The current understanding of disability and special education provisions by the general public and stakeholders in Zambia is

questionable and calls for a united and pragmatic effort by all stakeholders to explain issues surrounding education of the disabled (O'Keefe, 2019). It is difficult as at now to achieve anything that would improve livelihood of persons with disabilities through education because of limited knowledge and commitment available to the general public.

This means that other factors such as the economy may affect service provision. Echoing a UNESCO (2011) report, Anastasiou and Keller (2011) indicate that in Zambia, like in other sub-Saharan countries the inclusion of disabled children in any form of specialized schooling has been affected by the financial factor. Teaching expenses for these children are higher than for the less disadvantaged children due to the expense involved in mitigating the disadvantages they face UNESCO (2014).

The concept of attitudes has been defined in many ways by different scholars. An "attitude" according to Kochhar (2008), is a point of view, substantiated or not, true or false, which one holds towards a person, object, task or idea. The point of view can either be positive, negative, hostile or indifferent. One's attitude can account for one's behaviour and or performance. Kochhar (2008) also sees an individual's attitude as a set of categories for evaluating or judging various social stimuli persons, objects, events, etc. further that his social attitudes are learned and established, through social interaction and that they are a matter degree, rather than being all or none, positive or negative.

Psychologists define attitude as a learned tendency to evaluate things in a certain way. This can include evaluations of people, issues, objects, or events. Such evaluations are often positive or negative, but they can also be uncertain at times. For example, one might have mixed feelings about a particular person or issue (Kendra, 2011). Observational learning plays a fairly big role in the formation of attitudes, from watching and imitating parents and caregivers early in life to the influence of friends and role models.

The attitudes and beliefs of people we interact with and admire have a strong impact on our behaviour and beliefs about certain things.

Attitudes are also formed due the process of differentiation, thus from several attitudes are formed special attitudes. For example due to certain ill - feelings about some teachers, the pupils may start hating everything related to the school. Some attitudes however, are formed due to shock or tragedy. Generally when an individual is not ready for a tragedy, this becomes the basis of long standing attitudes. “Attitudes are adopted also meaning that they are some form of social inheritance which an individual obtains for the first time by following the example of the family. So as he /she grows, the attitudes of his/her friends becomes his/her own” Kochhar, 2008)

Some teachers however, may have negative attitudes due to inadequate training Mullick, Deppeler and Sharma (2012) . These teachers may perceive themselves as unprepared because they lack appropriate training in that area. So, teachers who may not have undertaken training in special education may exhibit negative attitudes towards learners with special education. It should also be stated that teachers’ attitudes may be shaped by the type and degree of the disability of the student concerned (Tremblay and Montenegro 2007). The inclusion of learners with multiple disabilities in regular classes seems impractical to most regular teachers It is important to note that inadequate training on how to provide special education may land someone into negative attitude towards provision of special education, this was the reason why this study is important so as to explore the Attitudes of Mainstream Teachers in the provision of Special Education at Chibote Girls Special Unit in Kitwe District on the Copperbelt Province of Zambia.

There are several components that makes up attitudes and these are: an emotional component: how the object, person, issue or event makes you feel, a Cognitive component: your

thoughts and beliefs about the subject and a behavioural component: how the attitudes influences your behaviour. Attitudes can also be explicit and implicit. Explicit attitudes are these that we are consciously aware of and clearly influence our behaviour and beliefs. Implicit attitudes are unconscious but still have an effect on our beliefs and behaviours (Kochhar, 2008). Attitudes towards special education reflect beliefs about people with special needs and as such guide behaviour and acceptance towards these individuals (Kochhar, 2008). The attitude of teachers does not just affect the academic performance but also their social life and future potential.

The issue of attitudes are of prime concern as they can influence the success or failure of teaching learners with learning disabilities. This is supported by Mash and Wolfe (2002) who pointed out that teachers' attitudes can facilitate or hinder the learning of children with special needs in ordinary classes. The attitudes of nondisabled learners is equally crucial to the education of learners with learning disabilities in the ordinary classrooms.

Lindsay (2007) conducted a study on the effectiveness of inclusive education in the US. She found that the educational success of learners with disabilities depended on many factors like the expertise and the willingness of the teacher to attend to the needs of these at-risk learners. She found that teachers varied in their attitudes towards the education of learners with disabilities and in their beliefs regarding these learners. These attitudes were very crucial as they did not just affect the learner's performance in class but also their life in general.

Hayes and Gunn (2015) have revealed that mainstream teachers do not hold positive attitudes towards Education of learners with special educational needs. The majority of mainstream teachers would prefer not to have to teach learners with special educational needs, and they associate the presence of such a learners in their class with trouble.

In a study using focus group interviews conducted by Vaughn et al. (1996), it was reported that the majority of mainstream teachers had a negative attitude towards the education for the learners with special needs.

In a comparative study conducted by Leyser and Keller (2014) on teachers' attitudes, it was found that teachers in most countries had a neutral attitude towards the provision of special Education, with the exception of teachers in the USA and Germany who were mostly positive. In other studies, it has been reported that while teachers agree theoretically on the idea of Special Education, they hold a negative attitude towards its implementation.

Though these studies have been done, the studies didn't describe the attitudes of mainstream teachers in the implementation of special education at Chibote Girls Special Unit of Kitwe District, Zambia.

## **2.5 Factors influencing the attitudes of teachers towards provision of Special Education**

In educational settings, certain factors such as years of experience, gender, type of inclusion, teachers' positions, education level, and types of schools can have a significant influence on teachers' attitudes toward the provision of special education. Dukmak (2013) indicated that teachers' years of experience is an important factor that affects teachers' attitudes toward the teaching of learners with disabilities. In essence, experience that is gained over time improves the skills, knowledge, and productivity of teachers.

Al-Ahmadi (2009) found that teachers with more than five years teaching experience were more accepting of Special education than teachers with less teaching experience. However, Forlin (1995) showed that the most experienced teachers were more accepting of Special education. There were significant differences among teachers with zero to five, six to fifteen, and more than fifteen years of experience on attitudes towards the teaching of learners with disabilities. Chitiyo, (2011) concluded that there was not relationship between the years of

teaching experience and teachers toward the teaching of learners with disabilities. Based on the conflicting studies, it is not clear whether experience, as a single variable, can affect teachers' attitudes in the practice of special education.

Gender has been speculated to have an influence on the attitudes of mainstream teachers towards the practice of special Education. Nonetheless, Padeliadu and Lampropoulou (2015) suggested that the role of gender on teachers' attitudes towards education of learners with disabilities has yielded inconsistent outcomes. For instance, the study did by Alquraini (2012) revealed that male teachers had more positive attitudes of teaching learners with disabilities than female teachers. However, other studies Abed & Alrawajfh, (2017) found that female teachers had more positive attitudes towards inclusion than male teachers. Overall, these findings showed that female teachers had more positive attitudes toward Special Education than male teachers.

Abed & Alrawajfh (2017) examined that teachers with a high level of education commonly have more positive attitudes toward the teaching of the learners with disabilities. For example, teachers who hold master's degrees were found to have more positive attitudes toward the inclusion the provision of special education than teachers with bachelor's degrees.

Nickels, (2010) found that the type of inclusion influence the attitudes of mainstream teachers in the provision of special education. Teachers preferred partial inclusion to full inclusion for learners with disabilities. The results indicated that teachers believed in the benefits of partial inclusion in general education settings. However, some teachers felt that not all students with disabilities needed to be accommodated, thus full inclusion can work for students with special needs. Teachers preferred partial inclusion to full inclusion.

Al-Zyoudi (2006) found that teachers' attitudes might be influenced by several factors such as the severity of the disabilities, teaching experience, level of education and gender.

Ryan (2011) revealed that the severity of a disability could affect mainstream stream teachers' attitudes towards the teaching of learners with disabilities in public schools. Teachers can view students with disabilities as extremely difficult to teach, time consuming, and frustrating. Teachers were found to be more willing to teach learners with mild disabilities than those with severe disabilities. In addition, teachers had more positive attitudes towards the teaching of learners with physical or cognitive disabilities than those who have severe disabilities. Teachers also reported that the severity of disabilities could determine their success while being included in the general education classroom.

## **2.6 Challenges Faced by Mainstream Teachers in Provision of Special Education**

There are numerous challenges faced by schools; teachers; parents and educational administrators in providing education to children with disabilities under the 1996 education policy. Unclear Education policy (1996) and inconsistency with Education Act of 2011 as well as Amendments of 2013, has made it difficult to provide meaningful education to children with special education.

Educators, parents and children themselves seem to not to be clear on provisions that should be available and to what disability group, despite the pronouncements of having domestication of many UN international agreements on the rights of children and persons with disabilities. Lack of political will on the part of the State in the provision of education to children with special educational needs have significantly affected the quality of education available to such children. Very little funding seems to be available to support the learning of children. Special education provision continues to depend on charity as opposed to government taking a central role in education delivery. Insufficient funding of special education provision by government is one of the major elements that could have led to poor state of special education in Zambia Mandyata, (2002).



Inappropriate learning provision such as relevant facilities; inadequate resources and limited human resource have all contributed to the declining quality of education available to learners with special educational needs Serpell (2011). Current underdeveloped special education services could be explained on to inability of the State to recognize and appreciate the plight of the disabled learners be, provide appropriate benchmarks. Administrative and management gaps, existing among offices at national headquarters provincial, districts and schools in the provision of education to children with special educational needs thereby weakening the education available to children. This has had serious consequences on quality of education offered to children with disabilities. For example, one ESO (Special Education) at district level is made to cover two districts with very little time and resources to monitor and evaluate education of the disabled.

Lack of coherent communication among teachers, parents and professionals on special needs education provisions, may have led to the current state of affairs in special education practice Kelly, (1998). Parents, educators and relevant professionals are not able to work together in working towards improved special education practice in Zambia. Negative attitudes amongst special education teachers, pupils with and without disabilities; regular teachers; negative attitudes of children towards education have made implementation of special education difficulties Mandyata, (2011) Mandyata & Kamukwamba, (2018). Unwillingness of the school administration to support the education of the disabled in their schools has overtime contributed to the current weaknesses in current special education practices.

The study did by Mulunda(2017) revealed that Despite the government policy on the provision on special education, the results of the study indicated that there are a number of challenges to be worked on in these schools by the government, the parents and the main stream schools. One of the major challenges that came out in all the schools was lack of enough funding from the Government to support the Special Educational programs. This came to light when most

head teachers revealed that there was lack and inconsistent funding in schools and this had created shortage of equipment needed to facilitate most of the activities such as teaching and learning activities. Funding should be given the maximum consideration because it is very crucial to achieving success in any educational enterprise for the learners with disabilities. In view of this, the erratic funding from the Government has fueled slow development of school projects and other demands required for special education schools. The study also revealed that funding main schools are getting from the government is not enough to cater for all the necessary activities done under Special Education programs. The other problem is that the same inadequate funding is not given consistently. The same little funding has no proper schedule for receiving it. At times, a term can elapse with no funding making the work of the mainstream teachers extremely difficult.

The findings of the study did by Kilbride and Kilbride (2013) revealed that financial constraints can lead to ineffective provision of Education to the learners with disabilities in mainstream schools. He further noted that to run this education adequate funds are needed to procure items needed and to maintain the environment safe for the children learners with disabilities.

In addition, Alabi & Lijaiya (2014) also noted that in mainstream schools, adequate funding needs to be provided for the provision of many resources and activities which include stimulating materials for teaching and learning, training and re-training of mainstream teachers, sensitization of programs through regular workshops, monitoring, feeding, immunization, supervision and inspection among others. This indicates that the importance of funding to successful provision of special education cannot be overemphasized.

Moberg & Kasonde- Ng'andu (2001) reported that 40% of school children with disabilities in Western and North- Western provinces of Zambia dropped out of school system because they could not afford transport to school, food and uniforms. This situation becomes almost

impossible with young children with mobility challenges to be walking to and from school every day. In view of this, many children report at different times because of coming from distant places while walking on foot and this in turn also affects the teaching morale of teachers. Children that come very late to school miss a lot, as their teachers cannot manage to be repeating the lessons. School buses are good in that most children arrive at school almost at the same time and start learning at the same time. School transport also lessens fatigue of walking in children and this makes them concentrate in their lessons.

Aldzi (2014) in the study revealed that lack of specialized teachers to facilitate the teaching and learning in mainstream is another challenge. Ten out of the twelve teachers seen were diploma holders with special education as just a college component of the courses studied. None of the teachers were fully trained in special education. It was discovered that some teachers were not qualified to handle CSEN and were facing a lot of challenges in terms of assessment and teaching CSEN. The study findings revealed that most of the teachers lacked special education knowledge because they were not trained in it as a full course in their respective teacher training colleges hence the poor management.

Katwishi (1995) further points out that there is no single discipline that provides complete training for staff to undertake early intervention programmes for CSEN. This means that most trained teacher lack the knowledge of handling CSEN. To help resolve this problem, all teacher training colleges should train would be teachers in special education and this should be a detailed or full course to enable all teachers to handle CSEN with less difficulties.

Angrist and Lavy (2011) revealed that poor training in special education obtained from various colleges was found to be among the challenges the affect the smooth running practicing of Special Education, for example one female teacher indicated the following, ‘special education was not seriously taught at the college where I was compared to other courses I did. Many are

the times when we had no lecturer to attend to us and we used to study for other courses we considered important. Adequate and proper training received by teachers lead to a reduction in their pupils' test scores. Lack of proper special education training is reflected in the failure by teachers to handle both CSEN and the so called normal children in the same mainstream classroom.

Education International (2010) further reported that low numbers of qualified teaching staff is a challenge in most developing countries and that it has negatively affected the provision of Special Education. This challenge affects the performance of CSEN who needs special attention from their respective teacher.

Inadequate teaching and learning materials such as textbooks, crayons, toys, building blocks to mention just a few. This implies that the inadequacy of these materials in mainstream schools made it hard for CSEN attach meaning to learning. CSEN learn well when they have their own books and even toys for play. Taneja (2015) asserts that, while in infancy, Froebel's theory emphasizes the sensory development in childhood, his emphasis is on play. Play requires a number of different items for children to play with. The teachers pointed out that it was difficult for children especially those with SEN to fully understand what they are taught because there were no books for them to be given in the process of learning for them to look at what the teacher was teaching them.

This finding coincides with Oakes and Saunders (2002) whose findings indicated that shortages of teaching and learning materials has a negative impact on the learners especially those with special educational needs with less knowledge about a subject. CSEN learn well with concrete objects all the time. Abstract type of teaching affects their learning as it requires a learner to be thoughtful and apply what the teacher is explaining. Therefore, lack of teaching and learning materials in mainstream schools affects the learning of CSEN who needs these assistive

technologies all the time for them to learn properly and be able to remember what they learn on a daily basis. Their improvement academically and socially is therefore hindered. The shortage of these essential materials in the teaching process also hinders the effective teaching from the teachers.

Holcombe (2003) also revealed that the shortage of teaching and learning aids affects implementation of modified curriculum as creation of a sustainable learning environment helps deprived children to improve in academic performance. In early stages of acquiring education, children learn better through interacting with the environment hence the environment should be rich with a lot of different materials to arouse and sustain their learners' curiosity, interest and promote learners' learning.

Lack of modified infrastructure and classroom furniture to support learners with disabilities one of the challenges faced. This was seen and considered to be a challenge because most mainstream schools lacked modified infrastructure and conducive furniture. Most school buildings in Zambia lacked ramps and few have stairs which are equally not good enough for learners with mobility problems. This also pose a challenge when it comes to writing for the beginners especially those with SEN. Despite efforts by the Ministry of General Education to introduce inclusive education in Zambia, infrastructure is still a big challenge in almost all the schools, as it was not fully modified to accommodate all the learners.

Similarly, International Association of the Education of Young Children (1991) observed and contends that many schools lack adequate teaching and resources and facilities suitable for the accommodation of the learners with disabilities in mainstream schools. This was common in developing countries. Zambia as a developing country is not an exception as this was seen in the study.

Furthermore, some homes of CSEN are hampered by poverty and unemployment. This is seen and considered to be a challenge because the parents lack resources to provide food for their children on daily basis such financial problems at times makes it difficult for their CSEN to attend lessons. Similarly, Kelly (1991) reported that children with disabilities especially girls with disabilities were victims of poverty. Their parents in most cases were poor and had to struggle to feed and clothe them. This challenge of poverty has a negative impact on CSEN in that it makes them miss classes when their parents cannot afford to buy food and raise transport money to and from school. Although there is a policy of free education in Zambia, P.T.A's in schools still agree on a small amount to be paid by parents to help in the running of the schools because the allocation given to the schools is inadequate and not on time.

Despite some challenges has been come out by various scholars in the relevant literature, they haven't mentioned all the challenges mainstream teachers are faced in the provision of special education in Special Units.

## **2.6 Summary**

This chapter presented a review of literature considered relevant to the study on Attitudes of Mainstream Teachers towards the provision of Special Education at Chibote Special Unit in Kitwe District. It has discussed the Global and Local Perspective of Special Education. It has shown the picture about the effects of the attitudes of mainstream teachers towards the provision of special education. It also showed the attitudes established by mainstream teachers towards the provision of special education. Furthermore, it focused on how pupils with special educational need benefit from special education. Based on this literature review, this study therefore will address the knowledge gap by explore Attitudes of Mainstream Teachers towards the provision of Special Education at Chibote Special Unit in Kitwe District on the Copper belt Province of Zambia.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Overview**

Mouton (1996:35) describes methodology as the means or methods of doing something. Polit and Hungler (1999:648) refer to it as the process of following the steps, procedures and strategies for gathering and analysing the data in a research investigation. According to Burns and Grove (1998:581), methodology includes the design, setting, sample, methodological limitations and the data-collection and analysis techniques in a study. This chapter presents the methodology that was employed on the study. It begins with research design, target population, sample size, sampling procedures, research instruments that will be used for data collection. It goes on to describe the procedures for data collection and how data was analysed in order to answer the research questions. The chapter also presents ethical considerations that were observed in the process of data collection and ends with a summary.

#### **3.2 Research Design**

Sidhu (2006) defines a research design as a plan of the proposed research work which represents a compromise dictated by practical considerations. A research design is not a highly specific plan that has to be followed without deviation, but rather a guide to keep one headed in the right direction. Therefore, a research design is a framework in the whole process aimed at pointing the researcher in the direction of the research.

The study was conducted using a case of study under qualitative method. A case study enables a research to closely examine the data within a specific context. In most cases, it selects a small geographical area or a very limited number of individuals as the subject of study. In its true essence, a case study explores and investigates contemporary real-life phenomenon through

delegated contextual analysis of a limited number of events or conditions and their relationship. Yin (1984: 23) defines the case study research methods as an empirical inquiry that that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used.

A qualitative research is a form of social action that stress on the way people interpret and make sense of their experience to understand the social reality of individuals. It makes use of interviews, diaries, journal, classroom observations and immersions or engagements and open-ended questionnaires to obtain, analyse and interpret data context analysis of visual and textual materials and oral History (Zohrabi, 2013). The purpose of qualitative research is to describe and interpret issues of phenomenon systematically from the point of view of the individual or population being studied and to generate new concept or concepts and theories. The choice of methodology is directed by the questions being raised (viswambharan and Priya 2016).

In this study, the researcher used interview guide and focus group to explore perceptions, attitudes, feelings and ideas of mainstream teachers in the provision of special education in Special Education at Chibote Girls Secondary school. Based on the interactions with hearing impaired pupils and mainstream teachers, interviews and focus groups, enabled the researcher put together perceptions as well as opinions and attitudes of mainstream teachers in the provision of special education in Special Education Units.

### **3.3 Target population**

Kasonde (2013) defines a population as a group of individuals, objects from which samples are taken for measurement, while Msabila et. al. (2013) espouses that a population is a complete set of elements such as persons or objects that possess some common characteristics defined by the sampling criteria established by the researcher. From the definitions that have been



given, it becomes clear that a population is a larger group of entities from which a sample is taken. The target population in this study consisted of selected mainstream teachers and some selected pupils with hearing impairment at Chibote Girls in Kitwe.

### **3.4 Study Sample**

Kothari (2011) explains that sample size refers to the number of participants selected from a given population. In the same way, Kombo and Tromp (2006), define a sample size as a number of individuals or objects from a population, containing elements representative of characteristics found in the entire group. To this effect, a sample should have characteristics, know-how and be accessible to help in the study under investigation. In view of the above, the researcher selected a sample of 10 participants from one school comprising 5 mainstream teachers and 5 pupils with hearing impairments.

### **3.5 Sampling procedure**

According to Creswell, (2015) sampling procedure refers to the part of the study that indicates how participants selected to be included in the sample is done in a systematic way. This study used purposive sampling method because it is based on the judgement of the researcher regarding the characteristics of a representative sample. This is in view of the fact that in the purposive sampling, a researcher uses his or her own judgement or intelligence to handpick the cases to be included in the sample on the basis of their specialty. Kombo and Tromp (2009) also add that the purposive sampling procedure lies in selecting information rich cases for in-depth analysis related to the central issue under study. In this respect, purposive sampling was used for the study because the researcher needed a sample that was rich with information pertaining to mainstream teacher's attitudes in the provision of special education at Chibote Girls in Kitwe District. When selecting the sample of this study, the researcher targeted teachers in mainstream classes because they are the ones who are in contact with the learners

hence they are valuable in providing concrete and valid data to come up with the desired results. This justifies the reason why the researcher opted for purposive sampling when picking on respondents and/or participants for this study.

### **3.6 Research instruments**

According to Kothari (1997), a research instrument is a tool or device chosen by the researcher to collect required information about a particular study or area of interest. To solicit views from mainstream teachers and pupils with hearing impairment two research instruments namely focus group and interview guide were used to collect data for the study. The Focus Group Discussions and interview guides are known to be one of the best methods to use in data collection because they often bring respondents' immediate reactions and ideas, making it possible to observe some group dynamics and organizational issues. Casley and Khumar (1988) support this statement by stating that focus group discussions help to assess needs, develop interventions, raise new ideas and improve existing programmes. During the focus group sessions, the researcher had the responsibility of controlling the flow of discussion in such a way that did not inhibit the flow of ideas and comments.

An interview guide is a commonly used tool of data collection in the study of human behavior of perception. It is noted by Creswell (2015) that interview guide are used to interview people to find out from them things we cannot directly observe such as feelings, thoughts and intentions.

In this study, the researcher used the focus group to collect data from the 5 selected HI learners while data from mainstream teachers was collected by way of interview guide. The researcher strictly asked questions which were contained in the guide but also asked spontaneous questions that arose during the course of the interactions. The researcher used Pattom's (1990) argument that the interview guide provides topic or subject areas within which the interviewer

is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Hence forth, the researcher was at will to build a conversation within the area that was needed to be investigated. As such all the three objectives were tackled during the interviews.

### **3.7 Data Collection Procedure**

Data collection is the process of gathering and measuring information on targeted variables in an established systematic fashion, which enables to answer relevant questions and evaluate outcomes. The data collection component of research is common to fields of study. Interview guide was used to collect data. Data was recorded by the researcher in many forms such as audio recordings, note taking and video shoots. The researcher started by giving guidelines the focus group discussion and then recorded data by audio recording and note taking for the reliability of data.

The researcher ensured that all group members equally contributed to the discussion and avoided one respondent being dominant over others. Further, the researcher created an environment of frank and open communication with respondents by ensuring that all the respondents were relaxed and free from any form of intimidation. During the focus group discussion, all the respondents were gathered in the same room on a mutually agreed upon date to avoid holding separate focus groups attended by different group members and consequently collecting distorted data. The researcher avoided forcing her ideas or views on to the respondents by desisting from giving leading comments. The researcher also sought permission to from the group members to make an audio recording.

### **3.8 Data Analysis Method**

Kombo and Tromp (2006) explain that data analysis refers to examining information that has been collected from respondents in a case study, survey or experiment and making deductions

and inferences. The analysis process is all about making sense of collected data, with an aim to discover and interpret certain meanings, themes, and rules from that data to clearly understand the topics in question. In this study, data was qualitatively analysed thematically using graphs and tables and later interpreted as themes appear.

### **3.9 Trustworthiness**

In this study, Guba's (1981) four criteria will be applied which are (i) credibility, (ii) transferability, (iii) dependability, and (iv) confirmability. In qualitative researches, the four highlighted elements are meant to assure the findings and the research process as trustworthy. According to Guba (1981) and Brewer and Hunter (1989), triangulation ensures that the research findings are credible. Triangulation encompasses the application of diverse methods, such as observation, focus group discussions and individual interviews, which form the major data generation strategy for qualitative research. In line with the above guide, the current study will deploy the following data generation approaches: individual interviews and focused group discussion. According to Morrow (2005), and Shenton (2004), findings of a study are transferrable if other researchers are able to generalize the findings to the given setting. This can be achieved through boundary setting of the study. The research study boundary setting encompasses: According to Marshall and Rossman (1999), Florio-Ruane (1999) and Witherell and Noddings (1991), the research design and its implementation, describing what was planned and executed enhances the dependability of a qualitative findings. In qualitative research, confirmability entails that findings are there result of the experiences of the informants, rather than the characteristics and preferences of the researcher (Shenton 2004 & Smith 2006). In this study, the findings will be presented in a verbatim way in order to enhance the confirmability quality check.

### **3.10 Ethical considerations**

The researcher strictly adhered to research ethics. She ensured that all respondents remained anonymous by publishing only the aggregated data while personal details such as names and other personal information were not be disclosed for purposes of confidentiality. The researcher only published the data as it was collected from respondents to avoid biasness. The respondents were not coerced, influenced or made to feel obliged to give out data in any way. Permission from respondents was sought to include them in the research and each respondent was advised that they can pull out from the research at any time they wanted. The respondents were advised to answer any question that they considered to be derogatory to them. Therefore, participation in this study was purely a personal choice of the respondents or participants. All the respondents were informed that the data being collected was only to be used for academic purposes.

At the school level, the researcher sought permission from the Head Teacher before proceeding with the research. This was also done in order for the school administration to give consent to the randomly selected mainstream teachers as well as HI learners to participate in the study. In addition, the aim of the study was clearly communicated to all stakeholders such as the head teacher, respondents and school board prior to the commencement of the study so that they are aware of the researcher's visits to the Unit.

### **3.12 Summary**

This chapter presents the methodology that was employed in the study. This chapter among others discussed the research instruments, sample size, sampling procedures and data analysis and data collection methods.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.1 Overview

This chapter presents the findings of the study. The presentation of data was such that it was according to the two data collection instruments and with reference to the research questions and objectives of the study. In addition, data was presented qualitatively. To ensure anonymity of respondents, the researcher has assigned each respondent a code such as TR 2 (teacher 2) and HIR1 (hearing impaired respondent 1). The research findings are presented under the following themes.

- (i) Attitude of mainstream teachers towards the provision of special education
- (ii) Factors influencing the attitudes of mainstream teachers towards the provision of Special education
- (iii) Challenges faced by mainstream teachers on the provision of special education

#### 4.2 Participant Biographic Data

Table 1.0 shows the demographic data of teacher participants. The table shows data such as sex, years of experience and profession qualification of respondents. In this project, there was 0% male participants meaning that all the participants were female teachers (100% female participants). For those within this research, there was one participant with work experience of 0-4 years (20%), 2 participants who accounted for 40% had work experience of 5-9 years. One participant (20%) had work experience of 10-14 years' work experience while one participant who also accounted for 20% had work experience. As regards professional qualifications of participants, 60% of the respondents had a bachelor's degrees in education. No participant had

an advanced diploma while one participant had a secondary school teacher’s diploma. One respondent (accounting for 20%) also had a master’s degree.

Table 1: Shows Demographic Data of teacher Participants

Background characteristics		No of participants	Percentage (%)
Gender	Male	0	0
	Female	5	100
Work experience (Years)	0-4	1	100
	0-9	2	40
	10-14	1	20
	15 and above	1	20
Qualifications	Secondary school teachers diploma	1	20
	Secondary school teachers advanced diploma	0	0
	Bachelor Of Education	3	60
	Master’s degree	1	20
Total		5	100

Table 2.0 presents data about the pupil participants of this research. In this research, a total of five participants were involved who ranged from the age of 15 to 24. 60% of the participants were males while girls accounted for 40%. Two of the participants were in the age range of 15 to 19 while three of the participants were in the age range of 20to 24. One of the participants was a grade ten pupil, two participants were in grade eleven and 2 participants were in grade twelve.

Table 2: Shows Demographic Data of pupil Participants

Background characteristics		No of participants	Percentage (%)
Gender	Male	3	60
	Female	2	40
Age (years)	10-14	0	0
	15-19	2	40
	20-24	3	60
Grade	9	0	0
	10	1	20
	11	2	40
	12	2	40
Total		5	100

### 4.3 Attitude of mainstream teachers towards the provision of special education

One of the objectives of this study was to explore the attitudes of mainstream teachers towards special education provision. In this regard, five teachers were interviewed while five HI pupils were subjected to a focus group. Findings of the research were that mainstream teachers have negative attitudes towards the provision of special education. 80% of the participants indicated there is negative attitude by mainstream teachers towards special education provision. Only 2 participants who accounted for 20% of the participants indicated that mainstream teachers have positive attitudes. The following are some of the views of the participants.

The views of TR4 was that SEN learners are generally slow in grasping concepts so mainstream education is non-starter.



It is very difficult to teach HI learners in the same class with the normal hearing pupils due to the fact that they are generally slow in understanding hence the lesson is dragged and tremendously slowed down by one HI learner when other pupils have grasped a simple concept within a short period of time. Therefore, teaching HI learners in the same class as the normal hearing learners is a non-starter (teacher 4, 26/09/21)

The same sentiments were shared by another participant, participant HIR2 who indicated that

Most teachers refer to us to be slow learners who find it difficult to understand even the simplest concepts as a result most of the teacher in the mainstream classes pay less attention to us HI learners. (Hearing impaired respondent 2, 25/09/21)

Another participant TR1 showed negative attitude by indicating that providing special education to SEN learners in mainstream classes is impossible because such learners require specialized training for them to be adequately attended to academically. Her views were

It is very difficult for a teacher with no special education teaching skills to effectively meet the academic needs of a learner with special education needs. In my capacity as a non-specialist teacher, I find it difficult to teach a class where there is a learner with special education needs. Basing on this understanding, learners with special needs ought to be taught by specialist teachers not a teacher like me (teacher 1, 25/09/21)

The same thought was also shared by another respondent who also showed a negative attitude by indicating that they do not have the knowhow of mainstream education. The views of TR3 were as follows

Teaching learners with hearing impairments in the same class as the normal speaking learners is difficult because I am not a special education team. I have no knowledge about mainstream education. Mainstream education is only possible with enough specialist teachers (teacher, 26/09/21)

TR 2 also indicated that it is risky to combine SEN learners with the ‘normal’ learners because SEN learners are temperamental and have unexpected mood swings which may have an effect on the flow of the lesson and consequently affect the entire class.

I don’t think it is a good idea to teach HI learners and normal speaking girls on grounds that the HI learners are generally high tempered who at the least provocation react with unexpected emotions. They are moody and you never know when their mood changes hence I consider it dangerous to mix the HI learners with the normal speaking girls. (Teacher 2, 26/09/21).

The statement highlighted are indicative of the fact that mainstream teachers have negative attitudes towards the provision of special education to HI learners in mainstream classes. The table below shows emerging themes from research findings.

Table 3: Emerging themes on attitudes of mainstream teachers towards special education

Key words	Near themes	Emerging theme
<ul style="list-style-type: none"> <li>• Teaching without mainstream knowledge</li> <li>• HI learners have high temperaments and mood swings.</li> <li>• HI learners should be taught by specialist teachers.</li> <li>• HI learners are slow learners.</li> <li>• HI learners fail examinations</li> <li>• Lack of attention by mainstream teachers to HI learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate mainstream training</li> <li>• High temper and mood swings by HI learners</li> <li>• HI learners should be taught by special education teachers</li> <li>• Inability to grasp concepts quickly by HI learners</li> <li>• Failure by HI learners to pass examinations.</li> <li>• No attention to HI learners by mainstream teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of mainstream teacher qualifications</li> <li>• High temperaments and mood swings by HI learners</li> <li>• Specialist teachers to teach HI learners</li> <li>• HI learners grasp concepts slower than normal speaking learners</li> <li>• HI learners don’t pass examinations</li> <li>• mainstream teachers’ pay less attention to us HI learners</li> </ul>

#### **4.4 Factors influencing attitudes of teachers towards the provision of special education**

Teachers attitude towards special education provision are guided by a number of factors. Some of the factors are range from personal, academic to general societal beliefs. Some of the view are presented below.

One of the factors that influence teacher's attitudes towards special education provision by mainstream teachers has been established to be not knowing sign language. This was a concern of almost every participants. The following are their views.

As a teacher, I have no problem teaching a class having learners with hearing impairments but my major concern is that I do not know sign language. This makes it difficult for us (mainstream teachers) to accept and have reservations accepting 'mixed' classes (teacher 1, 25/09/21)

Another participant (TR3) shared the same concern and these were her words

My job as a teacher is to communicate ideas for the learners to know but when i have deaf learners in my class whose language I do not know, then my effort s are not worthy it. HI learners in this regard are disadvantaged due to my not knowing sign language (teacher 3, 26/09/21)

Another teacher (TR1) also showed concern over sign language who indicated that teaching a mainstream class is a very difficult task since she has no sign language knowledge. These were her words

The fact that i do not have knowledge in sign language makes it difficult for me to teach a class that has both normal hearing and deaf learners. HI learners also deserve to learn but the fact that I do not have sign language skills makes it difficult for me to attend to the deaf learners (teacher 1, 26/09/21).

The other factor that affects mainstream teacher towards the provision of special education is prejudice. Some teachers generally judge SEN learners to be slow learners, difficult to handle

and always fail exams. Due to these reasons, mainstream teachers tend to be negative when it comes to the provision of special education. This is exemplified by the views of the following participants.

The views of TR 2 are as follows

It is a well-known fact that HI learners forget concepts easily hence following the same curriculum as the normal speaking learners does not benefit them. On this ground I am sceptical about special education provision in mainstream classes (teacher 2, 26/09/21)

TR1 also added that

May be due to their disability, HI learners are very difficult to handle and very rude. In many instances, HI learners have exhibited negative and rude behaviour towards teachers and other normal speaking learners. They are self-centred and do not want to be told the truth or reprimanded when they are wrong (Teacher 1, 25/09/21)

TR3 also added to the topic of prejudice by stating the following.

Teaching SEN learners and the normal in the same class is difficult because some subjects are too difficult for the HI learners for example Mathematics, English, Biology, Chemistry and Physics (teacher 3, 26/09/21).

Research findings also show that inadequate room space is another factor for teachers' negative attitudes towards special education provision in mainstream classes at Chibote Girls Secondary School. Relating to this issue, TR3 brought up this issue in the following manner.

Most classrooms that we have in school are small such that they do not have adequate space for teachers to effectively teach 'normal' and SEN learners in the same class. This is in view of the fact that SEN learners need a lot of space for them to learn properly. The current rooms are too small such that desks are so closely spaced for teachers to move around or even for a drama to be conducted where necessary (teacher 3, 26/09/21).

Table 4: Emerging themes on contributing factors of teachers attitudes to special education provision

Key words	Near themes	Emerging theme
<ul style="list-style-type: none"> <li>• Classrooms are too small for mainstream education</li> <li>• Some subjects are too difficult for the HI learners.</li> <li>• HI learners are very difficult to handle and very rude.</li> <li>• HI learners forget concepts easily.</li> <li>• It is difficult to teach in a mainstream class without sign language knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Inadequate classroom space.</li> <li>• Difficult subjects for HI learners.</li> <li>• difficult to handle and very rude</li> <li>• Lack of sign language knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom space is inadequate for SEN learners to effectively learn.</li> <li>• Subjects like Biology, maths are difficult for HI learners.</li> <li>• HI learners are self-centred.</li> <li>• HI learners do not want to be told the truth or reprimanded when they are wrong</li> <li>• sceptical about special education provision in mainstream classes</li> <li>• it is difficult to attend to the deaf learners without sign language knowledge.</li> <li>• HI learners in this regard are disadvantaged due to my not knowing sign language.</li> </ul>

#### 4.5 Challenges faced by mainstream teachers on the provision of special education

This paper has established that mainstream teachers face quite a number of problems when it comes to providing special education at Chibote secondary school. Notable challenges include lack of sign language interpreters' as well as inadequate teaching materials.

One of the major challenges mainstream teachers at Chibote Girls Secondary School face is the lack of sign language interpreters. These views have been shared by TR3, TR4 and TR5 these are their views. TR3 presented her views about this issue in the following way.

In a class where there are HI learners and sign language interpreters are not present, it is a big challenge to teach such a class because the HI learners do not benefit in any way. (Teacher 3, 25/09/21)

The same challenge was also put forward by TR4 by stating the following.

The biggest challenge that we are facing with regard to provision of special education is that of lack of sign language interpreters. The school only has one sign language interpreter to cater for both the special unit and the mainstream classes. When the sign language interpreter is not present when I am presenting a lesson to a mainstream class, the HI learner loses out since I do not know sign language. (Teacher 4, 27/09/21).

TR5 also put across her own views concerning the lack of sign language interpreters

It is hard to teach a mainstream class where there are deaf learners without a sign language interpreter. It always a challenge to go to a such a class knowing very well that I will not be able to communicate with my deaf learners and such a challenge defeats the purpose of mainstream education.

The other challenge that mainstream teachers face is that of HI learners failing examinations. This has even raised some concerns as to why such learners are combined with the normal hearing learners. The following are some of the views of the participants.

The views of TR2 concerning high failure rate among deaf learners were as follows

The purpose of combining the HI learners with the normal hearing is to help them improve their academic performance as well as socialisation but it is not encouraging to see that all the HI

learners fail the examinations despite being taught the same content in the same class with the normal hearing learners (teacher 2, 26/09/21).

Another teacher (TR3) shared the same challenge by stating the following.

As a teacher, I have a challenge about the high failure rate among the HI learners. No matter how much effort you may put in to help this group of learners, they still fail the examinations. This is very discouraging (teacher 3, 25/09/21).

This paper has established that the other factor that mainstream teachers face in mainstream classes is that of unfavourable teaching learning material for the HI learners. This was expressed by TR4.

Teaching and learning materials do not adequately meet the needs owing to the fact that the teaching learning materials we have in school were specifically designed for the normal learners and not or persons with disabilities. To this effect, using such teaching aids in a mainstream class is just mere academic exercise which in the end does not yield any positive results for the HI learners (teacher 4, 26/09/21).

The other challenge that teachers at Chibote Girls Secondary School is that of inadequate classes rooms. This line of thought was shared by TR1 who indicated the following

The classrooms that we have in school are not suitable for mainstream education. There is no adequate space to move about or even do a role play for the benefit of the HI learners. If mainstream education is to be achieved, classrooms in school need to be modified so that HI learners can also benefit academically.

Table 5: shows the emerging themes about challenges faced by mainstream teachers

Key words	Near themes	Emerging theme
<ul style="list-style-type: none"> <li>Teaching materials do not adequately meet needs of HI learners</li> <li>Teaching materials in school are designed for normal learners</li> </ul>	<ul style="list-style-type: none"> <li>Inadequate teaching materials</li> </ul>	<ul style="list-style-type: none"> <li>Teaching HI learners with inadequate teaching material is a mere academic exercise</li> <li>Teaching learning aids do not meet learning needs of HI learners</li> </ul>
<ul style="list-style-type: none"> <li>HI learners fail examinations</li> </ul>	<ul style="list-style-type: none"> <li>High failure rate among HI learners</li> </ul>	<ul style="list-style-type: none"> <li>High failure rate by HI learners is discouraging.</li> </ul>
<ul style="list-style-type: none"> <li>No sign language interpreters in school</li> </ul>	<ul style="list-style-type: none"> <li>Lack of sign language interpreters</li> </ul>	<ul style="list-style-type: none"> <li>Teaching mainstream classes without sign language interpreter is a challenge</li> </ul>
<ul style="list-style-type: none"> <li>The school only has one sign language interpreter</li> </ul>		<ul style="list-style-type: none"> <li>HI learner loses out when there is no sign language interpreter.</li> </ul>
<ul style="list-style-type: none"> <li>Classroom are not conducive for mainstream education</li> </ul>	<ul style="list-style-type: none"> <li>Classrooms inadequate for mainstream education</li> </ul>	<ul style="list-style-type: none"> <li>Classrooms need to be modified so that HI learners can also benefit academically.</li> </ul>

#### 4.6 Interactions with other learners and teachers

Findings of this research shows that SEN learners have very good interactions with the normal speaking learners in school. This was shared by HIR 5 and HIR2 in the following ways.

These were the views of HIR5



Most of the normal speaking learners come to us to teach them sign language so that communication between us improves. They have come to understand us and now they are very willing to come to us and ask us to teach them sign language

HIR2 on the other hand indicated that

Normal speaking learners are friendly and are always willing to help in subjects that we learn with them in the same class in despite not knowing our language very well

Concerning interaction with teachers, this paper has established that HI learners interact well with teachers that are friendly to them but they do not interact with teacher that are unfriendly to them. This was expressed in the following way byHIR3

We are able to interact with friendly teachers especially those that teach us in the different subjects we learn in school but it is difficult for us to interact with teachers that are not friendly to us.

#### **4.7 Summary**

This chapter has presented the findings of the research. The findings have been presented according to the objectives of the research. From the research findings, new and emerging themes have been generated

## CHAPTER FIVE

### DISCUSSION OF FINDINGS

#### 5.1 Overview

This chapter discusses the findings that the study made. The discussion proceeds as follows: Findings from the focus group and findings from the interview guide.

#### 5.2 Attitudes of teachers towards provision of special education in mainstream schools

The first objective of this research was to determine the attitudes of mainstream teachers towards the provision of special education. Findings of this research indicates that mainstream teachers generally have a negative attitudes toward special education provision.

One of the emerging themes was that was established concerning mainstream teachers attitudes towards the provision of special education was that of mainstream teachers lacking of mainstream teacher qualifications and that only specialist teachers should teach HI learners. This finding corresponds with the findings of Brown (2008) who explained that, a growing research has established that teacher expertise is the most important school factor that influences student achievement. Browns further argues this point by stating that teachers who know a great deal about teaching and learning and who work in environments that allow them to know students well are critical elements of successful learning.

Another emerging theme was that of mainstream teachers paying less attention to HI learners in mainstream classes. These research results are correlating with the research findings of other scholars and researchers. This relates very well with the findings of Ross-Hill (2009) who indicates that traditionally, regular education teachers have been apprehensive towards mainstreaming practices, either because of their inability to accommodate children with special needs in their classrooms, because they feel inadequate, or because they simply do not favour

inclusive practices in general. In a research that was conducted by Mallick and Sheesh (2013) proves this point when a parent disclosed that some teachers are too selective in choosing children to be in their class activities. Most times they like to avoid CSN in their academic work because she needs more help. She explained discriminatory views of teachers.

### **5.3 Challenges faced by mainstream teachers on the provision of special education**

The second objective of this research was that of establishing challenges mainstream teachers face at Chibote Girls Secondary School in the provision of special education. In this study it has been established that mainstream teachers have challenges providing special education to HI learners in mainstream classes on grounds such as lack of sign language interprets, lack of adequate classroom space, lack of knowledge and skills to teach children with special education needs as well as prejudice.

One emerging theme with regard to challenges faced by mainstream teachers in providing special education was that of HI learners failing examinations. This is largely attributed to HI learners failing to concentrate in class. This finding very well suits the research findings of Bekirogullari, Soy Turk and Gulsen (2010) about the Attitudes of Special Education Teachers and Mainstreaming Education Teachers Working in Cyprus and Special Education Teachers Working in the USA towards Mainstreaming Education. In this study, it was established that 31, 58% of female and 33, 33% of male mainstreaming education teachers said the disabled children have difficulty concentrating.

The other theme that emerged from the findings was that mainstream teachers have the challenge of teaching materials. The research has established that teaching materials currently in use in school do not supporting the learning of HI learners. This finding is similar to the one that was made by study Mullick et al. (2012). In their research, they found that there was no funding for assistive devices or additional care for CSN and a general shortage of learning-

teaching materials in schools. The school leaders identified that teachers limited knowledge and skill in developing appropriate learning-teaching activities is an important barrier in getting them to embrace the idea of including all children in their classrooms.

On the other hand, results of this research are contradicting with other research findings of other researchers. The findings of O'Rourke and Houghton (2009) found that although general education teachers in their study recognized challenges associated with inclusion, they accepted the practice as part of the school culture and reported maintaining positive attitudes toward mainstream education. Similarly, Ross-Hill (2009) on overall, did not find significant differences in teacher attitude toward inclusion: All teachers in general were positive about inclusion and confident in their ability to teach students with special needs in the general education classroom. Additionally, Results from Hwang and Evans's (2011) study showed mixed results. In this study 41.37% of the respondents showed positive attitudes while 34.47% respondents showed negative attitudes and 24.13% showed neutral attitudes. In the final analysis, it is clear that more teachers had positive attitudes than negative or neutral attitudes.

#### **5.4 Factors for mainstream teachers attitudes towards provision of special education'**

This paper has established that there are a number of factors that have made mainstream teachers have negative attitudes towards special education provision at Chibote Girls Secondary School. Among the notable factors are lack of inadequate classrooms,

This research has established that one of the factors that make mainstream teachers have negative attitude towards special education provision is that of inadequate classrooms. Finding show that classrooms are too small such that HI learners are disadvantaged greatly. This finding is similar to the one that was made by Mallick and Sheesh (2013) that the school environments are inaccessible by learners with special education needs. Their research established that most classroom doors are not large enough for wheelchairs to pass through. They further add that a

lack of classroom adaptations hinders the movement of children having special physical needs, including the way that furniture is arranged in the classrooms. Access to toilets is also difficult. Similarly, Grönlund et al. (2010) mentioned that improvement of classrooms in numbers is the issue which so far has been mostly dealt in Bangladesh; main issues are accessibility (e.g. ramps) and toilets. From these observations it was obvious that the physical environment of these schools were somewhat hostile to CNS. One clear reason why students and their parents showed their dissatisfaction is that the environmental barriers are causing restricted participation in class activities, isolation from their peers during play and recreation, and even difficulty accessing water and sanitation.

Further, Horne and Timmons's (2009) found that teachers had negative attitudes toward inclusion because they felt that continually having to make modifications and accommodations to meet IEP requirements made teaching students with disabilities time consuming. Consistently, general and special education teachers in Cipkin and Rizza's (2010) study agreed that not all children benefit from mainstreaming practices.

### **5.5 Benefits of mainstream education to HI learners.**

Findings of this research shows that SEN learners have really benefited from mainstream education with regard to socialisation rather than on academic grounds. This finding relates very well with the special school survey by Pirrie, Head and Brna (2005) who note that mainstream education has allowed the pupils opportunities to meet their peers hence it will hopefully will allow the children to have a wider friendship group. Further, Bekirogullari, Soy Turk and Gulsen (2010) noted that 54,55% of female and 50% of male mainstreaming education teachers said it helps their adaptation to the environment and socializing. 21,43 of female and 33,33% of male Cypriot special education teachers said they believe these children would attain the same level as the normal children by observing and exhibiting their

behaviours. 46,67% of male and 44,44% of male Cypriot teachers said it would make significant contribution to their development

The other factor that affects mainstream teacher towards the provision of special education is prejudice. Some teachers generally judge SEN learners to be slow learners, difficult to handle and always fail exams. This has also been established by research conducted by Mallick and Sheesh (2013) who stated that the children with special education needs are discriminated on the basis of prejudice. For example, one participant in their study narrated that ‘These teachers express that my daughter just can’t learn. Her brain does not function well and she simply wastes teachers’ time and other child’s learning. Sometimes the teachers neglect her and do not care for her. They are also found to compare my child with other kids.

## **5.6 Summary**

This chapter has presented the discussion of findings of this research. Findings of this research have been discussed in relation with other research works done by other researchers. Some of the findings have been seen to be correlating with the findings of other research works while other findings have been seen to be contradicting with other research works.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Overview**

This chapter gives a brief conclusion of the finding of the research. It will also give some of the recommendations that the researcher will help improve the provision of mainstream education in the country.

#### **6.2. Conclusion**

This research report aimed at exploring the attitudes of mainstream teachers in the provision of special education at Chibote Girls Secondary School in Kitwe District of Zambia. The objectives of the research were to explore the attitudes of mainstream teachers towards the provision of Special Education at Chibote Girls Secondary School, to describe factors influencing the attitudes of mainstream teachers towards provision of Special Education and to explore the challenges faced by mainstream teachers in the provision of Special Education at Chibote Girls.

This research was a case study whose data was collected using an interview guide and focus group collected data was analysed qualitatively. The research finding of this research were that mainstream teachers have a negative attitude towards the provision of special education. The factors that affect teachers' attitudes at Chibote girls include HI learners failing examinations every time, lack of sign language interpreters, prejudice about HI learners. This paper has also established that mainstream teachers face challenges in providing special education in mainstream classes such as lack of adequate classroom space, lack of skills in handling mainstream classes. From the data that has been collected, the generalization which has been

made is that mainstream education teachers have a negative attitude towards the provision of special education.

### **6.3 Recommendations**

This paper recommends the following action to be taken:

- i. DEBS should ensure that all schools embrace mainstream education in the district/city
- ii. DEBS should ensure that in every zone of the district there is a school to provide mainstream education to help SEN learners spend a lot on transport going to specific schools offering mainstream education in far off places.
- iii. School administration should ensure that they provide spacious rooms to adequately cater for both normal and SEN learners in mainstream classes.
- iv. Schools to ensure that children with mild impairments should be included in mainstream classes but the learners with severe impairments should be taken the special unit (SP)
- v. Government to ensure that schools offering mainstream education have resource rooms where SEN learners should go to at specified times to supplement on what they have learnt in class with mainstream teachers.
- vi. Government to provide sign language interpreters if possible in all school but much attention to be given to special school and mainstream schools
- vii. The ministry of education to ensure that head teachers are equipped with knowledge on how to implement mainstream education in their schools.
- viii. Schools should ensure that teachers to be given opportunity to learn sign language by developing a deliberate program where a person conversant in sign language can be teaching them sign language on a weekly basis.
- ix. Training of mainstream teachers about teaching children with HI learners through seminars, Continuous Professional Development (CPD's)



- x. Modification of classrooms to meet the needs of both normal speaking and HI learners.
- xi. Train more special education teachers to be deployed to mainstream schools in order to help unspecialized mainstream teachers to teach in mainstream classes with less difficulties.
- xii. Develop and ensure that clear and well-coordinated policies and guidelines are made available to all stakeholders.

## REFERENCES

- AlMahdi, O., and Bukamal, H. (2019) **Pre-Service Teachers' Attitudes towards Inclusive Education during Their Studies in Bahrain Teachers College**. SAGE, 1-14.
- Bekirogullari Z, Soy Turk K and Gulsen C (2010) **The Attitudes of Special Education Teachers and Mainstreaming Education Teachers Working in Cyprus and Special Education Teachers Working in the USA towards Mainstreaming Education**. Nicosia: ICEEPSY.
- Berg, B. L., (2009) **Qualitative Research Methods for the Social Sciences**. Boston: Pearson Education.
- Chitiyo, M., and Muwana, F. C. (2018). **Positive Developments in Special Education in Zambia and Zimbabwe**. International Journal of Whole Schooling, 93-115
- Copperbelt Provincial Education Office. (2020). **Copperbelt Education Statistics**. Ndola Copperbelt Provincial Education Office.
- Creswell, J. W. (2003). **Educational Research Planning: Conducting and Evaluating Quantitative and qualitative research**. Pearson Education. New Jersey
- Creswell, J. W. (2009) **Research design: Qualitative, quantitative, and mixed Methods approaches**. Thousand Oaks: Sage.
- Cohen, L., Manion, L. and Morrion, K. (2007) **Education (6th Ed.)**. London: Routledge.
- Hair, J. F., Black, W. C., Babin, B. J., and Anderson, R. E. (2014) **Multivariate Data Analysis (7th ed.)**. Essex: Pearson.
- Gupta S.S (2014) **How Do Children Benefit from Inclusion?** Baltimore: Brookes Publishing | [www.brookespublishing.com](http://www.brookespublishing.com).

Grönlund, A., Lim, N., and Larsson, H. (2010) **Effective use of assistive technologies for inclusive education in developing countries: issues and challenges from two case studies.**

International Journal of Education and Development using Information and Communication Technology (IJEDICT), 6(4), 5-26.

Ismail, A. (2018) **Teachers' Attitudes Toward Children With Special Educational Needs in Private Schools in Egypt.** The European Conference on Education.

Kasongole, G., and Muzata, K. K. (2020) **Inclusive Education for Learners with Learning Disabilities in Two Selected Primary Schools of Kabwe-Zambia: A Myth or Reality.** An International Journal of Humanities Social Sciences and Education (IJHSSE), Pg 1-16

Kombo, D. and Tromp, L.A. D. (2006). **Proposal and Thesis Writing: An Introduction.** Nairobi: Pauline Publications Africa.

Ministry of Education (2009). **Educational Statistical Bulletin.** Directorate of Planning and Information, Lusaka, Zambia.

Mullick, J., Deppeler, J., and Sharma, U. (2012) **Inclusive Education Reform in Primary Schools of Bangladesh: Leadership Challenges and possible Strategies to address the challenges.** International Journal of Whole Schooling, 8(1).

Mung'omba, J. (2008). **Comparative policy brief: status of intellectual disabilities in the Republic of Zambia.** Journal of Policy and Practice in Intellectual Disabilities, 5, 142-144.

Orodho, A.J and Kombo, D.K. (2002). **Research Methods.** Nairobi: Kenyatta

University, Institute of Open Learning. Orodho, A.J. (2003) **Essentials of Educational and Social Sciences Research Method.**

Kombo, J. and Tromp, S. (2006). **Applied Research Methods.** Nairobi: Paulines.

Lakhan, R. (2014). **Knowledge, Attitude and Practice Survey Tool for Intellectual Disability (KAP-ID)**. Nepal Journal of Medical Sciences, 22-25

Lindolf, T. R. and Taylor, B. C. (2000) **Qualitative Communication Research Methods (eds.)**. Thousand Oaks: Sage Publication.

Ministry of Education. (1977) **Educational Reform Proposals and Recommendations**. Lusaka: Government Printers

Ministry of Education. (1992). **Focus on Learning: Strategies for the Development of School Education in Zambia**. Lusaka: Ministry of Education.

Ministry of Education. (1996) **Educating Our Future: National Policy on Education**. Lusaka: MOGE.

Ministry of General Education. (2016) **Inclusive Education and Special Education in Zambia - Implementation Guidelines**. Lusaka: MOGE.

Muwana, F. C., and Ostrosky, M. M. (2014). **Factors related to pre-service teachers' Attitudes towards inclusion: A case for Zambia**. International Journal of Inclusive Education, 18(8), 763-782.

Mulunda (2017) **Provision of Early Childhood Education to Children with Special Educational Needs in Selected Inclusive Primary Schools**.

Pirrie A, Head G, and Brna P (2005) **Mainstreaming Pupils with Special Educational Needs: an evaluation**. Scottish Executive.

Tremblay P and Montenegro T (2009) **Special Needs Education Basis: Historical and Conceptual Approach**. Librede Bruxelles University Press.

Wang H. L (2009) **Should All Students with Special Educational Needs (SEN) Be Included in Mainstream Education Provision? : A Critical Analysis.** Nan-Hua University.

Wanderi, G. P (2015) **An Assessment of Teachers' Attitudes and Their Commitment to Inclusive Educational Settings in Bahati Sub-County, Kenya.** A Master's Thesis Master of Philosophy in Special Needs Education Department of Special Needs Education Faculty of Educational Sciences. University of Oslo Press.

## **APPENDICES**

### **APPENDIX A**

#### **FOCUS GROUP GUIDELINES AND QUESTION:**

##### **Interview Guide for the Pupils**

Answer the following questions:

- A. Attitude of mainstream teachers towards the provision of special education
  - 1. How old are you?
  - 2. What grade are you doing?
  - 3. Do you interact with pupils from the main stream?
  - 4. Are you free with the mainstream teachers?
  - 5. How is the relationship between special education teachers and those from the mainstream?
  - 6. Are you given time to learn together with pupils in the mainstream?
  - 7. If the answer is no in question 4. Give reasons
  - 8. Do teachers from the mainstream help in the provision of special education?
  - 9. What attitude do teachers from the mainstream portray towards the provision of special education?
- B. Factors influencing the attitudes of mainstream teachers towards the provision of special education
  - 10. What kind of problems do special education teacher's face while at school?
  - 11. Do you receive any help from mainstream teachers?
  - 12. If the answer is no in question 13, what do you think is the cause?
  - 13. What are some of the factors that influence the attitudes of mainstream teachers towards the provision of special education?
- B. Challenges faced by mainstream teachers on the provision of special education

14. Do special education teachers and those from the mainstream provide special education together?
15. Do you get any support from mainstream teachers on how best special education can be provided?
16. What are some of the challenges mainstream teachers face on the provision of special education?
17. What efforts do school administrators put in place to ensure that mainstream teachers are involved in the provision of special education?

Thanking you for your cooperation

## **APPENDIX B**

### **INTERVIEW GUIDE FOR TEACHERS**

- 1) What subject do you teach?
- 2) How long have you been teaching learners with hearing impairment?
- 3) What training/professional development did you receive prior to and during the time you have been having special needs students in your class?
- 4) Could you tell me about the needs of the special needs child/children in your class?
- 5) In your opinion, do teachers have the resources to implement special education in your school?
- 6) In your opinion do the teachers have the knowledge and skills to implement Special education? Why or why not?
- 7) Tell me your feelings about mainstream education
- 8) How much good do you think main stream education is doing?
- 9) How much do teachers believe in the ideas of Mainstream Education?
- 10) What do you really need to make Special school administration in a mainstream education of public schools?



## APPENDIX C

### LETTER FOR PERMISSION FROM THE HEADTEACHER.

Student ID: 19000734

Chibote Girls Secondary School

P.O Box 20280

Kitwe.

Date: .....

The Headteacher

Chibote Girls Secondary School

Kitwe.

Dear Sir,

RE: PERMISSION TO CONDUCT AN ACADEMIC RESEARCH AT YOUR SCHOOL.

My name is Munshya Mushingwa. I am currently studying masters in Special Education at the University of Zambia, Lusaka, Zambia under the school of education special education department.

I am a student at the University of Zambia and I am currently conducting a research titled “Exploration of Attitudes of Mainstream Teachers in the Provision of Special Education. A case of Chibote Girls Secondary School in Kitwe District of Zambia.” Your school has been purposively selected to take part in this study because of its involvement in the provision of mainstream education to SEN learners. I therefore kindly seek for permission from your office to allow me conduct this research and have full access to your institution as well as respondents. My research is under the supervision of Dr Francis Simui, a Lecturer at the University of Zambia

I assure you that selected participants to this research will not be exposed to any risk during and after the process of data collection. Furthermore, I assure that the information that will be gathered will be used for academic purposes and that it treated with the appropriate privacy and anonymity. All information will be stored safely with access only available to me and my supervisor. Since your school will be the primary research participant, a copy of the results can be made available to you at your requested.

Please note that respondents that will be involved in this research are under no obligations to participate in this study. If at any time a participant wishes to withdraw from the study, they may do so. If you have any questions regarding this study, please feel free to get in touch using the contacts listed below. Finally, I thank you for taking part in my research. My contact details

Researcher: Mushingwa Munshya

Contact Email: munshyallans@gmail. Com

Mobile Phone: 0979192230

My supervisor's details

Dr Francis Simui

Contact Email: simuifrancis@gmail. Com

Mobile Phone: 0978882952

## APPENDIX D

### RESEARCH PARTICIPATION CONSENT FORM

My name is Munshya Mushingwa and I am pursuing my Masters in Special Education at the University of Zambia. I am conducting a research study titled “Exploration of Attitudes of Mainstream Teachers in the Provision of Special Education. A case of Chibote Girls Secondary School in Kitwe District of Zambia.” you have been randomly selected as a respondent and I would like to interview you to learn about you views about mainstream education.

During our interview, I will ask you some question about your teaching experiences in mainstream education. Participation in this study is voluntary hence you may decline to answer any of the interview questions if you so wish. If you would like stop the interview at any time, please tell me and we will end our interview immediately.

With your permission, the interview will be tape recorded to facilitate collection of information, and later transcribed for analysis. Please note that all recordings will be destroyed upon transcription and prior to (and during) transcription, the recordings will be stored in a secure place.

I assure you that you will not be exposed to any physical or emotional risks before, during and after the period of our engagement. Your name, or any other personal identification information, will not appear in the final paper resulting from this study if you so choose. If you have any questions about this study, please contact my supervisor,

Dr Simui

At cell: 0978882952 or

email at simuifrancis@gmail.com

Thank you for your consideration. I will give you a copy of this form to take with you if you agree to participate in this research project, please sign.

I agree to be audio taped during this interview.

Participant’s signature \_\_\_\_\_ Date: \_\_\_\_\_

Investigator’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **APPENDIX E**

### **INTRODUCTION LETTER**

UNIVERSITY OF ZAMBIA

Dear Participants

I am a postgraduate student at the University of Zambia pursuing a Master of Education Degree in Special Education. I am conducting a research entitled ‘Attitudes of Mainstream Teachers towards the Provision of Special Education in Public Schools: A Study of Selected Public Schools in Kitwe District’. Kindly feel free, open and honest in your responses the data you supply will only be used for academic purposes and the information that you provide will not be divulged to anyone. Your participation in the study will be greatly appreciated. Participation in the survey is voluntarily. The information collected will be treated with confidentiality and anonymity is guaranteed. However, should you feel at any point of the study like during interview that you cannot continue, you are free to withdraw?

The aim of this study is to explore attitudes of Mainstream Teachers towards the Provision of Special Education. It is hoped that the findings of this study will generate interest for future research in this important topic of attitudes of Mainstream Teachers towards the Provision of Special Education.

Thanking you in anticipation for your effort, participation and cooperation. If you have any questions get in touch with me on phone number 0979192230/0961866098

MUNSHYA MUSHINGWA

Computer Number 19000734.

## APPENDIX F

### RESEARCH SCHEDULE

Date started (2020)	Task	Expected outcome
November	Formulation of research title	Title formulated
December/ January	Writing the research proposal	Research proposal to be written.
January	Design of the research instruments	Instruments to be prepared
February	Data collection	Data to be collected
March	Data analysis	Data to be analysed
April	Draft report	Draft report to be written
May	Writing research report	Report to be written
June	Writing research report	Report to be written
July	Submission for checking	Report checked
August	Final submission of the report	Report submitted

## APPENDIX G



### THE UNIVERSITY OF ZAMBIA DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-211-290 258/291 777  
Fax: (+260)-211-290 258/253 952 | E-mail: [director.dres@unza.zm](mailto:director.dres@unza.zm) | Website: [www.unza.zm](http://www.unza.zm)

#### APPROVAL OF STUDY

1<sup>st</sup> November, 2021

REF NO.HSSREC-2021-SEP-031

Munshya Mushingwa  
The University of Zambia  
School of Education  
P.O. Box 32379  
**LUSAKA**

Dear Mr. Mushingwa,

**RE: "EXPLORATION OF ATTITUDE OF MAIN STREAM TEACHERS IN THE PROVISION OF SPECIAL EDUCATION: A CASE STUDY OF CHIBOTE GIRLS' SPECIAL UNIT KITWE DISTRICT, ZAMBIA"**

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC-2021-SEP-031
Approval and Expiry Date	Approval Date: 1 <sup>st</sup> November, 2021	Expiry Date: 31 <sup>st</sup> October, 2022
Protocol Version and Date	Version - Nil.	31 <sup>st</sup> October, 2022
Information Sheet, Consent Forms and Dates	• English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

## APPENDIX H



### THE UNIVERSITY OF ZAMBIA INSTITUTE OF DISTANCE EDUCATION

The Assistant Director - PG  
Institute of Distance Education  
University of Zambia  
P. O. Box 32379  
Lusaka

24<sup>th</sup> November, 2021

#### **RE: LETTER OF COMPLETION - MUNSHYA MUSHINGWA**

I am very pleased to confirm that Munshya Mushingwa has finally completed her research whose work I supervised until completion. The dissertation was entitled: 'Exploration of Attitude of Mainstream Teachers in the Provision of Special Education: A Case Study of 'Chibote Girls Secondary School in Kitwe District, Zambia.' This dissertation is in partial fulfillment of the requirements for the award of the Master of Education in Special Education of the University of

Zambia. In addition, her research article entitled 'Exploration of Attitude of Mainstream Teachers in the Provision of Special Education: A Case Study of 'Chubote Girls Secondary School in Kitwe District, Zambia', has been accepted for publication in the International Journal of Research and Scientific Innovation (IJRSI).

I therefore recommend her to you for any possible support to aid her submit her dissertation successfully.

Best Regards



Francis Simui, PhD

Senior Lecturer / Head of Programmes Development & Production

Institute of Distance Education

University of Zambia

*cc. Munshya Mushingwa*

## APPENDIX I;

### BUDGET

<b>Research Budget S/N</b>	<b>Description</b>	<b>Quantity</b>	<b>Price (ZMK)</b>	<b>Total cost (ZMK)</b>
1.	Internet Research	40GB Bundles	K400	K400
2.	Stationary	50 papers 2 pens 2 pencils	K50 K5 K2	K55
3.	Photocopying	20 Questionnaires	K50	K50
4.	Typing and Printing	Report	K600	K600
5.	Binding	5 Reports	K750	K750
6.	Transport	4 Trips	K2,250	K2,250
7.	Unforeseen circumstances		K1,000	K1,000
Grand Total				K5, 105