

DECLARATION

I, Mary Viyela Mwondela do hereby solemnly declare that this dissertation represents my own work. I further certify that the work has not previously been submitted for a degree to the University of Zambia or any other University.

SIGNED:

DATE:

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CERTIFICATE OF APPROVAL

This dissertation by Mary Viyela Mwondela is approved as a partial fulfillment of the requirements for the award of the degree of Master of Education in Special Education of the University of Zambia.

Signed.....

Date.....

Signed.....

Date.....

Signed.....

Date.....

DEDICATION

This work is dedicated to my dear husband, Joseph, Kakoma Mwondela and my children, Sombo, Esepu, Kavuyi and Aquila from whom I derive happiness, inspiration and energy to go on in life no matter what obstacles I face. They are the fountain of my strength.

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My gratitude, admiration and respect are extended to the students in the two skills classes at University Teaching Hospital and Bauleni Special Schools

ABSTRACT

The study sought to investigate the factors affecting preparation of pupils with intellectual disabilities for employment at Bauleni and University Teaching Hospital Special schools. The objectives of the study were to determine how teaching methods; teacher/pupil interaction; teaching materials; teachers' professional qualifications and curriculum content affect preparation for employment. The researcher used a case study design. The target population included parents, head teachers, teachers and pupils. The sample consisted of forty-six (46) respondents, twenty (20) parents, twenty (20) pupils, four (4) teachers and two (2) head teachers. Simple random sampling was used to arrive at the parents and pupils while purposive sampling was used to arrive at the head teachers and teachers. In collecting data, questionnaires were administered to head teachers and teachers while interviews were conducted to the parents and focused group discussions to the pupils. Quantitative and qualitative data analysis was used. The findings of the study revealed that teachers used explanatory, whole class, demonstrations and group work. Even with these methods the pupils were not adequately taught. The teachers stated to say teacher/pupil interaction did not benefit the pupils. Due to inadequate teaching material pupils were inadequately prepared. As regards to qualifications all teachers are not trained in vocational skills training. The curriculum content was followed but due to inadequate teaching materials pupils were inadequately prepared for employment. On the basis of these findings, the following recommendations were proposed: the Ministry of Education to reintroduce special vocational programmes in tertiary institutions and adequately fund schools and provide teaching materials to enable teachers conduct practical lessons for pupils with intellectual disabilities.

TABLE OF CONTENTS

Declaration.....	i
Copyright Declaration.....	ii
Certificate of Approval	iii
Dedication.....	iv
Acknowledgement	v
Abstract.....	vi
Table of contents	vii
List of figures.....	viii
List of tables.....	xi
CHAPTER ONE: INTRODUCTION.....	1
Background.....	18
Statement of the problem.....	18
Purpose of the study.....	19
Objectives of the study	19
Research Questions	19
Significance of the study	19
Limitations of the study	19
Definition of terms	20
CHAPTER TWO: LITERATURE REVIEW.....	26
Description and Classification of Intellectual Disabilities.....	26
Educational History of Learners with Intellectual Disabilities.....	26
Educational History of pupils with Intellectual Disabilities in Zambia.....	26
Skills Training of pupils with Intellectual Disabilities in Zambia.....	30
Teaching methods for pupils with Intellectual Disabilities.....	31
Teacher-Pupil Interaction.....	32
Teaching materials for Learners with Intellectual Disabilities.....	33
Professional qualifications of teachers.....	34
Curriculum content of pupils with Intellectual Disabilities.....	36
Summary.....	36
CHAPTER THREE: METHODOLOGY.....	37
Research Design.....	38
Population.....	38
Sample.....	38
Sampling procedure.....	38
Research instruments.....	39
Data collection procedure.....	39
Syllabus Analysis.....	40

Data analysis.....	41
Ethical considerations.....	41

CHAPTER FOUR: PRESENTATION OF FINDINGS.....42

Findings from head teachers on teaching methods.....	44
Findings from teachers on teaching methods.....	44
Findings from head teachers on teacher/pupil interaction.....	45
Findings from teachers on teacher/pupil interaction.....	45
Findings from pupils.....	45
Findings from parents.....	45
Findings from head teachers on teaching materials.....	46
Findings from teachers on teaching materials.....	46
Findings from pupils.....	46
Findings from head teachers on teachers’ professional qualifications.....	47
Findings from teachers on teachers’ professional qualifications.....	47
Findings from head teachers on the curriculum content.....	48
Findings from teachers on the curriculum content.....	48
Findings from pupils.....	49
Finding on pupils in Employment.....	49
Findings on pupils not in employment.....	50
Summary.....	51

CHAPTER FIVE: DISCUSSIONS OF FINDINGS

Views of head teachers on teaching methods.....	52
Views of teachers on teaching methods.....	53
Views of head teachers on teacher/pupil interaction.....	53
Views of teachers on teacher/pupil interaction.....	53
Views of head teachers on teaching materials.....	53
Views of teachers on teaching materials.....	54
Views of head teachers on teachers’ professional qualifications.....	55
Views of teachers on teachers’ professional qualifications.....	55
Views of head teachers on the curriculum content.....	55
Views of teachers on the curriculum content.....	56
Summary	56

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS.

Summary	
Conclusion.....	57
Recommendations.....	58
References.....	62
Appendix A: Interviews for parents.....	66

Appendix B: Questionnaires for head teachers.....	69
Appendix C: Questionnaires for teachers.....	73
Appendix D: Focused group discussion.....	74

LIST OF FIGURES

Figure 1.2 Percentage distribution of population by disability and non disabled....	3
Figure 1.3 Disability by rural/urban and province.....	4
Figure 1.4 Percentage distributions of the disabled by sex and by province.....	5
Figure 1.5 Percentage distributions of persons and disability by age, Zambia 2010..	6
Figure 1.6 Median age of the disabled and non disabled by sex, Zambia, 2010.....	6
Figure 1.7 Type of disability.....	7
Figure 1.8 Percentage distributions of disabled population by cause of disability, Zambia 2010.....	8
Figure 1.9 Percentage distributions of literate population (5 years and older) by disability status and rural/urban. Zambia 2010.....	9
Figure 1.10 Percentage distributions of literate population with disability aged 5 years and older by province, Zambia 2010.....	10
Figure 1.11 Percentage distributions of disabled and non disabled population (5 years older) by school attendance and rural/urban.....	11
Figure 1.12 Percentage distributions of persons with disability by highest level of education completed and type of disability, 2010.....	11
Figure 1.13 Percentage distributions of employed population (12 years and order by disabled status and rural/urban, Zambia.....	12
Figure 1.14 Percentage distributions of persons with disability aged 12 years and older by employment status and rural/urban, Zambia 2010.....	13
Figure 1.15 Percentage distributions of occupation by disability status.....	14
Figure 3.1 Pupils during a catering session.....	35
Figure 5.1 Graduates on a small holding.....	48
Figure 5.2 Pupils during a kitting session.....	48

LIST OF TABLES

Table 1.1 Disability categories used in census, Zambia 1969-2010	2
Table 2 Teacher's professional qualifications.....	32

