TEACHERS' COMPETENCES IN PRE-VOCATIONAL SKILLS FOR LEARNERS WITH INTELLECTUAL DISABILITIES IN SELECTED SPECIAL SCHOOLS OF SOUTHERN PROVINCE, ZAMBIA

BY

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The dissertation submitted to the University of Zambia in partial fulfilment of the requirements for the award of the Degree of Master of Education in Special Education.

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DECLARATION

I, SAMUKOMA SAMUKOMA, hereby declare that the work contained in this dissertation is typically as a result of my own individual efforts and that all the work from other researchers has been acknowledged. I further declare that this dissertation has not been submitted for a degree at this university or any other university or similar institution.

Signature:……

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CERTIFICATE OF APPROVAL

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ABSTRACT

The study sought to establish competences of teachers teaching learners with intellectual disabilities in pre-vocational skills. For the purpose of this study competences expected in teachers included being tailored in handcraft, woodwork, building craft, art, home economics and farming. Pre-vocational education programme does not normally lead to some vocational qualifications or direct employment, but rather contributes to some vocational education or training in the future. It is the competence that makes one capable of achieving or fulfilling his/her job properly. Three research questions guided the study and these were: What experiences do special education teachers have in teaching pre-vocational skills to learners with intellectual disabilities? What are the competences of teachers who participate in teaching pre-vocational skills to learners with intellectual disabilities? What instructional methods do teachers use in teaching pre-vocational skills to learners with intellectual disabilities? This study used a qualitative approach study design. A descriptive and case study research design was used in order to have in-depth understanding about competences of the teachers and their experiences in teaching learners with intellectual disabilities. Purposive sampling technique was used to select the participants. Data was collected using semi-structured interview guide from 20 teachers and five Head teachers from selected Special Schools/unit with Learners with intellectual disabilities. Thematic analysis method was used to analyse data. Major themes were drawn from interviews with participants. A description of each theme was done. The study established that 19 out of 20 special education teachers were not competent in teaching pre-vocational skills to learners with intellectual disabilities in Southern Province. This was as a result of not having adequate training in pre-vocational skills in areas such as handcraft, woodwork, building craft, art, home economics and farming. However, the study established that, teachers were competent in Activities for Daily Living. Some learners with intellectual disabilities who were taught by a competent teacher were enrolled at Vocational skills centre in food production and Agriculture. In view of the findings, the following recommendations were proposed. Ministry of General Education should: Provide in-service training to teachers teaching learners with intellectual disabilities in pre-vocational skills, More classrooms /workshops were needed to enable teachers to conduct pre-vocational skills, Colleges of Education and Universities should start training teachers in pre-vocational skills for learners with intellectual disabilities, In order to have effective learning, learners should be put in classes according to their abilities and disabilities levels, Provide schools with learners with special educational needs with the required learning and teaching materials.

KEY WORDS: *Competences, Pre-vocational skills, Learners with Intellectual Disabilities*

DEDICATION

I dedicate this work to my five children Erick, Mubita, Abigail, Paul and Abraham. Above all, I dedicate this work to the Almighty God who made it possible for me to go through my studies.

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ACRONYMNS

CDC: Curriculum Development Centre.

CTE: Career and Technical Education.

IDEA: Individuals with Disabilities Act.

ILO: International Labour Organisation.

MESVTEE: Ministry of Education, Science, Vocational Training and Early Education.

MOGE: Ministry of General Education

MSTVT: Ministry of Science Technology and Vocational Training.

OE: Occupational Education.

SEN: Special Educational Needs

TEVET: Technical Education Vocational and Entrepreneurship Training.

TEVETA: Technical Education Vocational and Entrepreneurship Training Authority.

TVE: Technical and Vocational Education.

TVET: Technical Vocational Education and Training.

TVTC: Technical and Vocational Training College

UNCRPD: United Nations Convention on the Rights of Persons with Disabilities.

UNESCO: United Nations Educational and Scientific Organisation.

UNZA: University of Zambia.

VET: Vocational Education and Training.

ZAMISE: Zambia Institute of Special Education

DEFINITIONS OF KEY TERMS

These are terms used in the research study as follows

Competence is having the quality of a particular task or suitable to carry out a task/Ability or capacity do work or a task well.

Intellectual disability any restriction or lack of ability to perform an activity in the manner or within the range considered normal for a human being.

Pre-Vocational education is the type of education which promote initial hand on practice before undergoing the actual skills training (special skill)

Skill is the capacity to do something well (acquired or learnt)

Special School is the school specifically for learners with special educational needs

Special Unit is the mainstream school with a particular group of learners with special educational needs within it.

Workshop is a place where hand on practice takes place (skills training takes place)

CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter serves to introduce the study on teachers' competences in pre-vocational skills for learners with intellectual disabilities in selected special schools/unit of southern province of Zambia. It covered background to the study, statement of the problem, purpose of the study, objectives as well as the study questions, significance of the study, study sites, theoretical framework, and definitions of key terms and summary of the chapter.

1.2 Background

Pre-vocational education programme does not normally lead to some vocational qualifications or direct employment, but rather contributes to some vocational education or training in the future. Second, the main purpose of pre-vocational education is manifested in its functions in helping young people to participate in certain vocational activities in the future, especially vocational training. Third, the goals of pre-vocational education could be rather broad: knowledge, skills and behaviours could all be the potential goals, as long as they are helpful for the students' future vocational choices. Fourth, the form and structure of pre-vocational education is not pre-arranged, but, rather, is flexible. On the basis of the definitions and analysis above, and taking into consideration the context of this investigation, pre-vocational education in this study is defined as follows:

According to Abebe, et-al. (2015) Pre-vocational education contains all the educational measures taken by official educational institutions during lower-secondary education that are designed to intentionally introduce the participants to the world of work and/or to prepare them for entry into further vocational or technical programs. It does not necessarily lead to a labour-market-relevant vocational qualification, but helps the participants to gain the knowledge, skills, attitudes and competences which are necessary for a smooth school-to-work transition later. The content and form of it is not limited to one certain discipline, but is open to different educational activities. The main

object of it is closely related to future vocational (education and/or training) activities of the participants, but not so directly to their further academic education choices.

One strategy that was adopted by the Ministry of Education was the introduction of pre-vocational skills syllabus. The aim of this syllabus was to enable the learners to develop skills in fields such as handcraft, woodwork, building craft, art, home economics and farming.

Overtime, Vocational Education and Training (VET) had been described by various terms. The terms included apprenticeship training, vocational education, industrial arts, technical education, Technical/Vocational Education (TV`E), Occupational Education (OE), Technical and Vocational Education and Training (TVET), and Career and Technical Education (CTE) (Maclean & Lai, 2011). Globalisation population was bringing about significant changes in the course of education (Karmel and Maclean, 2007; Walker, 2009). The resulting impact on global economic systems required urgent and innovative responses in the field of technical and vocational education and training (VET) services, as the demand for skills was now higher than ever before (Hogstedt, et al., 2007; Maclean and Lai, 2011).

The European Commission (2006) considered that equity and efficiency were critical factors in making this changing situation sustainable for all and was therefore developing these factors within the European Union's long-term strategy, alongside competitiveness and social cohesion (Brown et al., 2001; Mosson and Fretwell, 2009). Education and training systems would serve as the 'main instrument' in addressing new circumstances, adapting to change and reaping the benefits of the changing global order (International Labour Organization, 2000).

Ngome (1992) noted that TVET in Sub-Saharan Africa attracted increasing attention during the 1970s, because of the expectations that practical skills training as offered by TVET institutions might address the need for skilled labour. As a result of these developments, many countries started technical and vocational education institutions modelled after those of their former colonial powers. The technical skills acquired might raise individuals' self-sustainability and productivity. As a result, enterprises were expected to become more competitive and make a greater contribution to economic

growth, on condition that those who trained in these institutions might actually match the requirements of the labour market. Schools were encouraged to implement pre-vocational skills to learners in order to offer them an opportunity to participate on hand on pre-vocational skills before they progress to vocational institutions.

Lauglo and Lillis (1988) posited that one dilemma which had preoccupied many countries for a long time was whether to concentrate investment in general or vocational education. But, in human capital terms, general education created ‚general human capital' and TVET led to 'specific human capital.' On the other hand, technical and vocational education had the advantage of imparting specific job-relevant skills which make the worker more readily suitable for a given job and more productive. It was in this light that most educational systems in Africa tried to combine both general and vocational streams of education in varying proportions to suit their educational goals and aspirations.

Conversely, Carnoy (1993) noted that, despite the advantages of imparting job-related skills and the high level of unemployment amongst those with general education, the recognition and preference for general education by the youth in the Sub-Saharan Africa was high. The reason for this was that personnel in administrative and leadership roles were generally chosen from people with a general education background. Therefore, talking about the importance of TVET, without any deliberate action to follow up the rhetoric, would not change its poor image and low status.

Reddan and Harrison (2010) argued that TVET institutions need to restructure their programmes to be responsive to the needs of the job market, especially the industry. To achieve this goal, TVET curricula must focus on outcomes in terms of the skills, knowledge and attitudes required. King and McGrath (2004) argued that with TVET being more diverse because of the changes in the labour market, it should be able to integrate the youth into the working world. UNESCO (2004) identified the two major objectives of TVET as the urgent need to train the workforce for self-employment and the necessity to raise the productivity of the informal sector. They point out that lack of resources had led to cuts in the volume of training provided in public institutions. These cuts were a hindrance to pursuing the critical objectives of providing training and raising

production. Considering the expensive nature of TVET as a form of education, it was imperative that an expanded system with necessary and adequate facilities and equipment would lead to the effectiveness of the system.

According to Atchoarena and Esquieu (2002), public TVET institutions continued to attract a great deal of criticism. First, they were unable to train skilled workers to meet the requirements of enterprises and were unaware of the need for continuing education. Second, they were extremely costly. Often, the graduates of these institutions joined the ranks of the unemployed, an indication that the training provided did not match the jobs available. In many countries, including Zambia, public TVET institutions had not been able to adapt to the new structure of the labour market and the new skill requirements of companies in both the formal and informal sectors. The question that comes to mind was, were there competent teachers to teach pre-vocational skills to learners with intellectual disabilities in selected special schools of Southern Province?

Vocational education and training (VET) focused on specific trades and imparted the practical skills which allowed individuals to engage in a specific occupational activity. VET is not only important in providing employment opportunities to individuals but also helped in enhancing the productivity of firms: "Vocational education and training were indispensable instruments for improving labour mobility, adaptability and productivity, thus contributing to enhancing firms' competitiveness and redressing labour market imbalances" (Caillods, 1994). VET comprised all skill transfers, formal and informal, which were required in the improvement of productive activities of a society (Carnoy, 1994).

Ideally, vocational education had been considered to be the answer to help learners with intellectual disabilities that had challenges with academic works but had the ability to use their hands to learn skills and become productive citizens and live independently in society. Similarly the Ministry of Education, Science, Vocational Education and Early Childhood Education in 2013 introduced two career pathways for both the 'normal' and learners with special educational needs in schools as academic and vocational career pathways. This study focused on the vocational career pathway for learners with intellectual disabilities.

Learners with intellectual disabilities were not follow the general curriculum followed by ordinary learners because their academic performance was below the expected level of others of the same age. According to MOESVTEE (2013) learners with Intellectually Impairments have an Alternative Education Curriculum that responds to their needs. The curriculum is divided into 3 levels. Level 1 is the initial while Level 3 the highest. This curriculum has three learning areas such as Literacy and Language, Mathematics, Activities for Daily Living, Expressive Arts and Technology Studies. It equally planned that under Expressive Arts and Technology Studies, teachers were encouraged to teach pre-vocational skills to equip learners that may not advance to skills training colleges. Computer Studies also to be taught under Technology Studies. Activities for Daily Living (ADL) are of particular importance to such kind of learners as they help them enhance the mastery of what is to be done on daily basis. Acquisition of skills was vital to these learners so that they sustain themselves even when they did not achieve the desired or expected academic proficiency. As a result, their education emphasises on vocational skills training to prepare for self-reliance and independent living. In line with Ramlee (2004) vocational education was the prerequisite for the preparations of both' normal' learners and those with special educational needs to compete in the job market offered by society. It was also in agreement with the National Special Education philosophy which emphasised the independence of persons with disabilities. However, while agreeing with Ramlee's views, this study took a different perspective of assessing the competences of teachers that teach learners with intellectual disabilities in pre-vocational skills in selected special schools in Southern Province. The question that motivated this was; did the special schools have competent teachers to teach pre-vocational skills to learners with intellectual disabilities?

1.3 Statement of the Problem

Ideally, pre-vocational education had been considered to be the answer to help learners with intellectual disabilities. Despite Ministry of General Education introducing pre-vocational educational skills for learners with disabilities in special schools (MOESVTEE, 2013); the competences of teachers that teach learners with intellectual disabilities in pre-vocational skills such as handcraft, woodwork, building craft, art,

home economics and farming were not known after the closure of the special vocational diploma at Technical and Vocational Teachers' College (TVTC) in Luanshya. Therefore, this study assessed the competences of teachers in pre-vocational skills in areas such as handcraft, woodwork, building craft, art, home economics and farming for learners with intellectual disabilities in selected special schools in Southern Province of Zambia.

1.4 Purpose of the Study

The purpose of the study was to assess the competences of special education teachers that teach learners with intellectual disabilities in pre-vocational education skills in areas such as handcraft, woodwork, building craft, art, home economics and farming in selected special schools in Southern Province of Zambia.

1.5 Study Objective

The study was guided by the following three objectives

I. To establish experiences of teachers who participate in teaching pre-vocational skills to learners with intellectual disabilities.

II. To assess competences of teachers who participate in teaching pre-vocational skills to learners with intellectual disabilities.

III. To examine the instructional methods used by teachers who participate in teaching pre-vocational skills to learners with intellectual disabilities.

1.6 Study Questions

The study was guided by the following three research questions

I. What experiences do special education teachers have in teaching pre-vocational skills to learners with intellectual disabilities?

II. What are the competences of teachers who participate in teaching pre-vocational skills to learners with intellectual disabilities?

III. What instructional methods do teachers who participate in teaching pre-vocational skills to learners with intellectual disabilities use?

1.7 Significance

It was expected that the results of this study may make significant contribution to the development of pre-vocational skills by bringing out competences of teachers for learners with intellectual disabilities. The results of the study would also serve as useful guide in the provision of pre-vocational education for learners with intellectual disabilities in special schools in Zambia. The findings of this study might be useful to the Government of the Republic of Zambia through the Ministry of General Education (MOGE) by providing information on the staff strength of vocational skills in special schools in terms of adequacy and competence.

1.8 Delimitation

The study was in five (5) districts being; Choma, Livingstone, Monze, Mazabuka and Sinazongwe in Southern Province. The names of special schools which participated in the study were not mentioned for ethical reasons only coded as School A-E on the findings. The special schools had been purposively selected because they were the only ones involved in teaching pre-vocational skills to learners with intellectual disabilities in the province.

1.9 Limitations

The study focussed on five selected special schools teaching pre-vocational skills to learners with intellectual disabilities in Southern Province. At the time of collecting data, some schools did not meet the number of teachers required as study participants due to different reasons being; out for studies, sick leave and transfers. However, data was collected from teachers and Head teachers who were available. Since the study was only conducted in five selected special schools in Southern Province, its findings would not be generalised to the country as a whole.

1.10 Theoretical Framework

The study used both identity capital and human capital theories as its theoretical frameworks (Schultz, 1961; Becker, 1965). Identity capital theory focuses on sociological approach to consider whether identity and agency can be impacted by the learning experiences. It also focused on the role of social capital, and structural inequalities that prevent individuals with disabilities from achieving their potential through learning. Identity capital theory refers to tangible assets such as qualifications and intangible assets such as self-esteem and self-efficacy that help to determine how a person defines him/herself (Cote and Levine, 2002). Taylor (2012) emphasised that the role and attitude of teachers greatly influence the achievement of learners, therefore teachers need to promote self-reflecting attitude or show high self-esteem to motivate learners and to project a positive attitude for the future. Special vocational curriculum should also pay attention to the aspect collaboration. Zainudin (2009) in his study pointed out that collaboration with the community in education is very important to enhance the skills and career of group with special needs. The special vocational curriculum for students with intellectual disabilities should be tailor-made to expose the learners involved to skills in socializing, career counselling, improving their self-confidence, independent living, vocational training, adaptation to the job, reading and spelling skills, organizing and governing the financial aspect, moral of entrepreneurship and self-control skills that are key to success in any career field (Sitlington and Clark, 2006).

Human capital theory refers to the skills gained by individuals to enhance their productivity in the labour market and function better in aspects of life. Learning contributes to the formation and accumulation of human capital.

1.12 Chapter summary

This chapter is the introduction to the study which has the background to the study by briefly discussing the reasons that necessitated the study and outlined the statement of the problem, study objectives, research questions, significance of the study, theoretical

framework, delimitation and limitation of the study and definitions of operational terms in the dissertation. The next chapter looks at the review of related literature to the study.

1.11 ORGANISATION OF THE DISSERTATION

This dissertation comprises of six chapters. Chapter One gives an overview of the study covering; the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, theoretical framework, delimitation of the study, definitions of the operational terms and the summary of the chapter.

Chapter Two is a review of related literature to the study. The related literature is presented according to research objectives. A summary of the literature reviewed is also reviewed in which the knowledge gap is highlighted.

Chapter Three presents the research methodology used in the study which includes the following: research design, study population, study sample, sampling techniques, research instruments, data collection procedures and data analysis

Chapter Four presents the research findings while Chapter Five discusses the findings of the study. Chapter Six presents the conclusion and recommendation of the study while the references and appendices make up the last part of this report.

CHAPTER TWO: REVIEW OF RELATEDLITERATURE

2.1. Overview

Chapter two reviews related literature to the competences of special education teachers about pre-vocational education skills for learners with intellectual disabilities in selected special schools in Southern Province of Zambia. It covers development of vocational education in Zambia, linkage between vocational education and learners with intellectual disabilities, need for competences of special education teachers about pre-vocational education skills for learners with intellectual disabilities, teaching methods used for instructions to learners with intellectual disabilities in pre-vocational skills and summary of the chapter.

2.2. Development of Pre-Vocational Skills Training in Zambia

According to Ministry of Education Science Vocational Training and Early Childhood Education (2013) before the coming of the missionaries, technical education, vocational and entrepreneurship training was provided through the family socialisation systems (informal education, apprenticeship and enterprise based training). After the coming of the missionaries, schools were introduced that had workshops in which some Trades or Crafts were taught outside the family social system. These were mainly for the purpose of servicing the expansion or maintenance needs of Mission Stations and associated schools. Later, Government followed the example of missionaries and established Carpentry and Bricklaying trades as part of training in some educational institutions. This was the beginning of Trades Schools in Zambia.

Following the Saunders Report of November 1967, it was recognised that Technical Education and Vocational Training deserved the highest priority as a contributor to national development (Ministry of Education, 1967). This led Government to formally establish technical education aimed at providing comprehensive training programmes. Therefore, the objective in technical education was to train Zambians to meet the needs and requirements of industry for skilled manpower (Curriculum Development Centre 1999).

The volatile economic environment brought about by the changing demographic characteristics of the country particularly youth population growth, high oil prices, declining copper prices and privatisation of the parastatal companies (which displaced skilled labour from the formal into the informal sector of the economy) compelled the Government to review the 1968 TEVET policy. In 1994 the Government of the Republic of Zambia began to review the 1968 post-independence policy on Technical Education and Vocational Training. In 1996 the new policy was adopted. The policy incorporated and mainstreamed entrepreneurship, and as such became known as the Technical Education, Vocational and Entrepreneurship Training (TEVET) policy. The aim of the policy was to create a national system of providing TEVET that would satisfy the labour market, address socio-economic concerns and exploit resource based opportunities in the economy (Ministry of Science, Technology and Vocational Training, 1996).

Zambia has experienced a rapid decline in the performance of its economy since the mid-1970s. This has seriously affected its ability to generate employment opportunities for its labour force. This situation has further been worsened by the rapid growth of the labour force, which is at present about 6 million. Of particular concern is the problem of large numbers of youths, about 200,000 per annum, leaving the school system without any opportunities for acquiring skills for personal improvement. In view of the foregoing, the Government through the MSTVT instituted the Technical Education, Vocational and Entrepreneurship Training (TEVET) Reforms in 1994 that saw the formulation of the TEVET Policy (1996), the Strategy Paper (1997) and the TEVET Act No. 13 of 1998. For effective management of TEVET and other forms of training, the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA) was established to regulate all forms of technical education and vocational training. As a result of this, all training providers, regardless of ownership, are required by law to register with the Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA). By way of regulation, the TEVETA is supposed to facilitate the drawing up of national curricula as well as provide guidelines for the development of local curricula. The MSTVT had under its ambit 23 institutions; 21 of these are managed by management boards and TEVETA.

The broad intentions of the TEVET Reforms were to have an effective and efficient TEVET that would facilitate access, equity and participation in TEVET by all; ensure equality and demand responsive training; and ensure employability of TEVET graduates. The main challenges facing the skills training sub-sector include the fact that formal employment had not grown to take up many of the school leavers and graduates from technical education and vocational training colleges. Besides, the institutions that promote generation of employment had neither resources nor ability to adequately offer the skills demanded by the labour market. Addressing these challenges remains a serious concern, especially with regard to sustainable financing of the sub-sector. Currently, the financing gap in the TEVET sub-sector is mainly covered by donor assistance. To meet the challenges of financing skills training for the Zambian economy, the Government had established a TEVET Fund and measures were being considered for sustaining the Fund. Ultimately, it was expected that industry (which was the major beneficiary of TEVET graduates) begin to contribute to financing training. This partnership between industry and government presents the most feasible long-term solution for sustaining the TEVET sub-sector.

From this background of pre-vocational education, it had just highlighted the general vocational educational skills nothing concerning vocational educational skills for learners with special educational needs have been mentioned. This was the beginning of gaps in the vocational education skills for learners with special educational needs. Despite of so many gaps in the vocational education skills for learners with special educational needs, this study took a different perspective of assessing the competences of teachers involved in pre-vocational education skills for learners with intellectual disabilities in selected special schools in Southern Province. The gap which has been seen in vocational skills before the coming of missionaries to today was that in the past parents with skills used to teach their children the same skills. Competent and experienced parents were training their children on shoe repairing, farming and many other skills like hunting. The coming in of missionaries who introduced schools made it difficult for parents to continue teaching their children with relevant skills because these skills were taught by the competent missionaries. After the missionaries handed over the education to the Government, it become difficult to sustain competent teachers in

vocational education skills and ended up retrenching them on the pretext of not meeting the employment qualifications. Children today are taught by teachers who may not be competent with vocational skills because they were neither trained nor acquired skills from the missionaries.

2.3. Linkage between Pre-Vocational Skills and Learners with Intellectual Disabilities

Pre-vocational skills for learners with intellectual disabilities was started back in 1994 in the Special Education Programme consisting students with learning disabilities in primary and secondary schools, where the pre-vocational component was one of the five areas in the curriculum. Curriculums in the pre-vocational component consisted of cooking, sewing, agriculture, trade, launder and fish rearing. In 1994, the Ministry of Education, through the Zambia Association for children and Adults with Learning Disabilities (ZACALD) introduced pre-vocational skills training for learners with intellectual disabilities in primary schools and special education units. The aim of the pre-vocational training was to enable the learners to develop skills in fields such as handcraft, woodwork, building craft, Art, home economics and farming.

From 1993 to 2003 teachers were trained in Special Vocation and obtained a Diploma in Special Vocation at the Technical and Vocational Teachers' College (TVTC) in Luanshya. The Vocational Teachers' Diploma was stopped in 2003 and since then, there is no college training teachers in Pre-Vocational skills or Pre-Vocational Education for learners with intellectual disabilities in Zambia.

In 2013 the Ministry of Education, Science, Vocational Training and Early Childhood Education introduced the Vocational Career pathway (MOESVTEE, 2013). Since there was no college training teachers in pre-vocational skills for learners with disabilities, there was need to assess competences of teachers that teach learners with intellectual disabilities in pre-vocational skills such as handcraft, woodwork, building craft, Art, home economics and farming in selected special schools in Southern Province. In 2005, the curriculum draft of Pre-Vocational Education skills for learners with intellectual disabilities that was approved contained six components: cooking, sewing, maintenance,

agriculture, services and crafts. The components of the field of pre-vocational skills which emphasise the useful and practical pattern were based on the hidden ability of learners with intellectual disabilities. The pre-vocational education was implemented through the Special Vocational Subjects performed to pupils learning in the Special Education Programme Integration between the ages of 16 to 19 years. The purpose of this curriculum was to develop and strengthen the potential of the existing skills in learners with intellectual disabilities in order to benefit them when they leave school in tune with the National Special Education Philosophy which emphasises the independence (Guidelines for Implementation of the Pilot Program Special Vocational Curriculum, 2006). This type of curriculum might benefit learners with intellectual disabilities once they were taught by competent teachers in pre-vocational skills. Majority of Head-teachers in special education schools thought teaching learners with intellectual disabilities might be done even by teachers who were not trained in special education. These teachers found it difficult to meet the needs of learners with intellectual disabilities. Due to human resource misplacement for instance, teachers trained in special education are in ordinary schools and some ordinary teachers were in special schools.

A new era of opportunity for persons with disabilities was heralded with the entry into force of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) of May 2008. This Convention required States to move away from an approach that caters to people with disabilities in separate facilities towards an inclusive approach that opens doors to training opportunities in general training centres and employment opportunities in the open labour market alongside non-disabled people.

People with intellectual disabilities are entitled to gain from the provisions of the UNCRPD as well as people with other kinds of disabilities. Yet, they are frequently not well placed to benefit from this changed emphasis on inclusion. In many developing countries, in particular, they are often deprived of the opportunity to attend school or to acquire relevant vocational skills. This leaves them at a disadvantage when it comes to seeking jobs. While this is frequently the case, international experience shows that with the right training, support in acquiring skills in the workplace, and the right opportunities, they can become valued employees.

Many countries of Africa have already declared their commitment to the goal of inclusion of persons with disabilities through ratification of the UNCRPD, while others have signed it with a view to ratification. Many have also ratified ILO conventions, committing themselves to the goals of equal opportunity and non-discrimination. Zambia took a step by domesticating the UNCRPD in the Disability Act, 2012.

Cocks &Thoresen, (2013) observed that learners with disabilities enrolled in vocational education and training programmes reported facing more barriers compared with their peers without disabilities. The most commonly reported barriers were related to lack of resources, while support was reported as the most important factor in facilitating course completion. Menbere (2007) and ILO/Japan Technical Consultation on Vocational Training and Employment, (2003) summarized the major factors that continued challenging the participation of learners with disabilities, such as type of disability, lack of trained personnel, lack of training and employment opportunities, attitudinal problems, national policy limitation, architectural barriers and lack of coordination. Another list of barriers presented includes inaccessible buildings, communication systems, infrastructure, lack of assistive devices and psychological barriers in the minds of people with disabilities.

It is difficult to employ competent special education teachers in vocational skills because of the required entry qualifications in the civil service. Most persons with intellectual disabilities who underwent special vocational skills training in trade institutes do not have academic qualifications to be employed by the Government to teach vocational skills to learners with intellectual disabilities in special schools. The introduction of vocational education skills is a positive development, but may lose purpose without looking at the competences of teachers who teach these vocational skills to learners of different abilities in schools.

Key to successful inclusion of people with intellectual disabilities in mainstream society is the need to provide real jobs in open employment. This may be achieved when the necessary supports are in place and attitudinal change takes place within the community which will acknowledge the rights of people with disabilities to make choices, including having independent relationships and marrying. People with intellectual disabilities who

participate in paid employment will find themselves as the 'bread-winners' for their families, which is positive as it will increase their status within their family and community. The main obstacle for people with intellectual disabilities is the negative attitudes of the community, family and potential employers. That is, the view that any imperfection in intellect can almost be seen as sub-human. This stems from the high value placed upon intellect in all societies.

Changing negative attitudes of people towards persons with intellectual disabilities requires competent and experienced special education teachers in vocational skills who may teach different vocational skills to learners with intellectual disabilities in special schools. Learners with intellectual disabilities may use the skills learnt from school to earn a living in their respective communities and people will employ such learners not on humanitarian grounds but because of their competences in the skills required for a particular job. The competences in vocational skills by learners with intellectual disabilities will prove to the society who may have negative attitude towards persons with disabilities that truly disability is not inability. However, this study has identified that learners with Intellectual disabilities can only be independent once they are taught skills by competent teachers in pre-vocational skills in respective special schools.

A study by Sanbagavali in 2001 found that most parents of learners in special education play a passive role in the programme outside the classroom, causing it difficult to carry out effective cooperation in the schools because this involves a complex process. The continuity between education and job opportunities is not yet effectively implemented between the Ministry of Education and Ministry of Labour. One may wonder how parents who are not competent in vocational skills take active role in skills training of their children. In order for parents to take positive role in vocational skills of their children, competent special education teachers in these vocational skills must engage the parents. Therefore, this study is undertaken to assess and understand the competences of special education teachers in teaching vocational education skills to learners with intellectual disabilities toward their career preparation.

According to (MOESVTEE, NIF III 2011-2015) Vocational education sector still faces challenges in the area of unfriendly physical infrastructure for persons with disabilities,

inadequate number of trained teachers in special skills for training persons with disabilities and inadequate financial support for learners who may not be able to pay fees. It is hoped that this study will identify problems in the implementation of vocational education for learners with intellectual disabilities to be in line with their abilities and meet the requirements of employers. The National Implementation Framework III (2011-2015) is in agreement with the findings by Cocks &Thoresen, 2013 and Menbere, 2007.

The study examined competences of teachers in pre-vocational skills training, preparation for work and employment of persons with intellectual disabilities; explore policy frameworks that seem most conducive to promoting training and employment opportunities for this group; identify steps that might be taken and measures that might be adopted by governments, social partners and civil society to promote the economic and social inclusion of people with intellectual disabilities with a view to establishing lasting collaborative networks. Teachers were interviewed on the experiences, competences and teaching methods used in teaching pre-vocational skills to learners with Intellectual disabilities. Thereafter, the research would observe lessons in pre-vocational skills to confirm with teachers' responses during interview time.

2.4. Competences of Teachers in Pre-Vocational Skills for Learners with Intellectual Disabilities

According to Schroeter (2008) the term competence refers to a potential ability or capacity to function in a given situation. It is not the same as the term competency which focuses on one's actual performance in a situation. Competencies are sets of behaviours that are instrumental in the delivery of desired results or outcomes. A competency is the combination of knowledge, skills, abilities, behaviours, and personal characteristics to successfully perform critical work tasks, specific functions, or operate in a given role or position. Competencies become the underlying characteristics of people that indicate how they behave and think for long term period in work. Guichard and Dauwalder (2011) defined competence as the state of being adequately qualified by virtue of possessing a specific range of skills, knowledge, abilities and attitudes. This range of skills, knowledge, abilities and attitude is the one referred to as intervention

competencies. Therefore, competences are required for someone to achieve competencies. It is the competence that makes one capable of achieving or fulfilling his/her job properly. For teachers to effectively provide practical skills in pre-vocational skills they must have certain competences in areas such as; handcraft woodwork, building craft, Art, home economics and farming.

Teaching competence is the combination to implement theoretical, practical and giving instruction in classroom effectively (Valentina Gulevska, 2015). Understanding the necessary background of vocational students related to their need and characteristics might influence teachers' Planning and Preparation activities in setting develop a curriculum, syllabus and lesson plans. As asserted by Andersson and Köpsén (2015) and Kim & Kim (2016), teacher for teaching competence are used to drive learner's ability to learn and can contributes to the effectiveness of the lesson. Furthermore, most researchers list teaching competences as the most important of competency area for effective teaching. The logic to include professional competence is the need for pre-vocational teachers to have a deep knowledge and understanding regarding the contents subjects they are majoring in. The teaching competence is more on knowledge of subject whereas the professional competence is more on individual effort from teachers to keep up date with new requirements for students to perform in job (Liakopoulou, 2011). Lack of knowledge and skills needed by the industry can significantly result into students that cannot fit with the high demands world of work (Andersson and Köpsén, 2015). Based on that, teachers must sacrifice to enhance their professional competence in order to increase their level of expertise which these can definitely linked with previous teaching competence (Kunter et al., 2013).To impart knowledge of pre-vocational education on students, the ability of teachers to produce knowledge workers much depends on the medium of communication between both teacher and learners. Since teachers job environment always have to interact, effective communications become the answers in order to attract and advice students also with parents, colleagues as well as the vocational community (Sergeevna Kobozeva, Petrovna Mironova, and Ivanovna Chinyakova, 2015). The literature reviewed discussed much on general competences of teachers not necessarily in pre-vocational skills. This study focussed on teachers'

competences in teaching pre-vocational skills to learners with Intellectual disabilities in selected special schools of Southern Province.

Furthermore, teachers are expected to acquire the process of controlling the classroom and consulting the learners (Diep and Hartmann, 2016). Here, collaboration between the vocational teacher education as well as the vocational teacher's community may be needed in order to have a clear platform to discuss issues related to future implementation of pre-vocational skills. Vocational teachers must learn how to reflect their personal value of self-image, goals in profession as well as performing highly ethics in profession. They have to evaluate their own individual job performance based on students and any other types on self-assessment and evaluations (Blašková, Blaško, and Kucharčíková, 2014). Ability to keep bringing all of the important competencies might improve their personal competence. All efforts must be based on individual ability to continues upgrade their knowledge, skills and attitude in ensuring they are fit enough to pursue their profession. In TVET, lifelong learning is an indication that they can engage in order to support any of the government effort in future (Cakrawati, Handayani, &Handayani, 2015). The competences addressed in the literature were general competences required by all the teachers in general. Hence this study hoped to address the competences of teachers teaching pre-vocational skills to learners with Intellectual disabilities in selected special schools of Southern Province.

Organisation for Economic Cooperation and Development (2004) reported that, a recent world summit on teaching noted that teachers need to assist learners with mild Intellectual disabilities acquire not only skills that are easiest to teach and test but, more importantly ways of thinking (creativity, critical thinking, problem solving, decision making and learning) ways of working (communication and collaboration), tools to use including Information Communication Technology and skills around citizenship, life and career and personal and social responsibility for success in modern democracies. Vocational Subjects constitute forms of knowledge, skills and values that every person should possess to help him or her deal with the physical world. They also possess a potential relationship to the world of work. Hence, these help to prepare learners for post-school employment or vocational training.

In recognition of the importance of Vocational Subjects, every institution of learning will be required to offer Vocational Subjects as part of their curriculum. At Primary School level Vocational Subjects will be compulsory to all learners.

In Primary Education, Vocational Subjects will consist of simple crafts, skills, processes and techniques which will gradually extend a little more explicitly, to complex practical skills. Since the Vocational Subjects would provide sufficient practical skills to prepare learners for subsequent training or entry into the world of work, the curriculum should provide learners with opportunities for hands-on practical experience which is the essence for all the Vocational Subjects. The following are considered as Vocational Subjects: Agricultural Science, Art and Design, Computer Studies, Design and Technology and Home Economics (Home Management, Needlework and Crafts, Health Education, Fashion and Fabrics and Food and Nutrition). It is against this background that the current study aimed at assessing the teachers' competences in pre-vocational skills for learners with intellectual disabilities in such vocational subjects.

According to Cedefop and Education and Culture Lifelong Learning Programme, (2009) and Tomblin and Haring, (1999). All actors should co-operate to build the capacity of schools and colleges and provide specific solutions in VET for a range of learners with special educational needs and consequently for all learners. In both secondary and vocational education settings, the relationship between special educators, general educators (pre-service teachers, teachers, vocational counsellors, vocational teachers and other support personnel), parents, learners and community service and agency representatives should be encouraged, as well as mutual collaboration which helps them to gain an understanding of each other's roles within the model programme. As acknowledged by Stowitschek, Lovitt and Rodriguez (2001), extensive collaboration will encompass elements of consultation, shared decision-making and cooperative participation between all the stakeholders involved in facilitating pre-vocational education for learners with special educational needs.

Tamol, (2007) and Dixon and Reddacliff, (2001) argued that, Learners with special educational needs usually have to go through a difficult process in order to gain a good, well-paid job. Family involvement is therefore essential in supporting learners with

special educational needs during this process and helping them to plan their future. As the family is generally the most familiar with the learner's potential and skills, their interaction with the learner, training institutions and job providers is considered to be a key supporting factor. The family can provide moral support and practical assistance and act as a role model in terms of a good work ethic. They can also protect the learner from challenging circumstances and exploitation and provide family cohesion, all of which have been identified as helpful to a group of young people with mild intellectual disabilities who were successful in gaining competitive employment.

Lindstrom et al. (2007) have identified a list of variables relating to the family as an influential factor in the success of young people with disabilities finding employment. This study does not agree with Lindstrom et al. (2007) that families may play an influential role in finding employment for learners with disabilities. However, families may only encourage their children with disabilities to concentrate in their education for them to find employment in society. On the other hand families may help their learners with disabilities to find employment by advertising the competences of their children in relevant skills to employers in order to employ them on either temporal or permanent basis.

Among them is the family vision of the young person's future (career expectations) and the social class of the family. As regards the latter, it should be pointed out that this correlation is affected where an advocate group is connected to the learner's case. Scholars have identified a lack of opportunities for families to guide learners on career opportunities available to them based on their skills. Building relationships between parents and guidance teams or transition professionals is therefore highly recommended.

Trainor, (2005) and Casey et al., (2006) Moreover, have confirmed that emotional support from parents and good communication between parents and children with special educational needs can support learner self-determination instruction and decision-making strategies that empower learners to choose their own future. It is noteworthy that parents' educational backgrounds significantly affect the job aspirations of learners with special educational needs in mainstream settings but not those of learners in special schools. Most parents with children with special educational needs in

mainstreams have not accepted that their children have disabilities and they are forcing them to be in academic classes not in vocational pathways.

Tamol, (2007) and Vila et al., (2007) observed that, competence of vocational education and training systems and processes, understanding future possibilities and sharing realistic expectations within the family was necessary in maximising a learner's future independence. This collaboration between professionals and families must therefore start as soon as learners begin their education. It is valuable for primary stakeholders such as educators and parents to communicate and acknowledge their roles in improving the quality of vocational skills for learners with intellectual disabilities. Parents' values, in terms of their children's vocational choices, have a huge influence on the courses and programmes in which their children participate.

Lovitt and Cushing, (1999), Grigal and Neubert, (2004) and Hutchinson et al., (2008) stated that, effective information and orientation from professionals together with this collaboration will decisively affect children's futures and their preparation for adulthood. School professionals need to make educational centres a place for giving learners the opportunity to explore these options. Furthermore, teachers, who are sensitive towards the challenges faced by the learners, should include effective accommodations to individual programmes in order to help learners develop self-awareness, self-efficacy and appropriate expectations as to the outcomes of their choices.

Tomblin and Haring, (1999) conducted Studies in the United States concerning the implementation of collaboration with parents in secondary settings report high teacher satisfaction as a result of being able to obtain valuable information on learners' needs. Hutchinston et al. (2008) recommended the inclusion of these procedures in the future provision of school services. They further highlighted the implementation of this provision in coordination with the teaching of school programmes and the inclusion of adapted skills in the individual learner's curriculum.

Special education teachers are faced with various challenges in Vocational skills due to the mainstreaming of learners with disabilities into Vocational education. Thus, it is imperative that the teachers acquire the skills needed and increase competence levels to

teach special needs populations. Sarkees and Scott (1985) state that competent vocational skills teachers are the key factors in providing quality education for special needs learners. Crunkilton (1985) suggested that technical education teachers should be required to teach disabled learners, work as a teacher's aide to disabled learners, and observe competent teachers of disabled learners teaching.

Curtis and Howell (1980) stated that it is imperative that vocational education teachers know individual and group techniques to help the special needs learners develop to their full potential. Melton (1997) suggested that in developing competences, it is hoped that individuals should not only develop competences within specific contexts, but also should be able to transfer the competences acquired to other contexts within the same occupational area. The study is in agreement with the study by Curtis and Howell (1980) which talked of special education teachers' competence in vocational education skills for learners with intellectual disabilities in special education schools in order to impart relevant skills to learners.

Curtis and Howell (1980) found that the demand for special education teachers with competence in teaching special needs learners became more apparent each year. Sarkees and Scott (1985) identified some competences that vocational education skills teachers should demonstrate while working with learners with special needs. These studies looked at individualised education plan, teaching methods and strategies used in handling learners with intellectual disabilities in vocational education skills as the competences required by special education teachers or any other teacher involved in teaching such learners. The competences of teachers in vocational education skills for learners with intellectual disabilities have not been looked at by the previous studies. However, this study agreed with other studies on individualised education plan, teaching methods and strategies used in handling learners with intellectual disabilities in vocational education skills as the competences required by special education teachers or any other teacher involved in teaching such learners. However, this study assessed special education teachers' competences in vocational education skills for learners with intellectual disabilities in selected special education schools. Teaching strategies and methods were covered in teacher training institutions, what is not known is whether

special education teachers are competent in vocational education skills for learners with intellectual disabilities in selected special schools.

The study by Siti (1999) showed that a special vocational curriculum for learners with intellectual disabilities should not be too academic in nature. Therefore, it must be compatible with the intellectual capacity of the learners and able to emphasise the aspects of building positive attitudes of learners towards the curriculum in order to absorb the content available and thus can acquire the specific skills mentioned. The introduction of special vocational curriculum involves the planning aspects of the availability of competent teachers and instructors both in schools and in vocational education training institutions. The gap is that our Zambian curriculum was based much on theory than practical which was suitable for skills training. The academic type of education for learners with intellectual disabilities might not add value to the skills required to be achieved by such learners in special education schools. However, this study looked at the competences of teachers involved in teaching vocational education skills to learners with intellectual disabilities in selected special schools in Southern Province. So far no research evidence on the competences of teachers in pre-vocational education skills for learners with intellectual disabilities has been done in Zambia. Therefore, this study focussed on the competences of those teachers involved in teaching pre-vocational education skills to learners with intellectual disabilities in selected special schools of Southern Province.

2.4. Teaching Methods used to teach Learners with Intellectual Disabilities in Pre-Vocational Skills.

Teaching methods are forms and procedures through which teachers and learners acquire their surrounding natural and social reality under institutionalized conditions. Method, therefore, is a logical structured step or sequence of operations of actions to achieve a definite objective. Method is defined by the logic of the subject and the structure of the subject of its object and its contents respectively. By teaching method we describe a system of act orientations by the teacher to initiate learning acts with the aim of shaping personality traits, which are aimed at achieving competence of action in a defined area of action.

According to Forsyth, Jolliffe, and Stevens (1995), there are three types of instruction: (a) large instruction, (b) individualized instruction, and (c) small group instruction. The three categories are based on the number of learners, and for each category, a different delivery strategy should be applied.

Forsyth et al., (1995). Explained that, large group instruction involves more than twenty learners. Such a group may be subjected to teaching methods like; lecture, questioning, debate and guest speaker. However, this method has its advantages and disadvantages in using it. The advantages of large group methods are; a large group of learners is reached at the same time by the teacher, it saves instructional time and enables the teacher to deliver a large amount of information without interruptions. The disadvantages are that; communication is one way from the teacher to the learner and the learner has limited chance of asking questions, the teacher equally has limited chances of finding out if the information being delivered is understood, learners are not given chance to contribute to the learning process and are likely to be passive recipients of knowledge and individual difference are ignored.

Small group teaching methods involve less than twenty learners. Methods under small group methods are project, group assignment, discussion and experiments. The advantages of small group methods are; learners are actively involved in learning activities, individual chances of contributing to the learning are increased, leadership and responsibility are encouraged and learners are given chance to learn from one another. The disadvantages of small group methods are; requires some amount of supervision and effective leadership and consume instructional time in organising.

McLaughlin et al. (1991), in a study in Ohio which aimed at establishing special education programmes for learners with intellectual disabilities, indicated that when special education teachers prepared and use individualised education plans with an input from members of the individualised education plan team it enabled them to recognise learners' abilities in pre-vocational skills and tailor the training programme to learners individual needs with focused instruction. This in turn enabled learners to achieve challenging goals in pre-vocational skills. The advantages of individualised teaching method are; each learner is actively involved in the learning process, it allows the

teacher to know the strengths and weaknesses of each learner and the teacher is given enough time to devote to the supervision of each learner. The disadvantages are that; it puts great demand on the teacher to supervise the learners and it is time consuming.

However, the practical nature of the pre-vocational skills dictates the need to get the learners involved and make teaching and learning an interactive process between the teacher and the learners. Consequently, the teacher carries the ultimate responsibility to choose the suitable teaching method or methods to meet the learners' needs. Ideally, for every class, a combination of teaching methods should be applied so that all the learners could participate during the class (Burden, 2000). The crucial element here is to create an in-class environment that promotes learning, where the students feel comfortable to participate, express their opinions without being judged, and ask questions as well as practice what was being demonstrated earlier without having the fear of a possible failure.

According to Burden, (2000). The most effective teaching method for pre-vocational skills is demonstration. The method is described as an audio-visual explanation; basically it is an activity which combine telling, showing and doing for the benefit of the learner. It is practical form of learning through imitation whereby the teacher gives several demonstrations of the complete operation with explanation. The teacher gives the learners a clear picture of what they should be able to do at the end of the lesson. Demonstration is appropriate when teaching a skill, it is important that learners learn proper way of practising the skill from the start. For example when teaching typing in computer lesson, a demonstration of a skill involved will provide a correct model of performance before any practice is carried out. It is equally appropriate when teaching drawing, painting and weaving in Art and craft. In Home Economics, demonstration can be conducted when teaching how to clean a house, wash utensils and make stitches.

Burden, (2000). States that, demonstration requires the teacher to lay out the teaching and learning resources in a simplest way and easy to notice. He/she must stand behind for the learners to have a clear view. Learners must be in a semi-circle in order of their heights for everyone to have a chance of seeing what is happening during lesson demonstrations. When performing the demonstration, the teacher must rehearse in

advance before presenting the actual lesson to learners. In order to establish the proper attitudes of the learners; the teacher must motivate learners to get ready and interested to attend to the demonstration, the objectives of the demonstration must be stated clearly to put the learners in the correct mood and materials must be organised on the demonstration table in an interesting manner to gain learners' interest and attention.

Burden, (2000). Said that, the teacher must keep the demonstration simple, not to go into fine details which are not basic to the understanding of the demonstration. He/she must bear in mind that learners have difficulty in remembering too many points at a time. The demonstration presentation must be so simple that all learners can easily follow. The teacher conducting demonstrations must refrain from deviations from the main points, but to stay on the right track all the time. He/she must be certain that the presentation is clear enough and must postpone answering questions which lead to other points which are not relevant to the understanding of the demonstration. The teacher must pace the demonstration for dramatic effect; he/she must not take the demonstration at too fast pace because learners are likely to get confused to follow. On the other hand, if the teacher goes too slowly or drags out the demonstration, learners may get bored and lose interest.

Burden, (2000). Explained that, the teacher must constantly check on learners' understanding and reactions while demonstrating is every important. When symptoms of boredom or confusing become apparent, the teacher must be quick to do something about it. The teacher must summarise and conclude the demonstration with the help of written and prepared materials. As the teacher is winding up the demonstration, learners can also be involved in drawing up the summary. Demonstration method has its advantages and disadvantages; the advantages are; it trains learners to be good observers, it stimulates thinking and formation of concepts and generalisations. It has high interest value since it often involves the use of gadgets and equipment which may be new to learners and it is effective as an introduction to skills training. It is most appropriate when teaching learners how to operate a machine or some other pieces of equipment. The disadvantages of demonstration method are; it provides less opportunity for learners to discover things or solve problems on their own and active participation is reduced as learners mainly act as observers. When classes are big, problems of audibility

and visibility may arise. If precautions are not heeded to, it may be injurious to learners.

Office of Special Education Programme (1999), in a study aimed at establishing special education programmes for learners with intellectual disabilities, indicated that, when individualised education plans were prepared and used in the teaching of vocational skills to pupils with intellectual disabilities they changed teachers' pedagogy and attitudes. This in turn provided learners with intellectual disabilities to have access to vocation training opportunities which enabled them to choose the profession of their choice according to their abilities, skills and interests. In addition, another benefit accrued by learners when special education teachers prepared and used individualised education plans in teaching vocational skills was that it enabled learners to develop self-confidence and feel that they had value in their communities and within themselves. This study is in line with the current study on the competences of special education teachers in vocational education skills for learners with intellectual disabilities in selected special schools of Southern Province. It is true that special education teachers who are competent in teaching pre-vocational skills to learners with intellectual disabilities enabled learners to develop self-confidence and feel that they will have value in their communities and within themselves.

Goddard (1997), in a study aimed at establishing the advantages of individualised education plans in special education reported that, another benefit of preparing an individualized education plan in the teaching of vocational skills was that it also described how the learners learnt, how best they demonstrated learning and what teachers and service providers will do to help the learners learn more effectively in vocational skills. Therefore it reflected high expectations for the learner as well as helped learners with intellectual disabilities to monitor their own progress in vocational skills training. Individualised education plan in special education is very important, however, does not mean teachers who use it are competent in vocational education skills for learners with intellectual disabilities. The study seeks to understand the gap in teachers' competences in vocational education skills for learners with intellectual disabilities. It is not known whether special schools have competent special education teachers in vocational education skills for learners with intellectual disabilities.

Individualised education plan is just one of the techniques used in teaching learners with special educational needs to meet their individual needs.

Weishaar (2001), also found out that another benefit of developing and implementing individualised education plans in the teaching of vocational skills to learners with intellectual disabilities was that it provided a focus for learners' learning and specified a specific timeframe**.** For example, it showed the teaching and learning strategies that supported the learner's needs as well as identified resources, additional support and services the learner needed for success, such as vocational skills equipment and assistive technology. For all vocational education skills for learners with intellectual disabilities to be effective, it calls for competent special education teachers in vocational education skills for learners with intellectual disabilities. The use of individualised education plan by teachers involved in teaching vocational education skills to learners with intellectual disabilities promote learners' participation, but the issue of competence in skills training by special education teachers is imperative to have competent learners.

Katsiyannis and Maag (2001), in a study aimed at establishing educational methodologies to prevent school failure, further reported that, the planning of individualised education plans in vocational skills for pupils with intellectual disabilities enabled the school and parents to work as a team and to be accountable. The individualised education plan created an opportunity for all members of a learner's individualised education plan team comprising special education teachers, parents, school Head-teachers and related-services personnel to work together to improve educational results for the child. This is so because all the team members are aware of their specific responsibilities in the preparation and implementation of the child's individualised education plan. This included the specific accommodations, modifications, and support that the child must receive according to the individualised education plan. This results in good planning and intervention by the individualised education plan team. In addition, parents were able to support learning at home and this in turn enabled pupils to gain more support and encouragement in the learning of vocational skills. The gap which most of the studies reviewed did not look at is that, do special schools have competent teachers for learners with intellectual disabilities in pre-vocational education skills. It is a fact that for learners to do well in these pre-vocational

skills, teachers' competences in teaching pre-vocational education skills must be put into considerations by the implementers of the education programme.

National Association of State Boards of Education (1999), in a study conducted in Alexandria which was aimed at updating the special education policy, established that special education teachers who were trained in vocational skills were able to design and implement effective individualised education plans in vocational skills training for pupils with intellectual disabilities. Because they were able to conduct correct vocational skills assessments and identify the suitable vocational skills that would benefit each pupil. This enabled the learners to fully participate in the activities taught at school. They were also able to perform the learnt skills at home with minimum supervision from their caregivers.

Smith (1990), also reported that, well developed individualised education plans in pre-vocational skills with well stated goals and objectives accompanied with the relevant support services and educational resources that were prepared and used by special education teachers in the teaching of pre-vocational skills exposed learners with intellectual disabilities to increased access to pre-vocational skills competence because learners were able to participate in the lesson through task analysis. Task analysis is a method in which large skills are broken down sequenced into a series of skills. It enables the skills training teacher to break a task into small, easy-to-teach sub skills taking into account the individual strengths, needs, and nature of disability of an individual learner.

Smith (2005), in a study conducted in Washington aimed at establishing appropriate individualised education plans for learners with diverse needs, further reported that individualised education plans prepared and used, in the teaching of vocational skills, by special education teachers which had clear descriptions and explanations in vocational skills, helped pupils with intellectual disabilities to develop organisational skills such as time management, staying on a task until the period is over, keeping the workplace clean and breaking tasks down into simple steps. This in turn helped to prepare them for future training and job responsibilities. The preparation and use of individualised education plans in the teaching of vocational skills by special education teachers helped pupils with intellectual disabilities to attain the skills they were taught. This in turn enabled

them to become independent and productive members of society because the competence they acquired in the various vocational skills helped them to participate and contribute to their families and communities in their adult life. What was not mentioned in this study was whether such teachers had competences in vocational education skills or they just employed the individualised education plan in teaching vocational skills to learners with intellectual disabilities. It takes a competent teacher to understand which skill was suitable for an individual learner.

Murray (2002), in a study conducted in Addis Ababa which aimed at establishing employment opportunities of people with disabilities found out that, learners with intellectual disabilities who were taught pre-vocational skills with the aid of individualised education plans tailored to their individual needs, upon graduation of vocational training, were able to work in open and supported employment, and married and raised children with the support of their families, friends and the service system. What was not known in this study was whether the teachers who were involved in teaching those learners were competent in vocational education skills for learners with intellectual disabilities or they were just using individualised educational plans in their teaching of vocational education skills to learners with intellectual disabilities.

Despite of the UNCRPD advocating for inclusion of children with disabilities in mainstream of education and employment in Zambia, the competences of teachers in pre-vocational skills has not been addressed by most researchers. However until now, people with Intellectual disabilities still face problems in getting suitable employment (Zinaida, 2006). Indeed, the proficiency level of pupils with special needs was low and those who had completed their basic education in schools were not skilful enough to work and they were not absorbed into the work force (Crystal et al. 2012). A review opinion by Domzal, Houtenville, and Sharma (2008), employers had been reported to be less interested in hiring people with disabilities due to their lack of employability skills. The weakness seen in many educational institutions lies is the weak preparation of pupils with special needs which includes the inability to provide them with the essential employability skills to suit the needs of employers (Zainuddin et al., 2009). Teachers play a very important role as a planner, developer and evaluator in this particular education (Taylor, 2012) thus these teachers need to equip themselves with competences

and skills needed to teach vocational education to learners with intellectual disabilities. The competences of teachers involved in teaching pre-vocational education skills to learners with intellectual disabilities in selected special schools of Southern Province was the identified gap to be addressed by this study. Once learners with intellectual disabilities are handled by teachers who are competent in pre-vocational education skills, then the schools will be in the position to have learners who can be equally competent in vocational skills. In terms of pre-service teacher training, career development was a very limited aspect of the special education curriculum. Very limited or almost no effort had been put in to integrate the needs of transition activity into the vocational development program for teachers, counsellors and administrative staff (Agran et al., 2002).Many educators lack the awareness of the importance of career development to be integrated into the school curriculum to support and channel the pupils into the career world, as well as not having adequate technical skills (Mohd. Hanafi, 2009). Collaboration between service providers and communication and partnership between parents, corporations, community agencies, teachers and others in school is the key to the success of the vocational training and career development-based transition activities (Kohler & Field 2003; Landmark et al. 2010). The key idea of promoting equal opportunities for people with disabilities is assumed to support inclusion (UNCRPD, 2006). Wherever possible, learners with disabilities should receive education and training with and under the same conditions as non-disabled people (Cedefop, 2003) who participate in general vocational training institutions and programmes. It is very important to consider that people with disabilities are a diverse group with different support requirements who can benefit from inclusive training once reasonable accommodations are made (ILO, 2008). These practices should be positive for learners with special educational needs and also contribute to non-disabled people's awareness and understanding of human diversity (Council of Europe, 2006). Meanwhile, the teaching methods should have been based on pre-vocational and hand on skills experience to prepare these learners with intellectual disabilities to survive in society not on academic work. These practical and non- formal education skills include mixed farming, home economics, carpentry and handcrafts.

2.5. Chapter Summary

This chapter reviewed the related literature of the study on the competences of special education teachers in vocational education skills for learners with intellectual disabilities. Most of the literature reviewed concentrated much on finances, infrastructure, and collaboration of parents of children with disabilities and special education teachers in vocational education. The employment opportunities for learners with intellectual disabilities have motivated most researchers. African countries being developing countries are just following the ratification of the United Nations Convention on Rights of Persons with Disabilities (UNCRPD), its main concern is inclusion of persons with disabilities in vocational education without considering the skilled manpower required in trade institutes. In general, studies from other countries were available that addressed the needs of learners with disabilities to be mainstreamed into vocational education courses. However, there still remained a gap on competences needed by teachers in pre-vocational skills who were teaching learners with intellectual disabilities in pre-vocational skills in areas such as Art and Design, basics of computer software and hardware, Home Economics and bricklaying and carpentry. This study addressed the knowledge gaps which other studies did not address such as; how much experience about learners with intellectual disabilities did teachers who participated in teaching have, what competences in training learners with intellectual disabilities did teachers have in Art and Design, basics of computer software and hardware, Home Economics, bricklaying and carpentry, what did teachers know about pre-vocational skills and what experiences have the teachers gained by participating in teaching learners with intellectual disabilities?

CHAPTER THREE: METHODOLOGY

3.1. Overview

This chapter presents the philosophical position of the study, research design, study sites, population, sample size, sampling procedure, instruments for data collection, procedure for data collection, reliability and validity of the data and summary. This being a qualitative study, a descriptive study design was seen as appropriate. A qualitative method approach to data collection had been used namely; interview and observation. The main tool of data collection had been the interview but supported by lesson observation.

3.2. Research Design

Research design refers to the overall plan that had been used to execute a study (Boudah, 2010). This study used a descriptive research design. A descriptive and case study research design had been used in this study because the study relied more on the qualitative research methods such as interviews and lesson observations. According to Kombo and Tromp (2010) a descriptive research design can be used when collecting people's attitudes, opinions, habits or any of the variety of education or social issues. According to Yin (2009) research questions for a study may determine the design to be used. Maxwell (2005) cited five goals for which the qualitative research was suitable and these were: understanding the meaning from the participant's point of view, understanding the context in which the actions, events took place, identifying new discoveries and understanding the process rather than the product and finally, to understand causality for phenomena. These goals were what this study aimed to achieve so as to improve the situation in the near future. It described the competences of teachers about pre-vocational education for learners with intellectual disabilities. The study also explored possible new discoveries and relationships between environment and teachers practices, class size and learner performance, assessment and motivation. It further explored the process of vocational education training and how special education teachers support learners with intellectual disabilities.

3.3. Study Sites

The study areas were in five (5) districts being; Choma, Livingstone, Monze, Mazabuka and Sinazongwe in Southern Province. They were purposively chosen because they were the only one offering pre-vocational skills to learners with intellectual disabilities in the Southern Province.

3.4. Population

The population of the study comprised of all teachers for learners with intellectual disabilities in pre-vocational skills and Head teachers in the selected five special education schools/units in Southern Province.

3.5. Sample Size

The sample size comprised of twenty teachers and five Head teachers giving the total sample of twenty-five from the selected five special education schools/units in Southern Province.

3.5.1. Characteristics of the teachers Involved in the Study

In order to assess the competences of teachers in pre-vocational skills for learners with intellectual disabilities, there was need to know teachers' highest qualifications, length of service in teaching, length of service in teaching learners with intellectual disabilities and their gender.

Following tabulation from the table below; the study had twenty teachers who participated. One out of twenty teachers had done Early Childhood Education Diploma in Special Education as the highest qualification, one out of twenty had Primary Teacher's Certificate, two out of twenty had Primary Diploma, nine out of twenty had Diploma in Special Education and seven out of twenty had Bachelor of Education in Special Education.

Out of the twenty teachers who participated in the study, seven worked between 0-5 years in the service, five worked between six to ten years, five worked between eleven to

fifteen years, one worked between sixteen to twenty years and two worked between twenty-one to twenty-five years.

Out of twenty teachers who participated in the study fourteen had worked between 0-5 years with learners with Special Educational Needs, five had worked between six to ten years and one had worked between eleven to fifteen years.

Out of twenty teachers who participated in the study, one male and nineteen were female.

SCHOOL	**HIGHEST QUALIFICATIONS**			**EXPERIENCE IN SERVICE**						**EXPERIENCE WITH SPECIAL LEARNERS**				**GENDER**	
	ECE DIP. SPED	**PTCER**	**PTDIP**	**SPED DIP**	**B. ED SPED**	**0-5 YEARS**	**6-10 YEARS**	**11-15 YEARS**	**16-20 YEARS**	**21-ABOVE**	**0-5 YEARS**	**6-10 YEARS**	**11-ABOVE**	**MALE**	**FEMALE**
A	0	0	0	0	03	0	0	0	01	02	01	01	01	0	03
B	01	0	0	04	0	01	01	02	01	0	03	02	0	0	05
C	0	0	0	03	02	03	02	0	0	0	05	0	0	01	04
D	0	01	01	02	0	01	01	02	0	0	03	0	01	0	04
E	0	0	01	0	02	02	01	0	0	0	02	01	0	0	03

Data from the field 2018

3.5.2 Characteristics of the Head teachers Involved in the Study

Following tabulation from the table below; the study had five Head teachers who participated. Three out of Five head teachers said that, they had Bachelor of Education Degree in Special Education; one out of Five said he had Master of Education in Educational Psychology and the other one has Diploma in Leadership and Educational Management.

One out of Five Head teachers said that, she was six years in service and equally six years of experience with learners with special educational needs. Another Head teacher said that, she was eighteen years in the service and eight years of experience with learners with special educational needs. The third Head teacher said that, she was sixteen years in the service and thirteen years of experience with learners with special educational needs. The fourth Head teacher said that, he was twenty-six years in service and four years of experience with learners with special educational needs. The fifth Head teacher said that, he was twenty-nine years in service and nineteen years of experience with learners with special educational needs.

SCHOOL	HIGHEST QUALIFICATIONS					EXPERIENCE IN SERVICE					EXPERIENCE WITH SPECIAL LEARNERS			GENDER	
	ECE DIP SPED	PTDIP	SPED DIP	B. ED SPED	M. A. SP. ED/ ED	0-5 YEARS	6-10 YEARS	11-15 YEARS	16-20 YEARS	21-ABOVE	0-5 YEARS	6-10 YEARS	11-ABOVE	MALE	FEMALE
A	0	0	0	0	1	0	0	0	0	1	1	0	0	1	
B	0	0	1	0	0	0	0	0	0	1	0	0	1	1	
C	0	0	0	1	0	0	0	0	1	0	0	0	1		1
D	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1
E	0	0	0	1	0	0	1	0	0	0	0	1	0	0	1

Data from the field 2018

3.6.Sampling Procedures

According to Leedy and Ormrod (2005) sampling procedure is how the researcher selects the sample. The selection of study participants was based on purposive sampling which included fulfilling the needs of the research questions and able to provide in-depth information related to the study. In each targeted school, five teachers and one Head teacher from each special education school were selected purposively. This procedure was chosen because the selected teachers were deemed to have the needed data for the study since they were directly involved in pre-vocational skills for learners with intellectual disabilities and Head teachers provided supervision of day to day activities of the school. Since this was a qualitative study size per special school/units were adequate.

3.7. Instruments for Data Collection

Semi-structured interview guide and Observation checklist were the main instruments used for the collection of data for the study. The semi-structured interviews were used for teachers to give their competences and experiences in teaching learners with intellectual disabilities in pre-vocational education skills. The interviews were done face to face between the researcher and the participants in order to allow them answer freely and in depth.. Observation checklist was needed to observe class organisation, methodologies, utilisation of learning and teaching materials and teacher-learner interaction.

3.7.1. Interview Guide

First of all it was important to note that interviews were the useful tool for collecting data since this was a qualitative study. This was so for a number of reasons as would be shown. Berger (2011, p. 135) defined interview as "…the conversation between a researcher and a participant". Therefore, the researcher had a conversation with special education teachers to obtain information necessary for the study. Semi-structured interviews were used at the time of data collection. A set of carefully designed and related open-ended questions were asked to the participants so as to allow them answer freely and in depth. The questions would not follow the exact order but followed the

course of the conversation between the interviewee and the interviewer as long as all the scheduled topics on the interview guide would be answered. Oral interviews usually allow participants to speak in their own words thereby making the phenomenon clear (Gall et al., 2007). Special education teachers can express their ideas/views and attitudes to the benefit of the research (Berger, 2011). The interviews also allow the researcher to record the conversation for analysis later. It is due to these advantages that the researcher used interview method.

The first two sub-questions were centred on finding out the experiences of teachers in teaching learners with intellectual disabilities in pre-vocational skills. This was necessary as it may equip the researcher and the readers with understanding of the experiences of teachers in teaching learners with intellectual disabilities in pre-vocational skills in selected special schools in Southern Province of Zambia. The second sub-questions were centred on finding out the teachers' competences in teaching pre-vocational skills for learners with Intellectual disabilities. The third sub-questions were centred on finding out the teaching methods teachers used to provide instructions in pre-vocational skills to learners with intellectual disabilities. The Head teachers were equally interviewed on how they perceived the experiences and competences of teachers in teaching pre-vocational skills to learners with Intellectual disabilities in selected special schools of Southern Province. A number of follow up questions were asked as the interview progresses.

3.7.2. Observation Checklist

In order to understand how teachers implement their instructional planning, lesson observation and field notes were used. Observation was said to surpass information obtained from the participants in an interview especially if it had been done for a long time (Gall et al., 2007). For this reason, it was suitable for complimenting the interview with lesson observation as the interview would answer how teachers support learners with intellectual disabilities during the lesson, except the researcher wanted to check and verify by observing what was mentioned during interviews. The researcher observed all the twenty teachers teaching learners with Intellectual disabilities in pre-vocational skills. The observer was using an adapted observation guide containing these aspects: special education teachers' experiences and mastery of the teaching methods, pupil

involvement, organisation and management of the learning environment, professional characteristics, lesson conclusion and achievement of the stated learning outcomes. In addition to this, the observer was making field notes about the happenings in the classroom. What was taken note of would be based on the research questions as well as the observation instrument. An observational protocol was used containing four columns: descriptive notes and reflective notes (Creswell, 2009). Using this protocol, the researcher was writing down what he was observing and the meaning of it. The use of field notes had a number of advantages: since the observer could not remember everything that was observed, there was need to aid memory by taking notes of important things observed in relation to what was being looked for in the study. These notes which were taken during observation would act as the basis for the follow up interview to seek clarification on certain aspects of the lesson. Apart from this, field notes were quite friendly to the teachers being observed in comparison to a video which could make them feel insecure. The field notes also were helpful in data analysis and discussion.

3.8. Data Collection Procedure

Permission was sought firstly from the University of Zambia Research Ethical Committee, the Provincial Education Office Southern Province, District Education Board Secretaries' offices in selected five districts, head teachers of the selected special schools as well as from the participants themselves. The researcher was interacting face to face with the teachers and head teachers who participated in the study with the help of semi-structured interview schedules. All interviews were recorded using a digital recorder. The observation was targeting the teachers on class organisation, methodologies, utilisation of learning and teaching materials and teacher-learner interaction. The observation equally involved the learners themselves to assess how teachers interact with them during pre-vocational skills lesson. The observations were recorded on papers for every lesson as field notes.

3.9. Data Analysis

The data collected using semi-structured interviews and observations from teachers were first transcribed and later coded into themes in relation to the research questions and information collected after reading the transcripts carefully (Berger, 2011). Creswell (2009) defined coding as, the process of organizing the raw data into chunks or segments of texts before bringing meaning to information segmenting sentences or images into categories. The themes focussed on the competences of teachers in teaching pre-vocational education skills to learners with Intellectual disabilities. Finally, the information was assembled according to category and a preliminary analysis (Creswell, 2009). The categories were developed from both the data and research questions based on theory and determined at the formulation of the research instrument. The sub-themes mostly developed from the data. The pattern of interaction between the teachers and learners with intellectual disabilities was analysed using the observation instrument checklist. The data from interviews and observation were sorted according to themes.

3.9.Credibility and Trustworthiness

Reliability according to Gall, et al., (2007) refers to the degree to which similar results will be arrived at by other researchers if they used the same procedures. Validity on the other hand refers to the extent to which the data that will be gathered, measure that which they purport to measure. This study adopted the member check approach in order to avoid researcher bias, the participants were asked to verify the data collected before it was processed so as to make the study reliable and valid. In other words, the study used two methods of data collection: interviews as well as observation. By so doing, areas that may have been overlooked by one method were strengthened and checked by the other. The cross-checking of data through multiple method approach would make the data collected reliable. This was in line with Creswell (2009) who contended that the use of multi-model technique to data collection averts the possibility of having invalid and unreliable data.

Consequently, the researcher tried as far as possible to stick to the instruments for carrying out both the interview and observation rather than to opinion and experiences. This way, the data collected would be perceived to be valid and reliable. In addition to

this, the researcher tried as far as possible to report only that which the participants said and that which was observed indirectly or directly. As far as possible, the participants' answers were given as verbatim statements so as to show the reader what they actually said. This was assurance for credibility. Therefore, what the report contained was not the researcher's opinions but a true reflection of the findings of this study. Hence this study was dependable and transferrable to similar cases. Additionally, if another descriptive study was to be conducted with similar settings it is also very likely to arrive at similar findings with this study – reliability (Gall, et al., 2007).

3.10. Ethical Issues

Ethical considerations in research refer to issues of right and wrong conduct. It was important to do what was perceived as good practices in research and to avoid what was wrong. De Vaus (2002) identified the following ethical considerations: voluntary participation, informed consent, no harm, confidentiality and anonymity and privacy.

Permission was gotten firstly from the University of Zambia Research Ethical Committee, from the office of the Provincial Education Office Southern Province, District Education Board Secretary's offices in selected five districts, head teachers of the selected special schools as well as from the participants themselves. As a procedure in social research and education in particular, the aspect of informed consent was taken seriously. The research was guided by the following; the participants had to be aware of the purpose of the study and gave formal consent before they participated. The participants were informed of the nature and implication of the study through a consent form. They were free to participate as well as to withdraw from the study at any time they felt like (Gall et al., 2007; Homan, 2002). The researcher explained that participants had the right to privacy. The data collected from participants would not be discussed on individual name but as participants and kept as confidential. Confidentiality would highly be observed and no one else would have access to responses of participants except the researcher. Besides, the names of participants would not be used in the data. Only the researcher would know which data relates to a particular participant. The recorded interview would be erased after the project. The other principle was the right to

withdraw from participation; here participants were allowed to withdraw at any time they felt like without any penalty

3.11. Summary

This chapter had described the methods that were used for the study. A descriptive study design was used to guide the study. Semi-structured interviews were used for data collection to understand the participants' backgrounds, realities and competences of teaching pre-vocational skills to learners with intellectual disabilities. In order to see how special education teachers implement the instructional planning in the classroom, lesson observations were used. Purposeful sampling was used to select twenty-five participants from the five selected special schools in Southern Province. Coming to data analysis, the recorded interviews were transcribed after careful listening. Observational reports were analysed with the help of field notes. These were later coded to come up with themes and categories. The use of multiple methods to collect the data helped in the issues of credibility and trustworthiness.

CHAPTER FOUR: PRESENTATION OF THE FINDINGS

4.1.Overview

The previous chapter dealt with the methodology that was used in this study. Data was collected from special education teachers and Head teachers. This chapter presents the findings of the study conducted in selected special schools/units of Southern Province on competences of special education teachers in pre-vocational skills for learners with intellectual disabilities. The findings are presented in line with the research questions. The research questions were:

i. What experiences do special education teachers have in teaching pre-vocational skills to learners with intellectual disabilities?
ii. What are the competences of teachers who participate in teaching pre-vocational skills to learners with intellectual disabilities?
iii. What instructional methods do teachers who participate in teaching pre-vocational skills to learners with intellectual disabilities use?

4.1.1. Findings from Teachers' Experiences in Teaching Pre-Vocational Skills to Learners with Intellectual Disabilities.

Teachers were asked and observed on their experiences in teaching pre-vocational skills to learners with intellectual disabilities. Their answers were as follows:

Some of the experiences of teachers in teaching pre-vocational skills for learners with intellectual disabilities were over enrolment, handling classes of mixed disabilities by one teacher, some learners have been in school for a long time but they were not progressing due to severity of their disabilities and lack of resources and ideal rooms to use for pre-vocational skills. Some learners with intellectual disabilities are delayed to be enrolled in schools and over protection from parents. Others said teaching learners with intellectual disabilities requires the teacher to exercise patience and understanding their individual needs. One teacher said that, she could not teach some topics in technology studies which involve woodwork and metal work because of inadequate knowledge of the skills. Secondly, the tools to use were not available for her to show the learners and even the teaching methods to use were a big challenge.

Below were the verbatim from teachers coded using the letters of the alphabet from A - T.

Teacher A said that:

'Pre-vocational skills such as Needle work, wood work, metal work, food production needs special rooms where teaching must take place for safety reasons. Our school has inadequate infrastructures for such skills to be conducted to our learners; in short I do not teach pre-vocational skills. '

Teacher B said that:

'*Teaching pre-vocational skills to learners with intellectual disabilities comes with its own challenges such as over enrolment. I'm teaching 15 learners alone and according to special education, I'm required to meet the individual needs of every learner in each lesson, I therefore, find it challenging to meet learners' individual needs during pre-vocational skills lesson with such a big number of learners.'*

Teacher C said that:

'*Our school has challenges in terms of providing learning and teaching resources for pre-vocational skills since it does not receive any funding from the Ministry of General Education from the time it was opened. Most of the time I'm told to improvise with local materials which are equally not available in certain activities in pre-vocational skills. I'm sure the Head teacher will raise this issue of lack of funds; if at all your research included the Head teachers as participants'*

Teacher D said that:

'*At our school there is only academic career pathway which is implemented. Due to shortage of classrooms, learners with intellectual disabilities are in the same class with learners with hearing impairments, learning the same subjects under ordinary schools.'*

Teacher E said that:

'Most of the learners I teach have severe Cerebral palsy making it difficult for them to do hand on activities under pre-vocational skills. Most of the time I teach them Activities for Daily Living such as washing their faces, brushing their teeth and toileting.'

Teacher F said that:

'The Department of learners with intellectual disabilities has a combination of learners with learning disabilities, Down syndrome, Cerebral palsy, Autism, Attention deficit hyperactive disorders, speech and communication disorders. All these types of learners are found in a class of one teacher. Since pre-vocational skills require both the teacher and the learners to have hand on or they are practical in nature, this can be a challenge to learners with severe cerebral palsy. As for learners with autism to do some of the pre-vocational skills such as woodwork can be a danger because they may use the tools to beat or injure other learners'

Teacher G said that:

'*Apart from learners having slow developmental milestones some have speech, language and hearing problems making it difficult for the teacher to impart relevant skills to class of ten learners of different needs.'*

Teacher H said that:

'The classroom placement is not properly done because different categories of learners are found in one class; the mild, moderate, severe and profound handled at the same time by one teacher.'

Teacher I said that:

'*Learners with epilepsy, cerebral palsy, learning difficulties and autism are found in my class.'*

Teacher J said that:

'I teach all three types of learners with different disabilities; such as the hearing, visual, intellectual and physical disabilities.'

Teacher K said that:

'I teach learners with intellectual disabilities and those with speech, language and communication disorders. I first have to deal with speech and communication disorders.'

Teacher L said that:

'I teach the beginners who have never been enrolled in any school; therefore, I have to look at personal hygiene such as toileting, brushing teeth, bathing, school and class rules. After teaching them and conduct some assessment, those who made progress are transferred to the next level.'

Teacher M said that:

'I cannot teach pre-vocational skills because of inadequate training in such skill. I was trained in Special Education and History not pre-vocational skills.'

Teacher N said that:

'I noted that some of our learners are enrolled at the age of 16 years old, this becomes a challenge for them to learn certain basics as they were already used live in negligence and isolation from other people.'

Teacher O said that:

'Teaching learners with intellectual disabilities requires the teacher to exercise patience because they have different ability levels. One lesson can be repeated for learners to capture the concepts required.'

Teacher P said that:

'Teaching learners with intellectual disabilities depends on their mood to learner at that particular time. If they are not willing to learn that day or time, you cannot force them since learning is voluntary.'

Teacher Q said that:

'I teach both learners with intellectual disabilities and learning disabilities in one class. These learners have different needs.'

Teacher R said that:

'Teaching learners with autism in a class of mixed disabilities is the greatest challenge I ever face. Learners with autism disrupt lessons almost all the time because of their hyperactivity.'

Teacher S said that:

'My personal experience is that, the lesson must be short, clear and specific because the learners have short listening span. They easily get bored if the lesson takes long.'

Teacher T said that:

'My first term of teaching learners with intellectual disabilities was full of frustrations because I could fail to meet their needs. I'm trained in Special Education and English not pre-vocational skills.'

Teachers were asked a follow up question as follows: Which level of learners with intellectual disabilities can learn pre-vocational skills? Their responses were:

Teacher A said that:

'Some learners in level 2 as well as level 3 can do well in pre-vocational skills.'

Teacher B said that:

'Learners in level 3 are doing fine in pre-vocational skills according to my personal observation at our school.'

Teacher C said that:

'All the learners in different levels 1-3 can learn pre-vocation skills depending on their physical and mental development.'

Teacher D said that:

'Learners in level 3 can learn pre-vocational skills properly compared to the learners in level 1 and level 2 because of age.'

Teacher E said that:

'Starting from level 4, 5 and 6 can learn well in pre-vocational skill.'

Teacher F said that:

'Here at our school, learners start learning pre-vocational skills in level 4 up to level 6. Level 6 is the one determining which learners proceeds to vocational colleges'

Teacher G said that:

'At our school we consider level 3 to be equivalent to Grade 1, so level 3 are deemed to be the ones suitable for pre-vocational skills.'

Teacher H said that:

'Pre-vocational skills should start in level 2 so that by the time learners are in level 3, they are already introduced to skills.'

Teacher I said that:

'I'm not very sure, but I feel level 3 is better.'

Teacher J said that:

'Level 5 and 6 are in pre-vocational skills.'

Teacher K said that:

'Level 6 can learn pre-vocational skills since they are preparing to go to vocational colleges.'

Teacher L said that:

'Any level can learn pre-vocational skills depending on the abilities of the learners.'

Teacher M said that:

'Mostly, pre-vocational skills start in level 3.'

Teacher N said that:

'There is no such provision in the Curriculum Framework as to which level should learners be introduced to pre-vocational skills. I feel learners can be introduced to pre-vocational skills immediately they are enrolled in level 1.'

Teacher O said that:

'Starting with those learners in level 2 up to 3 are suitable for pre-vocational skills.'

Teacher P said that:

'It all depends on how the learners are placed in levels; if they are put according to ability levels then the highest level can learn pre-vocational skills.'

Teacher Q said that:

'My experience of teaching learners with intellectual disabilities, level 3 is very much suitable for pre-vocational skills.'

Teacher R said that:

'What I have seen here doing pre-vocational skills is level 3.'

Teacher S said that:

'I'm not so sure since I teach level 1 and this is my time to teach learners with intellectual disabilities. I used to teach learners with hearing impairments who are doing academic.'

Teacher T said that:

'At our school we consider age not progression levels in teaching pre-vocational skills.'

The follow up question was on which category or the degree of disability such as mild, moderate**,** severe and profound could learn pre-vocational skills.

Teacher A said that:

'Both the mild and the moderate can learn pre-vocational skills under close supervision.'

Teacher B said that:

'*The mild can learn pre-vocational skills since their reasoning is not very bad compared to the severe and profound ones.'*

Teacher C said that:

'Leaners with mild intellectual disabilities can learn pre-vocational skills because they are able to comprehend information.'

Teacher D said that:

'All the categories can learn pre-vocational skills depending on what I want the learners to concentrate on. For example the severe and profound can learn activities for daily living just to know how to wash their faces and personal hygiene. The mild and moderate can learn the practical skills under close supervision by the teacher.'

Teacher E said that:

'Both the mild and the moderate can learn pre-vocational skills as long as the learning environment is user friendly to them.'

Teacher F said that:

'If learning and teaching resource are available, both the mild and the moderate can learn pre-vocational skills compared to the severe and profound who may need assistive technology.'

Teacher G said that:

'The mild are better in pre-vocational skills as long as they are given adequate time to learn by the teacher.'

Teacher H said that:

'The mild and the moderate can learn pre-vocational skills as long as they are taught be a skilled teacher.'

Teacher I said that:

'*The severe and profound cases are ruled out in pre-vocational skills because they skills require someone who can comprehend. The severe and profound are subjected to activities for daily living such as personal hygiene.'*

Teacher J said that:

'In some cases the mild are referred to mainstream where there are trained teachers teaching vocational skills under Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA)

Teacher K said that:

'The mild and moderate are the most privileged to learn pre-vocational skills because of their ability to comprehend the skills taught to them.'

Teacher L said that:

'I was deployed in third term of 2017 and this my second term of experiencing teaching learners with Intellectual disabilities, therefore, I assume the mild can perform better in pre-vocational skills compared to their peers who are severe and profound.'

Teacher M said that:

'From my experience in teaching learners with Intellectual disabilities, I think learners with Down syndrome who are mild or moderate can do better in pre-vocational skills because they are good at following instructions.'

Teacher N said that:

'Mostly severe cases are recommended for home based care since they cannot help themselves in most activities such as dressing, toileting and bathing. Therefore, I feel the mild and moderate are the ones who can be enrolled in pre-vocational skills.'

Teacher O said that:

'The mild and moderate can learn pre-vocational skills because they are able to differentiate things in terms of measurements and they are eventually recommended to go for vocational skills in vocational colleges.'

Teacher P said that:

'Learners who are mild and moderate can learn pre-vocational skills because their cases are manageable as long as the teacher understands their individual needs compared to the severe and profound who can just learn activities for daily living.'

Teacher Q said that:

'At this school, we only have the mild and the moderate who doing pre-vocational skills. The severe and profound are mostly found at Cheshire home.'

Teacher R said that:

'Learners who are mild and moderate are mostly educable compared to the severe and profound. Therefore, the mild and moderate can learn pre-vocational skills as long as the content is broken down in a manageable unit for them.'

Teacher S said that:

'The mild and moderate can learn pre-vocational skills as long as they are taught by a competent teacher or instructor in such skills who also understands their ability levels.'

Teacher T said that:

'Following what I learnt at Zambia Institute of Special Education, the mild and the moderate can learn and do well in pre-vocational skills. Since I just joined this school in January, 2018 on voluntary service, I cannot concluded that only the mild and the moderate were capable of learning pre-vocational skills.'

When the Head teachers were asked on the experiences of teachers in teaching pre-vocational skills to learners with intellectual disabilities, these were their responses:

Four out of five Head teachers from Schools A-D had this to say concerning experiences of specialist teachers; Teachers had vast experiences in teaching learners with intellectual disabilities not in pre-vocational skills but in Activities for Daily Living (ADL).

The Head teacher from School A said that:

'One out of the five teachers teaching learners with intellectual disabilities at his school has vast experience in teaching pre-vocational skills. She was trained in Home Economics at Zambia Institute of Special Education (ZAMISE) and Technical and Vocational Teachers' College (TVTC).'

The Head teacher from School B said that:

'The fact that teachers did not train in pre-vocational skills such as hand craft, wood work, home economics, building and farming, they find it difficult to teach pre-vocational skills to learners with intellectual disabilities.'

The Head teacher from School C said that:

'Teachers face numerous challenges in teaching pre-vocational skills ranging from not adequately trained in pre-vocational skills, teaching learners with mixed disabilities in one class and lack of tools to use.'

The Head teacher from School D said that:

'Teachers were qualified to teach learners with intellectual disabilities in areas such as activities for daily living, as for pre-vocational skills they teach but with challenges because of inadequate training in such skills.'

The Head teacher from School E said that:

'Here at this school, we have subject teachers who did not train in pre-vocational skills and one primary diploma holder who equally need training in such skills.'

The five Head teachers were asked how the teachers teach pre-vocational skills such as Information and Communication Technology (ICT). The responses were:

The Head teacher from School A said that:

'All the teachers were privileged that the school has in-service training programme called School Based Continuing Professional Development (SBCPD) where they learn how to teach certain areas in the curriculum which seemed to be a challenge to them. This programme had been of great value to teachers because it continues sharpening their teaching skills.'

The Head teacher from School B said that:

'The school only has computers in the office of the Head teacher and the Deputy Head teacher; therefore, teachers find it difficult to teach Information Communication Technology to the learners.'

The Head teacher from School C said that:

'The school does not have even a single computer, apart from individual teachers who have personal lap tops of which they fear to use them when teaching due to some classes

which have learners with autism. The fear is that learners may destroy their personal properties. However, teaching is done in abstract with the help of charts.'

The Head teacher from School D said that:

'The school has computers, but it is lacking a qualified teacher who could teach ICT to the learners. Mostly teachers just teach on how to open and close the computer.'

The Head teacher from School E said that:

'The school is lacking both the computers and the qualified teachers to teach ICT. However, teachers use their cell phone to teach on information technology.'

All the five Head teachers talked of shortage of qualified teaching staffs, inadequate classrooms, lack of teaching and learning resources, inadequate funding and mixed disabilities in classes.

A follow up question was asked to find out how they mitigate the challenges they had mentioned. Their responses were:

Two Head teacher commented on shortage of qualified teaching staffs that, they engaged the Parents Teachers Association (PTA) to employ volunteer teachers to mitigate the shortage. Others said that, they have assigned teachers to learners with mixed disabilities since their schools had inadequate classrooms and teachers. They said each classroom was housing two to three different classes to mitigate learning space for learners. On the issue of learning and teaching resources, teachers were encouraged to improvise and used initiative for them to meet the individual needs of learners. On the issue of funding, three Head teachers said that, they always depended on cooperating partners and managing agency since the special schools were grant aided under the Catholic Diocese of Monze. The other two Head teachers said that, they depend on user fees which learners pay and cooperating partners.

4.1.2. Competences of special education teachers in teaching pre-vocational skills to learners with intellectual disabilities

Teachers were asked and observed on their competences in teaching pre-vocational skills to learners with intellectual disabilities. Their responses were:

Out of twenty teachers, teaching pre-vocational skills to learners with intellectual disabilities only one teacher was trained in pre-vocational skills for learners with intellectual disabilities at Zambia Institute of Special Education (ZAMISE) and at Technical and Vocational Teachers College (TVTC) in Luanshya. Nineteen out of twenty teachers said they were not competent in pre-vocational skills. Teacher A was found to be competent in pre-vocational skills for learners with Intellectual Disabilities said:

'*I'm competent in teaching Home Economics components to learners with intellectual disabilities. After undergoing training at Zambia Institute of Special Education and Technical and Vocational Teachers College in special home economics components in 2003 to 2004, I have been teaching pre-vocational skills to learners with intellectual disabilities and even recommending them to undergo vocational training in food production in skills centres.'*

A follow up question for the nineteen teachers who said that they were not competent was: how do you teach pre-vocational skills to learners with intellectual disabilities? Sixteen out of nineteen teachers said they only used past experiences from their previous primary and secondary schools to teach pre-vocational skills to learners with intellectual disabilities. Their responses were:

Teacher B said that:

'*Though I had past experience of pre-vocational skills during my primary school time, I have never taught any pre-vocational skill to learners with intellectual disabilities. I only teach Literacy and Language, Numeracy and Activities for Daily Living.'*

The teacher C said that:

'My past experience in creative activities does not match with the ability levels of the learners with intellectual disabilities which I'm teaching. This makes me not to be competent in pre-vocational skills for learners with intellectual disabilities.'

Teacher D said that:

'I can be competent in one pre-vocational skill which may not be relevant to the particular learner's needs.'

Teacher E said that:

'I'm equally learning some computer skills from other members of staff from the Department of learners with hearing impairment. However, despite me as a teacher not being competent in pre-vocational skills for learners with intellectual disabilities, inadequate teaching and learning resources contributed negatively to my poor implementation of pre-vocational skills.'

Teacher F said that:

'I will say that I do not have competences in pre-vocational skills because of inadequate training from any college of education. At Zambia Institute of Special Education, we had a course called Device and material productions where we were taught how to prepare teaching and learning materials for learners with different disabilities. In terms of teaching pre-vocational skills; I just use try and error method of teaching without imparting any skill to learners.'

Teacher G said that:

'I teach with the help of the past experience from primary and secondary school which may not meet the needs of the learners with disabilities such as the cerebral palsy because of their muscle weaknesses to handle activities such as curving.'

Teacher H said that:

'*I cannot teach some pre-vocational skills such as ICT because of incompetence in computer skills. I have never learnt anything concerning computer skills as you know these have just been introduced in the curriculum. I do not teach pre-vocational skills because of not trained in that area.'*

Teacher I said that:

'I teach pre-vocational skills on simple skills such as locomotor skills found in Expressive Arts just to help learners with movement challenges.'

Teacher J said that:

'I just teach the subjects as ordinary subjects because I do not know how to teach pre-vocational skills because I'm not a specialist teacher.'

Teacher K said that:

'I do not teach pre-vocational skills because my class is doing academic subjects just like a regular school. This is because my class has a combination of learners with hearing impairments and the intellectual disabilities.'

Teacher L said that:

'Here we only have one competent teacher who was trained in pre-vocational skills at TVTC; she is the only one teaching pre-vocational skills to learners with intellectual disabilities. I do not teach pre-vocational skills because of not trained in that area.'

Teacher M said that:

'I'm learning on how to teach pre-vocational skill from one competent teacher who is fully trained in skills such as baking under home economics.'

Teacher N said that:

'I cannot teach something which I'm no conversant with such as pre-vocational skills; instead I teach practical subjects just like information subjects.'

Teacher O said that:

'Though I'm not trained in pre-vocational skills, but I teach certain skills such as cooking using personal experience from home.'

Teacher P said that:

'I teach pre-vocational skills to learners with intellectual disabilities just for the sake of teaching, not that learners can get the skills required because equally I'm not competent.'

Teacher Q said that:

'This issue of pre-vocational skills requires someone to undergo a specific training in such skill. I'm a trained subject teacher to teach at the secondary school not to teach pre-vocational skills. In short I do not teach pre-vocational skills.'

Three out of twenty said they were learning how to teach pre-vocational skills to learners with intellectual disabilities during School Based Continuing Professional Development (SBCPD) from other teachers. These three teachers said:

Teacher R said that:

'I'm just posted to a special school, but I have not done any special education training. I'm not competent in pre-vocational skills for learners with intellectual disabilities, but I'm learning from other teachers who were trained in special education.'

Teacher S said that:

'During my training in special education, I never learnt of pre-vocational skills and only learnt of it at this school during orientation since I was coming from the ordinary school. Thank God, the school is serious with School Based Continuing Professional Development where teachers learn how to teach topics or subject areas which they do not understand on how to go about them.'

Teacher T said that:

'I'm just here as a volunteer to mitigate the shortage of teachers who was only trained to teach in regular schools, everything concerning special education to me is job on training. However, I thank the teachers of this school for their willingness to teach me on how to conduct a special education lesson.'

The only teacher out of twenty teachers who said she was very competent in teaching pre-vocational skills for learners with intellectual disabilities was asked a question on which components was she competent. She responded that:

'I'm very competent in Home Economics under the following components; (Home Management, Food and Nutrition and Needle Work) which are found in Technology Studies. I equally recommended three of my learners with intellectual disabilities to further their skills in general Agriculture and food production in Ndola.'

Another follow up question was asked on the competences of teachers in pre-vocational education skills in general. Their responses were as follows:

Out of twenty teachers, nineteen teachers said that, they were not fully trained in any pre-vocational skills from any institution of higher learning, but learnt from their primary, secondary schools during production unit, station up keep, preventive maintenance system and from parents and guardians. The sampled responses from teachers were:

Teacher B said that:

'I used to coordinate Production Unit at my former school, therefore, through the help of other teachers who were knowledgeable in Agricultural activities. This time I can teach gardening to learners with less difficulty, however, the problem with our school is lack of space to teach gardening to our learners with intellectual disabilities.'

Teacher C said that:

'I can teach general cooking skills to learners which I learnt from home and primary school, though not as good as my colleague who is trained.'

Teacher D said that:

'*I can teach Needle work such as back stitch, hemming and running stitch just for learners to be able to mend their clothes. The problem is lack of resources to use in teaching.'*

Teacher E said that:

'*I may be competent in vocational skills which may not be relevant to the learners with intellectual disabilities. Coming back to your question, I'm a bit competent in information communication technology, but the challenge is lack of computers at our school.'*

Teacher F said that:

'*I'm good at sporting activities such as Athletics and ball games, though not trained in this area.'*

Teacher G said that:

'I did not learn any pre-vocational skills during my primary, secondary and even at tertiary Institutions; therefore, I'm not competent in any pre-vocational skills.'

Teacher H said that:

'In ordinary schools we just used to supervise learners in outdoor activities such as cleaning the school environment.'

Teacher I said that:

'I have not taught in any ordinary school, therefore, I'm not competent in any vocational skills.'

Teacher J said that:

'Teaching learners with disabilities is different from teaching ordinary learners in the mainstream. I'm competent in entrepreneurship skills such as buy and selling.'

Teacher K said that:

Pre-vocational skills and vocational skills are not the same; therefore, one can be competent in vocational skills but not in pre-vocational skills.'

Teacher L said that:

'I'm just trained in Special Education and History not in any vocational subjects such as Home Economics, Design and Technology; therefore, I'm not competent in vocational skills.'

Teacher M said that:

'Anything concerning vocational skills, I'm not competent since I'm not trained in vocational skills. I think competence goes with adequate training in any particular skill.'

The observation on the competences of teachers in pre-vocational skills revealed that teachers who said they did not have competence in teaching pre-vocational skills for learners with Intellectual disabilities were teaching practical subjects as if they were teaching information subjects. Their teaching was characterised by theory and not practical. The reason was because of not being trained in such skills. Even teachers who trained at Zambia Institute of Special Education were not trained in pre-vocational skills and they confirmed being trained in Activities for Daily Living. On the other hand, it was observed that the teacher who said she had competence in Home Economics demonstrated to learners how to make fritters. The teacher demonstrated knowledge and competence of Home Economics. The only competent teacher was trained both at Zambia Institute of Special Education and Technical and Vocational Teachers College in special Home Economics for learners with Intellectual disabilities in 2003 to 2004. Her competence was confirmed by lesson observation where she was teaching on baking fritters to learners with Intellectual disabilities. The learners baked the fritters during the lesson adding all the required ingredients under her supervision.

Head teachers were asked on the competences of teachers in teaching pre-vocational skills to learners with intellectual disabilities. Their responses were:

The four Head teachers from schools B-E equally confirmed that teachers were not competent in pre-vocational skills.

Head teachers, who said that teachers were not competent in pre-vocational skills, were asked a follow up question. Why were they saying that, teachers were not competent in pre-vocational skills? Their responses were:

Teachers were always concentrating on academic work with learners with intellectual disabilities instead of practical activities such as gardening, poultry, craft work, art and design. The time when teachers were monitored, they were always preferred teaching information subjects to practical subjects such as Expressive Arts and Technology Studies.

The Head teacher from School A said that:

'Only one special education teacher is very competent in pre-vocational skills for learners with intellectual disabilities at this school. She is trained in special Home Economics for learners with special educational needs.'

4.1.3 Teaching methods used for learners with intellectual disabilities in pre-vocational skills.

Teachers were asked and observed on which teaching methods they were using to provide instructions to learners with intellectual disabilities in pre-vocational skills. Their responses were:

Out of twenty teachers, three teachers said that, they used group work, question and answer, field trips, role play and discussion to teach learners with Intellectual disabilities. Seventeen teachers said that, they used demonstration, one to one interaction, explanation, observation, teacher exposition and practical to teach learners with Intellectual disabilities.

The responses for three teachers were:

Teacher H said that:

'*I use group work and question and answer when teaching learners with intellectual disabilities.'*

Teacher I said that:

'*I use group work and field trips when teaching learners with intellectual disabilities.'*

Teacher J said that:

'I use group work, question and answer, field trips, role play and discussion when teaching learners with intellectual disabilities.'

The responses from seventeen teachers were:

Teacher A said that:

'*I use demonstrations and teacher exposition when teaching learners with intellectual disabilities.'*

Teacher B said that:

'*I use one to one interaction and explanation when teaching learners with intellectual disabilities.'*

Teacher C said that:

'*I use demonstration and observation when teaching learners with intellectual disabilities.'*

Teacher D said that:

'*I use demonstration and practical when teaching learners with intellectual disabilities.'*

Teacher E said that:

'*I use one to one interaction and practical when teaching learners with intellectual disabilities.'*

Teacher F said that:

'*I use teacher exposition and observation when teaching pre-vocational skills to learners with intellectual disabilities.'*

Teacher G said that:

'I use practical, observation and demonstration when teaching pre-vocational skills to learners with intellectual disabilities.'

The overall findings on the teaching methods frequently used by teachers during pre-vocational skills lessons were demonstration, one to one interaction, observation, practical, field trips and role play. These were evident in the twenty lessons observed by the researcher in all the five selected special schools in Southern Province. These teaching methods were appropriate to the level and needs of the learners. The observation on the teacher with competence showed that she used the appropriate teaching methods.

Teachers were asked and observed how they conducted demonstrations to learners with intellectual disabilities. Out of twenty teachers, only one teacher said demonstrations were done as a whole process to the whole class, twelve teachers said demonstrations were done in stages to small group of learners and seven teachers said demonstrations were done in stages and at each stage learners were expected to conduct the same demonstrations on behalf of others. Their responses were:

Teacher A said that:

'Demonstrations are better done in stages to groups of learners. I personally conduct demonstrations in stages for the learners to grasp the concept.'

Teacher B said that:

'I normally conduct demonstrations to learners following the whole process to the whole class, thereafter, I ask one learner to conduct the same process.'

Teacher C said that:

'I conduct demonstrations in stages following the laid down procedures for a particular skill to be learnt.'

Teacher D said that:

'*Demonstrations are suitable in stages whilst learners are highly engaged in each stage of the activity.'*

Teacher E said that:

'I conduct demonstrations in stages and at every stage; learners equally conduct the same demonstration either as a group or individually.'

The overall findings on how teacher were conducting demonstrations to learners in pre-vocational skills lessons, it was observed that demonstrations were done in stages whilst the learners were actively participating in the demonstration processes. However, in one class where demonstrations were conducted as a whole process, learners were observed omitting certain processes when they were asked to follow through the same demonstration process.

A follow up question was asked on the techniques teachers use in teaching pre-vocational skills to provide competences to learners with intellectual disabilities. Their responses were:

Seventeen out of twenty teachers said that, demonstration, practical, routine daily activity, use of concrete objects (touch, see and do), and give enough time to the learner to perform the required skill. The other three teachers said that, field trips, observation and imitation provide more competence to learners.

Teacher A said that:

'*I feel demonstration immediately after carrying out a demonstration to the learners provides more competences to the learners with disabilities.'*

Teacher B said that:

'I always find demonstration and routine daily activities to be more effective when teaching pre-vocational skills to learners with intellectual disabilities.'

Teacher C said that:

'Demonstration and use of concrete objects have proved to be more effective in teaching pre-vocational skills to learners with intellectual disabilities.'

Teacher D said that:

'*Following the nature of our learners, the use of concrete objects and giving them enough time provides competences when teaching pre-vocational skills.'*

Teacher F said that:

'The use of demonstration, concrete objects and giving learners enough time proved to be the best in providing competences in pre-vocational skills to learners with intellectual disabilities.'

Teacher G said that:

'*The use of field trips to see what experts in pre-vocational skills work provided more competences to learners with intellectual disabilities.'*

Teacher H said that:

'*The combination of field trips and observations on how a competent instructor in pre-vocational skills works has helped learners with intellectual disabilities to gain competences in pre-vocational skills.'*

Teacher I said that:

'I feel field trips to specific areas where they teach pre-vocational skills and observe how the experts teach have provided competences to learners with intellectual disabilities. In addition, learners imitate what they saw from the expert making.'

Teachers were further asked how they meet individual needs of learners with intellectual disabilities in pre-vocational skills. Their responses were:

Observations showed that, three teachers had difficult to meet individual needs of learners, twelve teachers met individual needs of learners by preparing individual

education activities for each learner, one teacher met individual needs of learners through remedial work and four teachers met individual needs of particular learners on one to one interaction.

Teachers who said it was difficult to meet individual needs of learners with intellectual disabilities in pre-vocational skills were recorded as:

Teacher D said that:

'*I have found it difficult to meet learners' individual needs because of teaching learners with different disabilities.'*

Teacher E said that:

'Individual learners need specific resources for them to learn a skill which are not available at our school.'

Teacher F said that:

'*The infrastructures are not friendly for some of the learners with multiple disabilities to learn skills.'*

Teachers who said they met individual needs of learners by preparing individual education activities for each learner were recorded as:

Teacher A said that:

'*When preparing a lesson, learners' individual needs are always put into consideration on which activity will be suitable for an individual learner.'*

Teacher B said that:

'*Since I know the weaknesses and successes of my learners, each learner has his or her individual activity to do.'*

Teacher C said that:

'*I set activities according to individual abilities of my learners.'*

Observation on teachers meeting learners' individual needs in pre-vocational skills lessons showed that, they had challenges to meet individual needs of learners due to mixed disabilities in their classes. However, during observation it was evident that the three teachers prepared individualised educational activities for their learners.

The Head teachers were asked on the instructional methods which teachers used when teaching pre-vocational skills to learners with intellectual disabilities. Their responses were:

All the five Head teachers said that, teachers used a variety of teaching methods during their In-service monitoring. The common teaching methods which teachers preferred most were demonstration, imitation, observation, one to one and using concrete objects.

Which of the teaching methods used by the teachers provided competences to learners with intellectual disabilities in pre-vocational skills? Their responses were:

The Head teachers observed that, the use of concrete objects, one to one, demonstration and imitation provided competences in pre-vocational skills for learners with intellectual disabilities during their learning process.

The Head teachers were asked on strategies teachers used to meet the learners' individual needs. Their responses were:

Individual teachers used different strategies to meet the individual needs of their learners as they did not use similar strategies. Three out of five Head teachers said that, when teachers used one to one with their learners, the more they could actively participate.

The overall findings from all the Head-teachers on how the teachers conducted demonstrations during pre-vocational lessons were that demonstrations were conducted step by step by individual teachers. It was observed that teachers used several ways to demonstrate during their interactions with the learners. This was evidence during head teachers' monitoring period.

Teachers Shared Experiences Related to Teaching pre-vocational skills to Learners with Intellectual Disabilities in Special Schools/Unit.

Teachers shared their experiences as both positive and negative in teaching learners with intellectual disabilities in their respective schools. The negative experiences were that teachers fail to meet the set objectives during lessons, lack of teaching and learning resources, overloaded classrooms (lack of infrastructure), handling more than the required number of learners and the curriculum for learners with intellectual disabilities not user friendly. Most parents prefer their children to do academic work than vocational skills in preparations for white collar jobs. The positive were that some learners with intellectual disabilities have been enrolled for vocational skills, others wrote Grade 7 Examinations and progressed to Junior Secondary, most of the learners do well in Activities for Daily Living (ADL) and parents appreciates the services offered to their children by the school.

Observation confirmed that teachers mainly had challenges in teaching pre-vocational skills to learners because they did not have competence in them. Head teachers shared same related experiences as teachers with some additions of age for learners, under staffing, lack of financial support (Grants) from Ministry of General Education, need of support teachers in classes, mixed disabilities in one class and to introduce capacity building for teachers handling learners with intellectual disabilities in vocational skills. Teachers lack research skills and initiative on how best they could handle learners with intellectual disabilities. Four Head-teachers said special schools lacked land for expansion in terms of practical subjects.

4.2. Evidence of lesson planning in pre-vocational skills by teachers

Out of twenty teachers, thirteen teachers had their lesson plans available and up to date in other subjects and not in pre-vocational skills, four had prepared lessons in pre-vocational skills and three out of twenty teachers were teaching without any lesson plan at hand, the three teachers did not even present their preparation books or files to the researcher. Teacher A prepared in Home Economics and the lesson was on baking fritters. Teacher B prepared in wood work and the lesson was on hand tools. Teacher C and D prepared in ICT and the lesson was switching on and off the computer.

4.2.1. Revising Previous Work in pre-vocational skills.

All the twenty teachers revised their previous work before introducing the lesson of the day. Even the three teachers out of the twenty teachers could start by asking question on what the learners learnt the previous day to capture attention.

4.2.2. Clear Lesson Objectives in pre-vocational skills.

The objectives for thirteen teachers who presented both their preparation books/files and lesson plans were clear and achievable despite that their lessons were not in pre-vocational skills, four teachers who prepared lessons in pre-vocational skills had simple and specific objectives and achieve them in a eighty minutes lesson and three teachers had no lesson plans.

4.2.3. Conclusion of the lesson in pre-vocational skills.

Thirteen out of twenty teachers summarised their lessons by giving tasks to learners, four teachers just asked learners to mention what they learnt during the lessons and three teachers ended their lessons with a song.

4.2.4. Employ learner-centred approach in pre-vocational skills lesson.

Sixteen out of twenty teachers highly engaged their learners; two teachers used role play and another two teachers did not involve learners very well in the lessons observed

4.2.5. Simple and clear explanations of ideas in pre-vocational skills lesson.

Three out of twenty teachers used the trained people to explain the lesson, seventeen teachers took their time explaining ideas to their learners.

4.2.6. Conduct assessment in pre-vocational skills lesson.

Assessment was in form of question and answer to some lessons of seventeen teachers whilst the remaining three teachers their lessons required learners to practice the skill learnt.

4.2.7. Time Management in pre-vocational skills lesson.

Time varied according to the type of the lesson. Seventeen out of twenty teachers took 40 minutes per lesson whilst three teachers took more than 40 minutes since their lessons were practical in nature.

4.2.8. Clear questioning in pre-vocational skills lesson.

All the teachers' questioning techniques were simple, clear and specific

4.2.9. Provide Learners with Well-Designed Materials to Meet the Lesson Objective

Ten out of twenty teachers provided materials for the lesson, one teacher had taken the learners to the nearby skills centre to see the cutting tools used in woodwork, three teachers had desktop computers and six teachers had only pupils' books.

4.2.10. Employs instructional aids in pre-vocational skills lesson.

The charts were available in some lessons for fourteen out of twenty teachers, three teachers had tools and equipment for teaching the skill they planned in their lessons and three teachers had only text books as instructional aids.

4.2.11. Invite class discussion in pre-vocational skills lesson.

To some classes discussions were evidenced for nine out of twenty teachers. As for eleven teachers, class discussions were not possible due to the nature of their learners.

4.2.12. Responds appropriately to learners' questions in pre-vocational skills lesson.

Fourteen out of twenty teachers had dedicated all their time to learners by asking where they were not clear or where they needed help. Six teachers were not answering to the expectations of their learners.

4.2.13. Respect individual differences in pre-vocational skills lesson.

Work was given according to individual levels by twelve out of twenty teachers as for the eight teachers individualised education activities were just on paper.

4.2.14. Appropriateness of the lesson to the learners' level in pre-vocational skills.

Observation showed that the lessons for nineteen teachers were not according to the level of the learners. The teachers did not teach pre-vocational skills to learners, instead they taught as if it was an information subject.

As a researcher the main interest was to observe teachers how they teach pre-vocational skills to learners with Intellectual disabilities in selected special schools of Southern Province. I came to agree with some researchers who found that learners with intellectual disabilities can contribute to national development once they are taught by

competent teachers in pre-vocational skills. This came about after observing a pre-vocational skills lesson for learners with Intellectual disabilities baking fritters under the guidance of the adequately trained pre-vocational skills teacher. Once such a teacher for learners with Intellectual disabilities was provided with necessary teaching and learning resources require for pre-vocational skills, the learners could learn a lot of skills for survival.

4.3. Summary of the Chapter

This chapter has presented the findings of the study on competences of special education teachers in pre-vocational education skills for learners with intellectual disabilities in selected special schools/units of Southern Province. The participants were twenty teachers and five Head-teachers which brought the total number of participants to twenty-five. The study findings established that, nineteen out of twenty participants were not competent in pre-vocational skills for learners with intellectual disabilities because they were not trained in them.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1. Overview

This chapter discusses the findings of the study on the competences of special education teachers in pre-vocational skills for learners with intellectual disabilities in selected special schools/units of Southern Province. The findings are presented in line with the objectives:

(I) To establish experiences of teachers who participate in teaching pre-vocational skills to learners with intellectual disabilities.

(II) To assess competences of teachers who participate in teaching vocational skills to learners with intellectual disabilities.

(III) To examine the instructional methods of teachers who participate in teaching vocational skills to learners with intellectual disabilities.

5.2.Experiences of Teachers who participate in teaching Pre-Vocational skills to Learners with Intellectual Disabilities

Some of the experiences of teachers in teaching pre-vocational skills to learners with intellectual disabilities were over enrolment, mixed disabilities, severity of the disabilities, lack of resources, inadequate infrastructures, lack of collaboration and over age. On over enrolment, 16 out of 20 specialist teachers handling learners with intellectual disabilities said it was difficult for them to implement pre-vocational skills to learners who were more than ten against one teacher. They said, the assistant teachers were required for effective implementation of relevant skills to learners with intellectual disabilities. The study findings were consistence with Arbetter (2002), in a study aimed at establishing teachers' experiences of pre-vocational skills training, also reported that shortage of teaching staff and over enrolment of learners in most of the special schools hindered teachers from implementing effectively pre-vocational skills. The study established that, over enrolment by most of the classes of learners with intellectual disabilities hinder the teachers' effectiveness in teaching pre-vocational education.

Four out of twenty teachers said they had challenges with implementing pre-vocational skills to learners with intellectual disabilities because of handling classes of mixed disabilities by one teacher. In classes for learners with intellectual disabilities, there were learners with Cerebral palsy, Autism, Down syndrome, Speech and Language Disorders, Attention Deficit Hyperactive Disorder and those with learning disabilities. These mixed disabilities under one teacher to handle pre-vocational education skills imposed a challenge because some of the disabilities required behavioural modification not hand on or practical skills which might be dangerous for the learners if left unattended to/unsupervised. The study equally established that, teachers were handling learners of mixed disabilities in one class by one teacher.

The general experience of the teachers who served for more than five years observed that some cases of learners had been in school for a long time but they were not progressing due to severity of their disabilities. They made recommendations that such learners were not supposed to be enrolled in schools but taken for home based care to reduce on the numbers of learners per each teacher. The study established that, classes composed of different categories of learners in terms of degree of disabilities, for example, the mild, moderate, severe and profound in one class. The study findings were consistence with Japan Technical Consultation on Vocational Training and Employment, (2003) in the literature which considered type of disability as one of the factors that pose challenges in participation of learners with Intellectual disabilities in pre-vocational skills.

All the twenty teachers were overwhelmed by lack of resources and ideal rooms to use for pre-vocational skills. Skills such Agriculture requires land and capital, the selected special schools in Southern Province had no space even for a small garden for learners to practise. The schools lack tools and equipment suitable for skills training such as woodwork, needlework and design and technology. Apart from lack of tools and equipment, shortage or none availability of ideal rooms to be used for vocational skills such as woodwork workshop and tailoring rooms. The study established that, special schools/unit lacked teaching and learning resources for pre-vocational education. Secondly, lack of infrastructures such as workshops, tailoring rooms and kitchen to conduct practical skills. The study findings were consistence with Menbere (2007) and

Japan Technical Consultation on Vocational Training and Employment, (2003) summarised the major factors that continued challenging the participation of learners with disabilities, such as type of disability, lack of trained personnel, lack of training and employment opportunities, attitudinal problems, National policy limitation and lack of coordination towards the welfare of learners with Intellectual disabilities.

The success of learners with Intellectual disabilities in completing an educational program is dependent on the collaboration aspects that involve parties such as schools, teachers, parents, agencies and the community itself. The study discovered that the majority of parents who are involved in pre-vocational education for learners with Intellectual disabilities show less interest in participating in the activities conducted by the school. This is because they are too busy with work and fully surrender the task of educating and performing any activity for their children to the teachers. Some learners with intellectual disabilities are delayed to be enrolled in schools hence made it difficult for them to follow the school routine. Teachers said some of the learners come to school over age, some even older than the teacher. Girls of age were more vulnerable to abuse by boys who were equally of age. The study established that, child protection policy required to be intensified in special schools to reduce on sexual abuse of learners with intellectual disabilities. The study findings were inconsistence with the Guidelines for Implementation of the Pilot Programme Special Vocational Curriculum (2006) in the literature which considered implementation of pre-vocational education through special vocational subjects performed to learners learning in the Special Education Programme Integration between the ages of 16 to 19 years.

Over protection from parents hindered progress of some of the learners because the learners were not offered chance to perform a particular skill learnt at school for example, the child is not allowed to cook or even washing plate at home. For such parents thought they were troubling their children without realising that .children required skills for independent living in future. The study findings established that, there was lack of collaboration between special education teachers and parents for learners with intellectual disabilities in promoting independence of learners after school. The study findings were consistence with a study by Sanbagavali (2001) in the literature found that most parents of learners with disabilities play a passive role in the programme

outside the classroom, causing it difficult to carry out effective cooperation in the schools because this involves a complex process.

The five Head teachers had this to say concerning experiences of specialist teachers; Teachers had vast experiences in teaching learners with intellectual disabilities not in pre-vocational skills but in Activities for Daily Living (ADL). One out of five Head teachers said teachers lacked research on new method of how best they could meet the educational needs of learners with intellectual disabilities in their respective classes. The Head teachers went on to say teachers concentrated much on academic work which would not help learners instead of hand on (practical works). The study findings from school Head-teachers established that, teachers teaching learners with intellectual disabilities concentrated on academic work instead of pre-vocational skills. Therefore, learners were disadvantaged in learning pre-vocational skills and even progress to vocational skills training institutions since the teachers were not knowledgeable with the progression process from pre-vocational skills being the transit to vocational skills training.

The level or classification of learners was found to be differently done in the selected special schools of Southern Province. Some teachers answered the question of level of learners who could do well in pre-vocational skills as the level three which was their progression levels others had levels one to level six and said level three to six can learn pre-vocational skills. The study findings were in contrast with the MOESVTEE, 2013 Curriculum Framework which prescribed the learning or progression levels for learners with Intellectual disabilities as levels one to three.

Later on a follow up question was asked on the degree (categories) of disability such as mild, moderate, severe and profound. It was discovered that learners with intellectual disabilities who were mild or moderate could do better in pre-vocational skills compared to the severe and profound according to both teachers and the Head-teachers. The study established that the mild and moderate learners with intellectual disabilities could train in vocational skills because they well able to follow instructions compared to the severe and profound who could just do Activities for Daily Living such as personal hygiene.

5.3.Competences of Teachers in Teaching Pre-Vocational Skills to Learners with Intellectual Disabilities

The study findings cited inadequate training, as regards to competence, nineteen teachers did not have knowledge and skills in wood work, hand craft, Home Economics, Agriculture and Art and Design. As a result, they could not prepare adequately for their lessons. Other factors observed were inadequate infrastructure, lack of teaching and learning resources and types of disabilities found in schools. The findings were in line with Cocks &Thoresen, 2013, Menbere 2007who had observed that learners with disabilities enrolled in vocational education and training programmes reported facing more barriers compared with their peers without disabilities. The most commonly reported barriers were related to lack of resources, while support was reported as the most important factor in facilitating course completion. Menbere (2007) summarized the major factors that continued challenging the participation of learners with disabilities, such as type of disability, lack of trained personnel, lack of training and employment opportunities, attitudinal problems, national policy limitation, architectural barriers and lack of coordination.

Findings of the study showed that teachers involved were teaching the pre-vocational skills to learners with intellectual disabilities without the appropriate skills and knowledge in the subject matter because they were not adequately trained in technical and vocational education. This was not in line with Valentina Gulevska, (2015), Andersson & Köpsén (2015) and Kim & Kim (2016). Courses to improve the skills of teachers in vocational education for learners with intellectual disabilities were also very seldom held. Most of the teachers used their own experience during teaching and also took their own initiative to attend skills improvement courses in order to reach out to their learners. A study conducted by Maslinda, MohdSafarin and Muhammad Sukri (2012) discovered that in preparing learners with special needs; in particular, for those with intellectual disabilities; into the working environment requires changes in the standard vocational curriculum and emphasis on a special vocational curriculum in their school. Teachers should also be given appropriate training so that they have the sufficient skills and knowledge to teach pre-vocational skills for learners with intellectual disabilities. Zainudin (2008) states that the Vocational Curriculum subjects

necessitates and involves the planning of teachers upgrading and up-skilling through in-service training scheme as a measure to enhance the effectiveness of the curriculum. Out of twenty-five participants, five were Head-teachers and twenty were class teacher teaching learners with intellectual disabilities. One out of the twenty teachers was trained in pre-vocational skills for learners with intellectual disabilities at Technical and Vocational Teachers' College (TVTC) in Luanshya. The teacher with competence was trained in special vocational skills for learners with intellectual disabilities in special Home Economics at TVTC in 2003-2004. According to this teacher, 2003-2004 was the last intake at TVTC to train in special vocational skills for learners with intellectual disabilities. Nineteen teachers were not adequately trained in pre-vocational skills at any institution. They were only trained in Activities for Daily Living (ADL). The five Head teachers equally confirmed that teachers were not adequately trained in pre-vocational skills. The study established that, the training institutions for teachers teaching learners with Special Educational Needs did not offer training in pre-vocational skills for such teachers. Nineteen teachers were found to be not competent in pre-vocational skills. One teacher was competent in pre-vocational skills in Home Economics such as home management, needle work, food and nutrition because of undergoing training at TVTC in Luanshya. Therefore, all teachers who trained at Zambia Institute of Special Education (ZAMISE) after 2006 did not concentrate in skills for learners with intellectual disabilities, but did holistic training on how to teach all types of learners with Special Educational Needs.

The study findings on the competences of teachers teaching learners with intellectual disabilities in pre-vocational skills indicated that nineteen teachers were not competent in pre-vocational skills because of inadequate training in pre-vocational skills. The study findings were not in line with the study's theoretical framework and Sarkees and Scott (1985) stated that competent teachers were a key factor in providing a quality education for special needs learners. Identity capital and human capital theories as the study theoretical frameworks required competent teachers in pre-vocational skills for learners with intellectual disabilities (Schultz, 1961; Becker, 1965). Identity capital theory would build on sociological approach to consider whether identity and agency can be impacted by the learning experiences. It also focused on the role of social capital, and structural

inequalities that prevent individuals with disabilities from achieving their potential through learning. Identity capital theory refers to tangible assets such as qualifications and intangible assets such as self-esteem and self-efficacy that help to determine how a person defines him/herself (Cote and Levine, 2002). Taylor (2012) emphasised that the role and attitude of teachers greatly influence the achievement of learners, therefore teachers needed to promote self-reflecting attitude or show high self-esteem to motivate learners and to project a positive attitude for the future. Special vocational curriculum should also pay attention to the aspect collaboration. Zainudin (2009) in his study pointed out that collaboration with the community in education is very important to enhance the skills and career of group with special needs.

The special vocational curriculum for students with intellectual disabilities should be tailor-made to expose the learners involved to skills in socializing, career counselling, improving their self-confidence, independent living, vocational training, adaptation to the job, reading and spelling skills, organizing and governing the financial aspect, moral of entrepreneurship and self-control skills that are key to success in any career field (Sitlington and Clark, 2006). Human capital theory refers to the skills gained by individuals to enhance their productivity in the labour market and function better in aspects of life. Learning contributes to the formation and accumulation of human capital. Baggett, Scanlon, and Curtis (1985) found that appropriate training was needed to secure additional competences required to work with learners with intellectual disabilities in vocational education skills. Because the level of education received by all special education teachers is similar across training institutions in Zambia, it was theorized that teachers in selected special schools/units were not different from the teachers across the nation with respect to competence levels both held and needed while working with learners with special educational needs.

The study established that, participants lacked competences in pre-vocational skills, but could use general knowledge from homes. They only used past experiences from secondary schools. They were not fully trained in any pre-vocational skills from any institution of higher learning, but learnt from parents and guardians. On general competences the Head-teachers said though teachers were not trained in skills, they were trying in simple activities to train learners using their past experience either from homes

or secondary schools. Skills such as personal hygiene, cooking, sweeping, gardening and baking are conducted by teachers with their learners during indoors and outdoors activities.

5.4.Teaching Methods used for Instructions to Learners with Intellectual Disabilities in Pre-Vocational Skills.

The study established that, variety of teaching methods came out from participants such as demonstration, group work, question and answer, field trips, role play, discussion, one to one interaction, explanation, observation teacher exposition and practical. Teaching methods such as teacher demonstration, group work, question and answers, observation, practical and one to one interaction were frequently coming out as the most used by teachers. However, some other teaching methods were mentioned by some participants such as field trips, role play, discussion, explanation, and teacher exposition. The Head-teachers during their In-service monitoring observed that teachers used a variety of teaching methods. Teachers were competent in teaching methods suitable to learners with Intellectual disabilities in general subjects but not in pre-vocational skills because of inadequate training in pre-vocational skills. This was not in line with Liakopoulou, (2011), Kunter et al., (2013) and Sergeevna Kobozeva, Petrovna Mironova, &Ivanovna Chinyakova, (2015) who believed that teaching competence was more on the knowledge of subject matter by the teacher.

On the techniques used to provide competences to learners, the study established that, demonstration, practical, routine daily activity, field trips, use of concrete objects (touch, see and do), imitation and giving enough time to the learner to perform the required skill were the ones recommended by the participants. The Head-teachers observed that, the use of concrete objects provided competences in learners with intellectual disabilities during their learning process. The study findings were consistence with the findings of Curtis and Howell (1980), Forsyth, Jolliffe, and Stevens (1995) and Burden, (2000) in the literature which stated that it was imperative that pre-vocational education teachers know individual and group techniques to help the special needs learners develop to their full potential.

In terms of teachers meeting Individual Needs of Learners with Intellectual Disabilities in Pre-Vocational Education the study established that, out of twenty participants, three teachers found it difficult to meet individual needs of learners, twelve teachers met the individual needs of their learners by preparing individual education activities for each learner, one teacher said individual needs of learners were met through remedial work and four said individual needs of particular learners were met on one on one interaction which was not in line with Diep & Hartmann, (2016), Blašková, Blaško, &Kucharčíková, (2014) and Cakrawati, Handayani, &Handayani, (2015) who argued that teachers need to evaluate their own individual performance based on learners they teach.

The observation showed that, teachers used different strategies to meet the individual needs of learners such as providing remedial work to slow learners and preparing individual education activities for all the learners. The Head-teachers said individual teachers used different strategies to meet the individual needs of their learners as they did not use similar strategies. In terms of pre-vocational skills, teachers proved to be incompetent because only one Head teacher confirmed that at that school teacher A was competent in pre-vocational skills. The researcher equally proved that through lesson observations in all the selected special schools of Southern Province.

On how the teachers conducted demonstrations to learners with Intellectual Disabilities, the study established that, out of twenty teachers only one teacher said demonstrations were done as a whole process to the whole class, twelve teachers said demonstrations were done in stages to small group of learners and seven teachers said demonstrations were done in stages and at each stage learners were expected to conduct the same demonstrations on behalf of other learners. The Head-teachers observed several ways in which teachers conducted demonstrations during their interactions with the learners.

5.5. Shared Experiences Related to Teaching Pre-Vocational skills to Learners with Intellectual Disabilities by teachers in selected Special Schools of Southern Province

Participants (teachers) shared their experiences as both positive and negative in teaching pre-vocational skills to learners with intellectual disabilities in their respective schools. The negative experiences were that teachers fail to meet the set objectives during lessons, lack of teaching and learning resources, overloaded classrooms (lack of infrastructure), handling more than the required number of learners and the curriculum for learners with intellectual disabilities not user friendly. The study established that, special education teachers handling learners with intellectual disabilities had challenges in meeting the stated long term objectives from the syllabus because they were not set to the required standard of their learners. Instead, they always modified the objectives to match the ability levels of the learners with intellectual disabilities. The Department for learners with intellectual disabilities lacked teaching and learning resources for teachers' effectiveness. However, the Ministry of General Education (MOGE) required teachers to implement the new curriculum without relevant resources. The study also established that, classrooms for learners with intellectual disabilities had three classes in one room due to lack or shortage of infrastructure. This challenge compromised the classroom management as learning took place at the same time. Teachers were equally found teaching more than ten learners of different needs by one teacher. It was really difficult for a teacher to meet the individual needs of every learner in pre-vocational skills lesson in such an over loaded classroom. Since the classes for learners with intellectual disabilities had learners of mixed disabilities such as cerebral palsy, Down syndrome, autism, speech and communication disorders, the curriculum had become unfriendly to the learners of different needs.

Despite participants sharing negative experiences, they equally shared the positive experiences. The positive were that some learners with intellectual disabilities have been enrolled for vocational skills, others wrote Grade 7 Examinations and progressed to Junior Secondary, most of the learners do well in Activities for Daily Living (ADL) and parents appreciates the services offered to their children by the school. The study established that, three learners with intellectual disabilities have been enrolled in

vocational skills in Ndola at Ndola Rehabilitation Centre. One of the three learners is training in food production and two are training general Agriculture. These learners who are currently training always pass through their former school to see and encourage their friends to equally work extra hard for them to be enrolled in vocational skills in various fields. Some learners with intellectual disabilities who were mild progressed to grade 7 and wrote the national examination and qualified to grade 8 since the Ministry of General Education (MOGE) introduced mandatory basic education from Grade 1 to 9. The study established that, teachers for learners with intellectual disabilities were competent in Activities for Daily Living which equally impressed their parents. Teachers were very competent in Activities for Daily Living because they received training from various training institutions and through School Based Continuing Professional Development (SBCPD) activities going on in schools.

Head-teachers shared same related experiences as teachers with some additions of age for learners, under staffing, lack of financial support (Grants) from Ministry of General Education, need of support teachers in classes, mixed disabilities in one class and to introduce capacity building for teachers handling learners with intellectual disabilities in vocational skills. The study findings established that some learners with intellectual disabilities are enrolled whilst they were already over age of being enrolled as beginners. The department for learners with intellectual disabilities were found to be under staffed; hence some schools engaged teachers who completed teacher training courses as volunteers to mitigate the shortages of teachers. Study findings established that, lack of financial support from the Ministry of General Education in form of grants to purchase the required resources by the teachers equally compromised the quality of education in most special schools. The issue of mixed disabilities came as a result of lack of infrastructure and shortage of staff. All the classes for learners with intellectual disabilities had learners of different disabilities such as cerebral palsy, Down syndrome, autism, speech and communication disorders, the curriculum had become unfriendly to the learners of different needs. Teachers handling learners with intellectual disabilities required capacity building in vocational skills in order for them to be competent in skills training and produce competent graduates from special schools.

5.6 Summary of the Chapter

The summary focuses on the major findings in line with the objectives of the study which were to: (I) To establish experiences of teachers who participate in teaching vocational skills to learners with intellectual disabilities. (II) To assess competences of teachers who participate in teaching vocational skills to learners with intellectual disabilities. (III) To examine the instructional methods of teachers who participate in teaching vocational skills to learners with intellectual disabilities.

In line with the first objective, the study established that, teachers experienced challenges in implementing pre-vocational education skills to learners with intellectual disabilities due to over enrolment, under staffing, lack of infrastructure for skills, lack of resources. Teachers were also teaching learners with mixed disabilities such as Down syndrome, Cerebral palsy, Autism and speech, language and communication disorders in addition to those with intellectual and learning disabilities.

In line with the second objective, the study established that, nineteen out of twenty teachers teaching pre-vocational skills to learners with intellectual disabilities were not trained in pre-vocational skills at any institution of higher learning. Only one teacher was trained at Technical and Vocational Teachers College (TVTC) in Luanshya. This competent teacher majored in (Home Economics) food and nutrition, needle work and home management for learners with intellectual disabilities. The others teachers used personal experiences from their homes and during their secondary schools' experience. The teachers who were not trained in special education learnt skills for Activities for Daily Living (ADL) during School Based Continuing Professional Development (SBCPD) meetings held within the school.

In line with the third objective, the study established that, teachers used variety of instructional methods in handling learners with intellectual disabilities. The most prominent ones were demonstration, one to one, group work, use of concrete objects, practical and observation. According to participants these methods provided competence to learners with intellectual disabilities.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1.Overview

The previous chapter looked at discussion of the study findings. This chapter provides the conclusion and recommendations based on the findings of the study.

6.2. Conclusion

Following the interpretation and discussion of the findings of the study, it can be concluded that nineteen out of twenty teachers were not competent in teaching pre-vocational skills to learners with intellectual disabilities in selected special schools of Southern Province. Learners with Intellectual disabilities did not benefit from the teachers who were not competent to teach pre-vocational skills. As a result of the teachers not being competent in teaching pre-vocational skills to learners with Intellectual disabilities, therefore, learners did not benefit. Both the identity capital theory and the human capital theory required competent teachers to teach pre-vocational skills to learners with Intellectual disabilities to retain the skills for survival and contribute to the national development.

In regard to teaching methods, teachers used demonstration, role play, one to one, group discussion, observation and practical. It was evident that teachers were using variety of teaching methods during lessons for them to meet individual needs of all the learners. However, due to lack of competence in pre-vocational skills, teachers could not adequately meet the needs of the learners.

6.3.Recommendations

In view of the findings, the following recommendations are proposed.

Ministry of General Education (MOGE) should:

1. Send practising teachers for learners with intellectual disabilities for in-service training in pre-vocational skills.
2. Build more infrastructures in special schools where to conduct pre-vocational skills lessons.

3. Deploy teachers with different pre-vocational training skills to special schools to promote skills competences in learners
4. Teacher Training Colleges and Universities that offers special education courses should start training teachers in pre-vocational skills for learners with special educational needs.
5. Learners should be put according to their abilities and disabilities for more effectiveness of both the teachers and learners.
6. Provide schools with learners with special educational needs with the required learning and teaching materials for effective implementations of the needed skills to learners.

6.4.Recommendations for Future Research

This study looked at the teachers' competences in pre-vocational skills for learners with intellectual disabilities in five selected special schools/unit in Southern Province. The future researchers should look at:

1. The performance of learners with Intellectual disabilities in pre-vocational skills in special schools.
2. The types of pre-vocational skills offered to learners with Intellectual disabilities by special schools.

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APPENDICES

APPENDIX A: Informed Consent Form for Teachers as Participants

The purpose of the study is to assess competences of special education teachers that may teach learners with intellectual disabilities in vocational education skills in special schools in southern province of Zambia. The purpose of this study has been explained to me and I understand the purpose of the study. I further understand that:

If I agree to take part in this study I can withdraw at any time without having to give an explanation and that taking part in this study is purely voluntary.

I _____ (NAMES)

Agree to take part in both the interview and observations (or in the study).

Signed/Thumbprint_____ Date _____Participant)

Signed_____Date _____Witness

Signed_____ Date _____ Researcher**)**

APPENDIX B: Interview Guide for Special Education Teachers as Participants

Good morning/afternoon. My names are Samukoma Samukoma. This interview is about understanding your competences in vocational education skills in especially teaching of learners with intellectual disabilities in vocational education skills. There are no right or wrong answers. I would like you to feel comfortable/free and say what you think and how you feel concerning the subject.

Tape Recorder Instructions

If it is ok with you, I will be tape recording our conversation. The purpose of this is so that I can get all the details but at the same time be able to carry on an attentive conversation with you. I assure you that all your comments will remain confidential. I will be compiling a report which will contain all teachers' comments without any reference to individuals.

A. Background information:

Probing questions for example;

Education/Qualification

Job title

Work experience

B. Experiences of special education teachers in teaching pre-vocational education skills to learners with intellectual disabilities

2. What experience have you gained by teaching learners with intellectual disabilities in pre-vocational education skills?

3. Which level of learners with intellectual disabilities can learn pre-vocational education skills?

C. Competences in teaching pre-vocational education skills to learners with intellectual disabilities

4. What competences do you have in teaching learners with intellectual disabilities in pre-vocational education skills in areas such as Art and Design, basics of computer software and hardware, Home Economics and bricklaying and carpentry?

5. What competences do you have in vocational education skills in general?

D. Instructional methods of teachers in teaching

6. What teaching methods used to provide instructions to learners with intellectual disabilities in pre-vocational skills?

7. Which of the techniques used for pre-vocational education skills provide competences to learners with intellectual disabilities?

8. How do you meet individual needs of learners with intellectual disabilities in pre-vocational education?

9. How do you conduct demonstrations to learners with intellectual disabilities?

10. You share any other experience related to teaching learners with intellectual disabilities in your school

Thank you for your participation now we are going to second part of the study.

APPENDIX C: Observation Checklist on Experiences and Competences of Teachers and Learners.

The observation will target the class organisation, methodologies, utilisation of learning and teaching materials and teacher-learner interactions.

Observation Checklist

S/NO	AREAS OF OBSERVATION	YES	NO	COMMENTS
1	Evidence of lesson planning			
2	Revise previous work			
3	Clear lesson objectives			
4	Summarising main points at the end			
5	Employ learner-centred approach			
6	Simple and clear explanations of ideas			
7	Conduct assessment			
8	Time management			
9	Clear questioning			
10	Provide learners with well-designed materials to meet the lesson objectives			
11	Employs instructional aids			
12	Invite class discussion			
13	Responds appropriately to learners' questions			
14	Respect individual differences			
15	Lesson appropriate to the learners' level.			

Thank you for participating in the study which may help learners with intellectual disabilities who are incorporated in the vocational education skills.

APPENDIX D: Head Teachers' Interview Guide as Participants in the Competences of Special Education Teachers in Vocational Education for Learners with Intellectual Disabilities in Selected Special Schools.

A. Background information:

Probing questions for example;

Education/Qualification

Job title

Work experience

B. Experiences of special education teachers in teaching pre-vocational education skills to learners with intellectual disabilities

2. What experiences do teachers have in teaching pre-vocational education skills to learners with intellectual disabilities?

3. Which level of learners with intellectual disabilities learns pre-vocational education skills in your school?

C. Competences in teaching pre-vocational education skills to learners with intellectual disabilities

4. What competences do teachers have in teaching pre-vocational education skills to learners with intellectual disabilities?

5. What competences do teachers have in vocational education skills in general?

D. Instructional methods of teachers in teaching

6. What teaching methods do teachers use to provide instructions to learners with intellectual disabilities pre-vocational skills?

7. Which of the techniques used for pre-vocational education skills provide competences to learners with intellectual disabilities?

8. How do teachers meet individual needs of learners with intellectual disabilities in pre-vocational education?

9. How do teachers conduct demonstrations to learners with intellectual disabilities?

10. You share any other experience related to teaching learners with intellectual disabilities in your school

Thank you for your participation now we are going to second part of the study.

APPENDIX E: Ethical Clearance

RESEARCH ETHICS REVIEW REPORT

Investigator: Samukoma Samukoma

Research Title: Teachers' Competences in Vocational Skills: A case of Learners with Intellectual Disabilities in Selected Special Schools in Southern Province of Zambia.

Research focus: The study will investigate the competences of teachers in vocational skills with regards to teaching learners with intellectual disabilities in Southern Province of Zambia.

The protocol contains all the main parts that are needed for one to conduct a successful research. The study will not cause any harm to the participants if it will be conducted with caution as outlined in the protocol. This is an important study to be done in Zambia as it relates to addressing issues of inclusion and justice.

In light of the above, I am recommending that this protocol be approved by the Humanities and Social Sciences Research Ethics Committee.

Yours Sincerely,

Humanities and Social Sciences Research Ethics Reviewer

UNIVERSITY OF ZAMBIA

St. Mulumba Special School

P.O Box 630822

Choma

2nd February, 2018.

The Provincial Education Officer

P.O Box 630477

Choma

Dear Madam,

RE: PERMISSION TO CONDUCT RESEARCH IN FIVE SPECIAL SCHOOLS OF SOUTHERN PROVINCE.

With reference to the above stated subject, am here by requesting for permission to conduct research in the selected special schools/unit. I'm a postgraduate student pursuing a Master of Education in Special Education under the University of Zambia.

The research title is: Teachers' competences in vocational skills: A case of learners with intellectual disabilities in selected special schools of Southern Province, Zambia. The research will be conducted in the following schools and Districts: Flamboyant in Mazabuka, Holy Family in Monze, Maamba in Sinazongwe, St. Mulumba in Choma and David Livingstone High School Special Unit in Livingstone.

Attached is the introductory letter from the University of Zambia.

Your consideration will be highly appreciated.

Yours faithfully,

SAMUKOMA SAMUKOMA

All communications should be addressed to the Provincial Education Officer and not to any individual by name
Telefax: 021-3-221430

In reply please quote

No:.....

REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

OFFICE OF THE PROVINCIAL EDUCATION OFFICER
REGIONAL HEADQUARTERS
P.O. BOX 630477
CHOMA

13th February, 2018

TO : Districts Education Board Secretaries
Mazabuka, Monze, Sinazongwe, Choma and Livingstone
SOUTHERN PROVINCE

AUTHORITY TO CONDUCTION RESEARCH IN FIVE SPECIAL SCHOOLS: MR. SAMUKOMA SAMUKOMA

Reference is made to the above subject.

I write to inform you that authority is granted for the above named postgraduate student pursuing a Master of Education in Special Education at the University of Zambia to conduct research in selected special schools/unit in your district.

Kindly assist him accordingly.

Florence M. Chikalekale
Provincial Education Officer
SOUTHERN PROVINCE

mec

St. Mulumba Special School

P.O Box 630822

Choma

permission granted

14th February, 2018.

The District Education Board Secretary

Livingstone

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH AT DAVID LIVINGSTONE SPECIAL UNIT OF SOUTHERN PROVINCE.

With reference to the above stated subject, am here by requesting for permission to conduct research at David Livingstone special Unit.

The research title is: Teachers' competences in vocational skills: A case of learners with intellectual disabilities in selected special schools of Southern Province, Zambia.

Attached is the introductory and Authority letter from the Provincial Education Officer, Southern Province.

Your consideration will be highly appreciated.

Yours faithfully,

SAMUKOMA SAMUKOMA

permission granted
Acting Head.

St. Mulumba Special School

P.O Box 630822

Choma

14th February, 2018.

The District Education Board Secretary

Sinazongwe

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH AT MAAMBA SPECIAL SCHOOL OF SOUTHERN PROVINCE.

With reference to the above stated subject, am here by requesting for permission to conduct research at Maamba special school.

The research title is: Teachers' competences in vocational skills: A case of learners with intellectual disabilities in selected special schools of Southern Province, Zambia.

Attached is the introductory and Authority letter from the Provincial Education Officer, Southern Province.

Your consideration will be highly appreciated.

Yours faithfully,

SAMUKOMA SAMUKOMA

REPUBLIC OF ZAMBIA
MINISTRY OF GENERAL EDUCATION
STANDARD OFFICER
01 MAR 2018
SINAZONGWE DISTRICT EDUCATION BOARD
P.O. BOX 33, MAAMBA
TEL/FAX 01-483066

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
OFFICE OF THE IN-CHARGE
01.03.18
MAAMBA MINE UNIT FOR THE DISABLED CHILDREN
P.O. BOX 21 MAAMBA, ZAMBIA

He visited the School

St. Mulumba Special School

P.O Box 630822

Choma

14th February, 2018.

The District Education Board Secretary

Monze

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH AT HOLY FAMILY SPECIAL SCHOOL OF SOUTHERN PROVINCE.

With reference to the above stated subject, am here by requesting for permission to conduct research at Holy Family special school.

The research title is: Teachers' competences in vocational skills: A case of learners with intellectual disabilities in selected special schools of Southern Province, Zambia.

Attached is the introductory and Authority letter from the Provincial Education Officer, Southern Province.

Your consideration will be highly appreciated.

Yours faithfully,

SAMUKOMA SAMUKOMA

St. Mulumba Special School

P.O Box 630822

Choma

14th February, 2018.

The District Education Board Secretary

Mazabuka.

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH AT FLAMBOYANT SPECIAL SCHOOL OF SOUTHERN PROVINCE.

With reference to the above stated subject, am here by requesting for permission to conduct research at Flamboyant special school.

The research title is: Teachers' competences in vocational skills: A case of learners with intellectual disabilities in selected special schools of Southern Province, Zambia.

Attached is the introductory and Authority letter from the Provincial Education Officer, Southern Province.

Your consideration will be highly appreciated.

Yours faithfully,

SAMUKOMA SAMUKOMA

FLAMBOYANT SPECIAL SCHOOL
15 MAR 2018
HEADTEACHER'S OFFICE
P.O. BOX 670003,
MAZABUKA

0977 809703

T.S. NO 39002

St. Mulumba Special School

P.O Box 630822

Choma

(68)

14th February, 2018.

The District Education Board Secretary

Choma.

Dear Sir,

RE: PERMISSION TO CONDUCT RESEARCH AT ST. MULUMBA SPECIAL SCHOOL OF SOUTHERN PROVINCE.

With reference to the above stated subject, am here by requesting for permission to conduct research at St. Mulumba special school.

The research title is: Teachers' competences in vocational skills: A case of learners with intellectual disabilities in selected special schools of Southern Province, Zambia.

Attached is the introductory and Authority letter from the Provincial Education Officer, Southern Province.

Your consideration will be highly appreciated.

Yours faithfully,

SAMUKOMA SAMUKOMA