

**AN INVESTIGATION INTO TEACHERS' ATTITUDE TOWARDS INCLUSIVE
EDUCATION IN BASIC SCHOOLS: A CASE OF KABWE DISTRICT**

BY

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DECLARATION

I, **Cheelo Mwiinga Charles**, do declare that this work is of my own and it has never been researched by anyone at any University.

Signature:
Date: 14/07/10

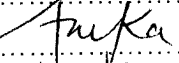
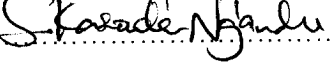
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DEDICATION

To my mother, Marian Chilivuna Mvula who brought me up single handedly and my late uncle, Ben Luck Mweemba, who encouraged supported me in my academic pursuit. I love you very much.

APPROVAL

This dissertation by **Cheelo Mwiinga Charles** is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Sociology of Education of the University of Zambia.

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ABBREVIATIONS

CDC	Curriculum Development Centre
CSO	Central Statistics Office
DEBS	District Education Board Secretary
EBD	Emotional and Behaviour Difficulties
EFA	Education for All
ESO	Education Standards Officer
HI	Hard of hearing,
IDEA	Individual Disability Education Act
IEP	Inclusive Education Programme
LEA	Local Education Authority
MOE	Ministry of Education
PMLD	Profound and Multiple Learning Difficulties
PWDs	Persons with Disabilities
SEN	Special Educational Needs
SES	Senior Education Standards Officer
SPSS	Statistical Package for Social Scientists
TEDS	Teacher Education Services
UNESCO	United Nations Education Scientific Cultural Organisation
UNO	United Nations Organisation
UNZA	University of Zambia
VI	Visually Impaired,
WPA	World Programme of Action
ZAMISE	Zambia Institute of Special Education

ABSTRACT

The purpose of this study was to investigate basic school teachers' attitudes towards the general concept of Inclusive Education in Zambia, to establish the existing collaboration between mainstream classroom and special education teachers in regular basic schools, identify the factors that influenced the implementation of the inclusive practices in the school system and to uncover the differences in attitudes that existed among various subgroups.

The study was a descriptive survey design. Both qualitative and quantitative research paradigms were used to gather information from general and special education teachers. The sample consisted of 105 teachers at seven purposively selected regular basic schools practising inclusion in Kabwe district.

The analysis had review that, in general, teachers had positive attitudes towards inclusive education. They agreed that it enhanced social interaction. Thus, it minimised negative attitudes towards pupils' with special educational needs. Teachers who had experienced inclusive programmes and therefore, had continuous active experience of inclusion had possessed more positive attitudes towards inclusive education.

The findings also showed that collaboration between the mainstream and special education teachers was important and that there should be a clear guideline on the implementation of Inclusive Education. The results of the study found that teachers' attitudes appeared to be strongly influenced by various factors such as the nature and severity of the disabling conditions.

The study recommended that:

1. The Ministry of Education should move their thinking about professional development away from low (INSET) level technical responses towards longer-term effective practitioner training.

2. The idea of having simply more people or more inclusive basic schools or materials were not enough; rather, the Ministry of Education should monitor how the resources were being utilised. This issue should be addressed in the school level within a whole-school policy and at the district, provincial and national educational levels through a reorganisation of the management and support services.
3. Regular school-based and district-based INSETS should be conducted regarding pupils with special needs.
4. The Ministry of Education should ensure continuous provision of adequate resources to inclusive classes if the policy of inclusion is to achieve its intended goals.
5. The Ministry of Education should ensure the involvement of Educational Psychologists in inclusive education would give new directions and theory and practice.

CHAPTER ONE

INTRODUCTION

Background

In the last twenty-five years or so, the view of integration of children with special educational needs in regular schools had been a key topic in special education in Zambia. This was in an effort to examine the theory, progress in the development of an inclusive concept of education and movement towards that concept in the system of education since the World conference on Education For All (EFA). Inclusive education was concerned with all groups that were excluded, deprived of their human right to basic education and endeavoured to identify the barriers which prevented their inclusion. It was a concept that allowed pupils with special needs to be placed and receive instructions in the mainstream classes and being taught by mainstream teachers. Instead of segregating pupils with special needs in special classes and schools, the ideology of inclusive education was about fitting schools to meet the needs of all pupils. The education system was responsible for the inclusion of pupils with special educational needs in order to achieve education for all (EFA). The problem of achieving education for all was not solemnly one of initial access and enrolment although clearly, that was a critical pressure point in every system But also one of regular attendance, of retention and of timely and successful completion. Moreover, it acknowledged the importance of healthy and nutrition inputs in supporting successful participation in education and readiness to learn particularly at the basic level. In other words, the issue of the prerequisite conditions for learning, the quality of the school experience, regular attendance and retention within an ethos of success needed to be addressed in unrealistic decision of inclusion education. Although some of the factors impacting on the process of inclusive education did so tangentially, the success of inclusive education effort depended on the degree to which each factor was given its due attention. Whether tangential to the instructional process or central to the instructional process, many factors came into play in the

teaching/learning effort and some way was needed of thinking in a coherent manner about the impact of the outcome of the instruction.

Over two decades ago, the philosophy of inclusion had generally come to be accepted as the best education provision for children with special educational needs. While some researchers in the field acknowledged it was one of the most important developments, they at the same time felt it was one of the most controversial issues in special needs education in terms of the extent to which children with special educational needs could and should be included in ordinary mainstream classroom (Nyewe & Green, 1999:14). The global thinking favoured inclusion as a moral imperative (Saley, 1996).

The concept was commonly and rightly associated with the mainstream participation of learners with impairments and those categorised as having special educational needs. It was often referred to as mainstreaming. Inclusive Education Programme (IEP) was concerned with identifying and overcoming all barriers to effective, continuous and quality participation in education at all levels. However, the term (inclusion) which embodied the whole range of assumptions about the purpose and meaning of school Kiewit (1998) had come to supersede integration in the vocabulary of special education. Integration was dependent on the external agents. Children were offered places in the least restrictive environment and placement became a matter of placement decisions. Fish (1985) stated that, such placement decisions were seen as failing some children because integration did not meet special needs of children with significant disabilities. This was because integration as a process did not imply restructuring of the educational environment to accommodate a small number of children with significant disabilities. Thomas (1977) by contrast, inclusion implied such a restructuring of mainstream schools so that every school could accommodate every child irrespective of the disability, accommodation rather than assimilation and ensured that all learners belonged to a community. Advocates of inclusive education believe that pupils with educational needs could and should be

educated in the mainstream education classroom with the provision of supplementary aids and services. It was a concept that viewed children with disabilities as full time participants and members of their neighbourhood schools and communities (Knight, 1999). This was in line with the World Programme of Action (WPA) a global strategy to enhance disability prevention, rehabilitation and equalisation of opportunities pertaining to more participation of persons with disabilities in social life and national development. The WPA ad emphasised the need to approach disability from a human right perspective. Equalisation of opportunities was a central theme of the WPA and its guiding philosophy for the achievement of full participation of persons with disabilities in all aspects of social and economic life. An important principle underlined this thing was that issues that concerned persons with disabilities were not treated in isolation, but within the context of the normal community services.

Inclusive education therefore, involved all children learning together in the same physical and social environment. The arguments in inclusive education were that since society was an inclusive community, the school as a miniature society needed also to be inclusive so as to prepare children for the life in society. In the United States, it was referred to as "Full inclusion" (Bunch, 1994). According to Bunch; full inclusion in the educational sense, argued that all pupils needed to have the opportunity to be enrolled in the regular classroom of the neighbourhood school with age-appropriate peers, or to attend the same school as their brothers and sisters. Full inclusion in the regular classroom required that both regular pupils and those with some type of challenge to their learning received appropriate educational programmes that were challenging and yet geared to their capabilities and needs as well as any support or assistance they, and/or their teachers needed to be successful in the ordinary school (Kalabula, 2005). Such an argument located the discussion in a social ethical discourse which was strongly focused on values.

The concept of inclusion thereby became part of the broad human rights agenda that argued that, all forms of segregation were morally wrong. Instead, inclusion should

be seen as a step forward from integration. It could be understood as a movement towards extending of the scope of the ordinary school so that it could respond to the greater diversity amongst children. Inclusive education should be part of an overall strategy for achieving education for all. It was not a new departure but revised means for supporting the efforts of governments' to reach 'universal basic education in an affordable and cost effective way (Tedesco, 1995).

This was supported by several United Nations' policies that called on the right of all children to be valued equally, treated with respect and provided with equal opportunities within the mainstream system. These included the UN convention on the Rights of the Child (1989), the UN Standard Rules for the Equalisation of Opportunities for Persons with Disabilities in 1993, the UNESCO Salamanca statement in 1994 and the United Nations' convention on the rights of persons with disabilities of 2006. In the UK the Green paper, Excellence for All Children published in October, 1977 vigorously supported the principle that children with special educational needs should wherever possible be educated in mainstream schools. The paper stated that, when pupils did have SEN, there were strong educational social and moral grounds for their education in mainstream schools. However, the integration of children with significant disabilities would not affect the education of other children. In this sense, it was not inclusive in a categorical sense but it supported the spirit if not the letter of the Salamanca statement. Whether the inclusion policies were assorted and successfully implemented at the school level remained to be seen. In order for the inclusion rather than integration to be effective, it was generally agreed that the school personnel who would be mostly responsible for its success, i.e. mainstream teachers were to be receptive to the principles and demands of inclusion. Numerous studies had suggested that in the absence of direct interventions to improve the attitudes of key players, including teachers, parents and others, few changes were likely to occur simply as a result of placing disabled pupils in ordinary school.

Stainback & Stainback (1985); Moberg (2000); and Tibebe (1995) state that professional attitudes might well act to facilitate or constraint the implementation of policies which might be radical or controversial. The success of innovative and challenging programmes surely depended upon the co-operation and the comment of those most directly involved. Bayliss and Lingham (1998) but where teachers might discriminate as individuals, the basis of such discrimination under the broad attitudes were crucial.

Inclusive education was a philosophy based on democracy, equality and human rights. Hence, an inclusive classroom started with a philosophy that all children could learn and belong in the mainstream of school and community life. Diversity was valued; it was believed that, diversity strengthened the class and offered all its members greater opportunity for learning (Stainback & Stainback, 1996).

While there was no doubt that full inclusion of children with special education needs was a desirable way forward, its implementation posed a real challenge (Savolainen & Alasuutari, 2000). The idea of inclusion appeared to be a major challenge in many countries (Flemish & Keller, 2000; Hog, 1999; Synder, 1999; Hughes, Scumm & Vaughn, 1996).

To this effect, several laws had proposed to open doors of public schools to pupils with special educational needs. The first one that provided the services to children with special educational needs in the USA was the Public Law, 94 142, the education for all (Collin, 2002). The Handicapped act (1975). This education was to take place in the least restrictive environment. The previous law had gone through several of revisions and in 1990 was renamed, the Individuals with Disabilities Education Act (IDEA). The law stated that 'A continuum of placement options were to be made available to meet the needs of pupils with special needs'. The law required that, 'to the maximum extent appropriate, children with disabilities needed to be educated with children who were not disabled and that special classes, separate schooling or

the removal of children with disabilities from regular environments occurred only when the nature or severity of disability was such that education in regular classes with the use of supplementary aids and services could not attained satisfactory (IDEA Sec 612 5B).

Disability was defined as a condition that substantially limited one or more basic physical activities like walking or climbing stairs (US Census Bureau, 2000). Mental disabilities were problems with learning, remembering or concentrating. Sensory disabilities were blindness, deafness or a severe vision or hearing impairment.

According to the 2000 Central Statistics Office (CSO) census report definition in Zambia, disability referred to a person who was limited in a kind or amount of activities that he/she could do because of ongoing difficulties due to a long term physical, mental or health problems. This was in line with the national policy on disability which defined disability as 'any restriction or lack of ability to perform any action in the manner or within the range considered normal for a human being and would or would not entail the use of supportive and auxiliary aids (World Health Organisation, 2002).

In Zambia, the education of people with disabilities became a responsibility of the Ministry of Education in 1971 after a Presidential decree. In 1977, the education reforms further gave impetus to the decree by stating that children with disabilities should receive basic and further education by full time study as any other children (GRZ, 1977:23). This policy had emphasized education as an instrument for personal and national development. The policy had further stressed that, since the disabled children were a special case, there should even be 'positive discrimination' in their favour in the provision of facilities and amenities for educational purposes. Evidence from research showed that the Zambian government recognise the right to education as a means to enhancing the well-being and quality of life for the entire society and the ministry was committed to the principles of (equitable) access to education at all

levels and to (quality) and relevant education which enhanced knowledge, skills, attitudes, values and life long learning (MoE, 2002:6).

The other national policies, "Focus on Learning" (1992) and "Educating Our Future" (1996) further emphasized the need to educate children with special educational needs by stating that the Ministry of Education would as much as possible integrate children with special educational needs into ordinary schools while maintaining special schools and units for children with severe disabilities. The Ministry was also committed to expanding these schools and units where need arose (MoE, 1996).

The MoE's (1996:66) "Educating Our Future", further emphasized the need to educate children with special needs particularly stressing that, every individual regardless of special circumstances or capacity, had a right of access to a participation in the education system. Ensuring that full equality of access, participation and benefit for all pupils necessitated interventions at all levels to support children at risk'. Although inclusion was not articulated, it could be read between the lines that the Ministry of Education supported the idea (Kalabula, 2005).

In line with this policy, in 2003, the Ministry of Education appointed over fifty (50) senior special education officers from the original one (1) senior special education officer based at national headquarters to manage special needs education at different levels as government's commitment to its policy (MoE, 2005). This policy had marked an increase in the number of regular basic schools enrolling pupils with special educational needs in Zambia.

Educational Provision for Special Educational Needs (SEN) Children in Zambia

According to the census of population of 2000, there were 256690 People with disabilities (PWDs) 2.6% of the total population in Zambia. It was estimated that about 5044 children with disabilities were aged between 5 to 20 years. 2.0% of the total were enrolled in special schools. The figure was under estimated as the

definition of disabilities did not include moderate and mild disability, and data collectors for the census were not trained to identify and classify all forms of disability and capturing information on hidden children. A survey on the special needs children indicated that 2.6% of the population had some sort of disability such as physical disability (PHD), mentally challenged (MC), mentally ill (MI), deaf/dumb, hard of hearing (HI), partially sighted, blind, learning disability or multiple disability. The pupils with communication disorder, intellectual disorder, hearing impairment and Profound and multiple learning difficulties (PMLD) enrolled in special schools. Although sometimes enrolled in mainstream classes or outreach programme. Of these, less than 2% had access to institutional facilities. However, without any training in special education needs, mainstream teachers most often did not involve them in the classroom and hence, such pupils tended to become demoralised and did not take extra classes after school. This was a source of worry to most parents who did not want anything to hold their children back. There were very few published texts concerning SEN in Zambia.

In Kabwe urban, the schools varied considerably in organisational structure for supporting pupils with special needs. The schools should be able to indicate the requirements for accepting and supporting pupils with special needs. From a reliable source within the Ministry of Education, it appeared that the Ministry of Education was interested in creating awareness and fostering effective intervention approaches for pupils with special needs. These efforts were being made in collaboration with Curriculum Development Centre/Department of Special Education responsible for special needs services within the Ministry of Education.

Teachers' attitudes toward inclusion varied across the education field. Numerous studies explored teachers' attitudes toward inclusion. In the review below some of the studies referred to have used the term, integration or mainstreaming while others had used the term, (inclusion.) Despite using different terminology, they all seemed to refer to a situation in which a class, a school or an education system tried to meet the

needs of pupils with special needs. In this study, the term inclusion was used. The present study explored teachers' attitudes towards inclusive education in regular basic schools. According to Gall, Borg & Gall (1996:273), attitude was defined as an individual's viewpoint or disposition toward a particular object, a person or a thing, or an idea etc. An attitude might include cognitive, affective and behavioural components. According to this model, attitudes were viewed as being complex and multi-dimensional and when we measured attitudes, we measured in fact, aspects or attributes of the attitudes in which we were interested.

This study on 'Teachers' attitudes towards inclusive education' had adopted the three component model of attitudes (Eagly & Chiaken, 1993). This view was based on the idea that an attitude was a combination of three conceptually distinguishable reactions to a certain object (Rosen-berg & Hovland, 1960; Triandis et al., 1984). Many researchers in the field of teachers' attitudes towards integration had used Likert-type inventories attempting to ascertain the extent to which participants agreed/disagreed with the general concept of integration as was related to a range of disabling conditions. Much of the previous research was primarily represented by acceptance plus knowledge, rejection issues addressing only the cognitive component just of attitudes by measuring beliefs without much effort being directed towards uncovering the factors that underlined particular attitudes.

This survey did not only aim at producing numerical data indications of general attitudes of a teacher population but sought also to identify barriers to the successful implementation of an inclusive policy with particular reference to the support systems that were currently available in Kabwe urban. Research evidence as well as practical experience had demonstrated that teachers' perceptions were important in determining the effectiveness of inclusion in regular basic schools as the teachers were the school work force and mostly responsible for implementing inclusion services delivery models.

Statement of the Problem

The increase in the number of regular schools enrolling pupils with special educational needs in mainstream classrooms in Zambia was a positive development in the right direction. However, there seemed to be very little research carried out to investigate teachers' perceptions towards inclusive education, existent collaboration between mainstream teachers and special education teachers and the factors that influenced such attitudes. Hence, the need for this study

Purpose of the Study

The purpose of this study was to investigate teachers' attitudes towards the general concept of inclusive education in Basic Schools in Kabwe urban.

Objectives of the study

The following were the objectives of the study:

1. To investigate the mainstream teachers' attitudes towards the general concept of inclusion in the regular basic school in Zambia.
2. To establish the collaboration that exists between mainstream and special education teachers in the implementation of inclusive education policy in these schools.
3. To investigate the factors that influences the mainstream teachers' attitudes about inclusion of special education need pupils in regular basic schools in Zambia.
4. To investigate the extent on how special education needs training lead to more positive attitudes towards inclusive education.

Research Questions

This study sought answers to the following questions.

1. What are the mainstream teachers' attitudes towards the general concept of inclusion in the regular basic school in Zambia?
2. How much collaboration exists between mainstream and special education teachers in the implementation of inclusive education policy in these schools?
3. What factors are influencing the mainstream teachers' attitudes about inclusion of special education need pupils in regular basic schools in Zambia?
4. To what extent has special education need training lead to more positive attitudes towards inclusive education?

Significance of the Study

This study will be of value to the stakeholders in that apart from the Ministry of Education requesting the schools to implement the policy on inclusive education, there is no study focussing on the challenges faced in the implementation of inclusive schooling in regular basic schools. Hence the findings derived from this study may not only be an eye opener but may lead to interested stakeholders to formulate appropriate interventions in regular basic schools in order to make this policy a reality. The stakeholders may comprise the Ministry of Education as policy makers, school administrators, practitioners, educational psychologists, parents and organisations that have taken interest in inclusive education.

Scope and Limitations of the Study

In reviewing the findings from this study, readers should be aware of several important limitations. Specifically, respondents were drawn from Kabwe urban district only with a great proportion deliberately selected from seven basic schools identified as actively implementing inclusive programs. The sample size was drawn from Kabwe urban and was too small to be a representative sample of the whole

population of Zambia. Further studies with a large sample drawn from urban, semi urban, rural areas, cities and small towns in all the nine provinces would be needed. This should also differentiate the teachers' attitudes towards the inclusion of different types of SEN which were thought of constituting important parameters as well as data linking, attitudinal scores to either teaching effectiveness or to pupils 'outcomes which was yet to be explored. Another limitation was that the instrument employed did not provide for a differentiation between attitudes towards the inclusion of children with different exceptionalities. Therefore, there was a possibility that in the case of the more severe presenting conditions, segregationist attitudes were obscured by a format which referred only to the concept of inclusion.

Definition of Concepts

The following distinction was made by the World Health Organisation in the context of health experience between impairment, disability and handicapped.

Impairment: Any loss or informality of psychological, physiological or anatomical structure or function.

Disability: Any restriction or land left resulting from an impairment of ability to perform an activity in the manner or within the range considered normal for a human being.

Handicap: A disadvantage for a given individual Resulting from an impairment or flexibility that limits or prevents the fulfilment of a role that is normal depending on age, sex, social and cultural factors for that individual point to. Handicap is therefore, a function of the relationship between the disabled persons and their environment. In a case when they encountered cultural, physical or social barriers which prevented their access to the various systems of society that were available to other citizens thus, handicap. It is a loss or limitation of opportunities to take part in the life of the community on an equal level with others.

Conceptual Framework

The increase in the number of regular schools enrolling pupils with special educational needs into mainstream classrooms in Zambia was a positive development in the education provision for SEN children. Since special education need pupils were a special case, there should be positive discrimination in their favour in the provision of facilities for educational purposes to ensure that every individual had a right of access to a participation in the education system, ensuring that full equality of access, participation and benefits for all pupils necessitated interventions at all levels to support children at risk (GRZ, 1977).

Although UNESCO (1996) had stated that inclusive education was the most desirable form for schools to accommodate all children regardless of their disabilities, it remained the case that integration policies are not being satisfactorily implemented in developing countries. These legal mandates have not ensured that they would be protected or treated fairly by their teachers or peers (Marks, 1997). The fact has indicated that inclusion has consistently failed to result into positive outcomes for the children (Cook, Tankersley, Cook & Landrum, 2000). What makes challenged people more disadvantaged are the obstacles that society put on their path: be they social, cultural, economic, physical or political in structure and nature (International Rehabilitation Review, 1995).

Adolescents with disability have needs that are very similar to the needs of all other young people (UNICEF, 2000). Since the study was on pupils with disability, the conceptual framework applied to this study is the human rights perspective. It places human rights at the centre, recognizing every human being as a person and as a right holder. It supports mechanisms to ensure that entitlements are attained and safeguarded by rights holders (Kisson et al., 1998). This human rights based approach was relevant to this study because it helps to understand and explain the

importance and significance of including pupils with disability on accessing education in regular basic schools as a basic human right and not a privilege.

CHAPTER TWO

LITERATURE REVIEW

Numerous studies had explored teachers' attitudes towards inclusion and the results varied. Although the movement for inclusion education was part of the broad human rights agenda, many educators had serious reservations about supporting the widespread placement of pupils with special educational needs in mainstream schools (Floria, 1988). The philosophy of inclusion had generally come to be accepted as the best educational provision for children with special education needs. While some researchers in the field acknowledged it was one of the most important developments, they at the same time felt it was one of the most controversial issues in special needs education in terms of the extent to which children with education needs could and should be included in ordinary mainstream classroom (Nyewe and Green, 1999:44).

Although UNESCO (1996) stated that, inclusive education was the most desirable form for schools to accommodate all children regardless of their disabilities, it remained the case that integration policies were not being satisfactorily implemented in developing countries. While legal mandates declared that children with disabilities should be included in the regular classrooms, these mandates did not ensure that they would be accepted or treated fairly by their teachers or peers (Marks, 1997).

Cook, Tankersley, Cook & Landrum (2000) indicated that inclusion had consistently failed to result in positive outcomes for the children. Even more convincing, was the fact that regular education teachers were found agreeing with inclusion programmes on a philosophical level, but they expressed reservations when it came down to practical use in the classroom (Scruggs and Mastropieri, 1996). Documented research had proven that interaction between pupils and teachers and other related education

opportunities were directly impacted by the teacher's attitudes towards all the pupils in his/her classroom (Cook et al. 2000).

In the article, "The relationship between teacher effectiveness and teacher attitudes toward issues related to inclusion," Treder, Morse, and Ferron (2000) re-examine the results of a previous study by Gersten Walker, and Darch. This study suggested that effective teaching was tied mainly to the improvements of pupils' test's scores on academic tests. According to this view, effective teachers would be less tolerant of and more resistant to the behaviours exhibited by children with disabilities. On the other hand, Treiders and colleagues proposed that an effective teacher of children with disabilities was characterised more by his or her interest in the children rather than the overall test scores of the pupils. This study of teachers' attitudes towards children with disabilities included teachers who were nominated by representatives of many prominent educational organisations as well as a number of typical teachers who were randomly selected. The results of the survey showed that, truly effective teachers felt that they would cope better with children with disabilities.

Further more, they were less prone to mark certain behaviours as unacceptable. Cook et al. (2000) offered a similar view of effective teachers when he stressed that, the teachers' attitudes towards their actual pupils ultimately had a greater effect on the quality of education that children with disabilities would receive.

There were many ways that teachers contributed negatively towards pupils with disabilities in the classroom. Often times, pupils with disabilities had negative personal, social and academic attitudes that teachers did not want to deal with. Cook and Colleagues, (2000) suggested that some teachers even desired that these pupils be removed from their classrooms so that they could focus on helping the other pupils. Research was also conducted to determine the attitude that teachers held towards their pupils. The four categories that pupils were placed were as follows: attachment (characterised by high achievement and diligence), common pupils (who

stood out because of academic problems), indifference (pupils who were quiet and unnoticeable), and rejection (low achievers who required a great deal of time and effort by the teacher). This study showed that children with disabilities were greatly over represented in the category of rejection and under represented in the category of attachment. Unfortunately, teachers often viewed these children as hopeless.

Furthermore, rejection pupils received fewer turns to participate in class and were more likely to be criticised by the teacher. Ultimately, teachers' attitudes towards their pupils directly impacted on the quality of pupils' educational experience. Derman Sparks (1993) and Gleason (1991) stated that the stereotypical views held about persons of minority groups, including those with disabilities, affected the development of children who received both blatant and subtle messages that challenged their integrity as learners. Many never reached their fullest potential because of their exposure to prejudice and discrimination. The prejudiced messages that the children saw their teacher exhibiting in class had an effect on their concept of self and others (Aboud, 1998).

In fact, Parish, Baker, Arheart, and Adamchak (1980) reported a similar problem in the area of pupils with exceptionalities. The study showed that both pupils with and without disabilities learnt to prefer themselves or other children without disabilities than children who were disabled in some way.

All the three of these articles revealed the problem of intolerance of pupils with disabilities. This seemed to be an increasing problem in society that needed to be dealt with. "Recognising that persons with disabilities were still exposed to and oppressed by prejudice and discrimination might be the first step to take in reducing children' prejudice" (Marks, 1997:121). Other solutions presented by Cook et al., (2000) included greater inclusive teaching experience for teachers, training in special education or inclusion programmes, collaboration between parents and teachers, in class support, and lower class sizes. Further more, it was important that the regular

education teachers were involved in and responsible for the learning of all pupils in their classrooms especially children with disabilities. Teachers could encourage active participation in the school programme with non disabled peers to help improve the contributions of children with disabilities. "If disability was seen as the largest component of a person, much of what was unique and "human" about him/her would be obscured. When needs and deficits were what we saw, we only saw what that person could not do" (Van Der Klift & Kunc, 1994:339). Similarly, Marks (1997:126) stated, "A major shift in how we thought about disabilities was necessary for we could not truly include all children until we valued all people". Demonstrating love for all children in the classroom was the most important step that teachers could take to eliminate prejudice and discrimination against children with disabilities. The other problems would fade as children came to believe in themselves and realised their potential to succeed.

According to the UN one person in ten had a challenge (or disability) and all of us would be affected in one way or another at some point in life. What made challenged people more disadvantaged were the obstacles that society put on their path be they social, cultural, economic, physical or political in structure and nature (International Rehabilitation Review, 1995).

Floria's (1998) research taken in Australia about professional attitudes towards integration education provided a range of information in this area. Studies undertaken between 1985 and 1989 on the attitudes of Head teachers (Centre et al., 1985), teachers (Centre & Ward, 1987), Psychologists (Centre & Ward, 189) and pre-school administrators (Bonchner & Pieterse, 1989) had demonstrated that professional groups varied considerably in their perception of which types of children were most likely to be successful if integrated. These studies suggested that attitudes towards integration were strongly influenced by the nature of the disabilities and/or educational problems being presented, and to a lesser extent by the professional background of the respondents. The most enthusiastic groups were those

responsible for pre-school provision. The most cautious groups were classroom teachers with Head teachers, resource teachers and Psychologists in between. The researchers concluded that there was no evidence of a consensus in favour of a total inclusion of zero rejection approach to special education provision.

Bowman (1986), in her fourteen nations UNESCO study reported a wide difference in teachers' opinions regarding integration. The countries surveyed were Egypt, Jordan, Columbia, Mexico, Venezuela, Botswana, Senegal, Zambia, Australia, Thailand, Czechoslovakia, Italy, Norway and Portugal. The teachers were found to favour the different types of children for integration into ordinary classes. Although teacher responses varied in terms of their education levels and development of their education system in general and of the special education in particular, there was a general hierarchy of condition that were more or less regarded as possible for integration. Severe mental handicap and multitude handicaps were all considered least favourably. While medical and physical condition were seen as the easiest to manage. Overall, about a quarter of teachers felt that children with sensory impairments could be taught in mainstream classrooms. While less than ten percent held this view for children with severe intellectual impairments and multiple handicaps interestingly. Bowman noted that in countries which had a law requiring integration teachers expressed more favourable views.

Thomas (1985) in a comparative study in German, England and Arrizona (USA) found that the balance of opinion was against the integration of children with intellectual difficulties (the moderate learning difficulties group) in England and the educable mentally retarded (EMO) in the USA. In this study attitudes were more positive towards integration when contact special educators held positive attitudes towards integration, when there was confidence in selecting appropriate teaching methods and when there was a traditional policy of location integration. Other attitude studies had suggested that general educators had not developed an empathetic understanding of disabling conditions (Berryman, 1989; Horne & Riccia-rdo, 1988),

nor did they appear to be ready to accept pupils with special needs (Barton, 1992; Hayes & Gunn, 1988). This could be explained by the fact that integration had often been effected in an adhoc manner, without systematic modifications to a school's organisation, due regard to teachers' instructional expertise or any guarantee of continuing resource provision.

Centre and Ward's (1987) study with regular teachers indicated that their attitudes to integration reflected lack of confidence both in their own instructional skills and quality of support personnel available to them. They were positive about integrating only those children whose disabling characteristics were not likely to require extra instructional or management skills on the part of the teacher. The previously mentioned studies suggested that the teachers who were the prime agents of the implementation of the policy were often not prepared to meet the needs of the pupils with significant disabilities and were more reluctant than administrators and policy makers.

However, a study by Heller (1988) supported a wider positive view of integration by those in the frontline of mainstream teachers. Heller investigated six primary schools in the Pay side region of Scotland where children with severe learning difficulties were being integrated. Results revealed that these teachers who had direct experience in integration held exceptionally positive attitudes towards it. Not only did they favour the integration for the children with SEN, they also mentioned positive effects on their own development.

Another UK study by Clough & Lindsay (1991) investigated the attitudes of teachers towards integration and to different kinds of support. Their research provided some evidence that attitudes had shifted in favour of children with SEN over the previous ten years or so. They argued that this was partly the result of the experiences teachers had had: whether they had developed some competence and if they had not been swamped, as some had feared at the time of publication of the Warnock

report. This study revealed that, although the respondents appeared more supportive towards integration, they varied in their views regarding the most difficult need to meet. In particular, teachers identified children with learning difficulties and, to a greater extent, children with emotional and behavioural difficulties for example as the most difficult categories.

Scruggs & Mastropieri (1996) in their meta-analysis of the American attitude studies, which included 28 survey reports which were conducted from at least 1958 through 1995, reported that two-thirds of the teachers surveyed with (10, 560 in total) agreed with the general concept of integration. A smaller majority was willing to complement integration practices in their own classes, but respondents again appeared to vary according to disabling conditions. Moreover, only one-third or less of teachers believed they had sufficient time, skills, training and resources necessary for integration.

Early American studies on attitudes of teachers towards full inclusion reported results which were not supportive of a full placement of pupils with SEN in mainstream schools. A study carried out by Coates (1989) for example, reported that general education teachers in lower primary did not have a negative view of pull out programmes, nor were they supportive of full inclusion. Similar findings were reported by Semmel et al. (1991) who after having surveyed 381 elementary educators (both general and special) concluded that those educators were not dissatisfied with the special education system that operated a pull out special education programme.

Another study by Vaughn et al. (1996) examined mainstream and special teachers' perceptions of inclusion through the use of focus group discussions. The majority of these teachers who were not currently participating in inclusive programmes had strong negative feelings about inclusion and felt that decision makers were out of touch with classroom realities. The teachers identified several factors that would affect the success of inclusion, including class size, inadequate resources, the extent

to which pupils would benefit from inclusion and lack of adequate teacher preparation.

However, the studies where teachers had active experience of inclusion, contradictory findings were reported. A study by Villa et al. (1996) held results which favoured the inclusion of children with SEN in the ordinary school. The researchers noted that teachers' commitment often emerged at the end of the implementation cycle, after the teachers had gained mastery of the professional experience needed to implement inclusive programmes.

Similar findings were reported by Leroy and Simpson, (1996), who studied the impact of inclusion over a three year period in the state of Michigan (USA). Their studies showed that as teachers experience with children with SEN increased, their confidence to teach these children also increased. The evidence seemed to indicate that teachers' negative or neutral attitudes at the beginning of an innovation such as inclusive education might change over time as a function of experience and expertise developed through the process of implementation. This study had suggested that although teachers' attitudes could be affected by several interacting factors, one of the most important was the level and nature of support that they received. Based on this assumption, Clough and Lindsay (1991) referring to the UK context, had urged that, there might be variations in teachers' attitudes reflecting the levels and history of support in each local educational authority. Indeed, Local Education Authorities (LEAs) varied in the provision they made to schools either directly through staffing and capitation or through support services (such as special needs support teachers) and this was likely to affect the teachers' attitudes. Moreover, some authorities had promoted inclusive education (Bannister et al., 1998; Lindsay et al., 1990), while in others the pace of change was so slow.

Snyder (1996); Leyser, Kapperman, & Keller (1994) conducted a cross cultural study of teachers' attitudes towards inclusion in the USA, Germany, Israel, Ghana, Taiwan

and the Philippians. Their findings showed that there were differences in attitudes toward integration between these countries. Teachers in the USA and Germany had the most positive attitudes. Teachers' attitudes were significantly less positive in Ghana, Philippines, Israel and Taiwan. The obvious reason that this could probably be was due to limited or nonexistent training to acquire integration competences, the limited opportunities, teaching experiences and experience with pupils with special educational needs.

Another study by Vaughn, Schumm, Jallad, Slusher & Saumeel (1996) examined special education teachers' perceptions of inclusion. Using focus group discussions, the majority of these teachers who participated in inclusive programmes had strong negative feelings about inclusion. The teachers had identified several factors that would affect the success of inclusion such as class size, inadequate resources and lack of adequate training. Other factors that influenced teachers were as discussed below.

The Nature and Severity of the Disabilities

The nature and severity of the disabilities influence the attitude of teachers. Florin (1995) found that acceptance of inclusion was lower for children with intellectual disability than children with physical disability. This seemed to be a tendency in other studies as well (Sodak, Podell & Lehman, 1998; Al-khatteel, 2002; Al-khatteeb, 2004; Al-khatani, 2003).

Whereas in the Clougue and Lindsay (1991) study, the majority of teachers surveyed ranked the needs of children with emotional and behavioural difficulties as being the most difficulty to meet, then children with learning difficulties, followed by children with visual impairments and by children with hearing impairment. They attributed the low ranking of children with sensory and physical impairments to the relatively infrequent existence at that time of these children in mainstreams classes. Teachers'

attitudes appeared to vary with their perceptions of a specific disability as well as the demands that pupils instructional and management needs would place on them.

Teaching Experience

Teaching experience was cited by several studies as having an influence on the teachers' attitudes. Clough & Lindsay (1991) found that the younger teachers and those with fewer years of experience had been found to be more supportive of inclusion.

Florin's (1995) study showed that the acceptance of a child with a physical disability was significantly higher among teachers with less than six years of teaching. Those with six to ten years of teaching scored insignificant difference from those with six to ten years of teaching. The most experienced teachers with more than 11 years of teaching were the least.

Similar results by Leyser et al. (1994) found that teachers with six or less teaching experience had a significantly higher positive score in their attitude to inclusive than those with more than 14 years. They found no significant differences in attitudes to integration among teachers whose teaching experience was between four, five and nine years and ten and fourteen years. In the Roberts Lindsell (1997) teachers who taught students with physical disabilities in their classes were more positive in their attitudes than teachers with no experience of inclusion.

Teachers' attitudes appeared to vary with their perceptions of the inclusion according to teaching experience. The above studies regarding teaching experience indicated that younger teachers and those with fewer years of experience were more supportive of inclusion. Although the above studies indicated that younger teachers and those with fewer years of experience were more supportive of inclusive, other investigators had reported that teaching experience was not significantly related to teachers' studies (Avramidis et al., 2000).

Another factor that had attracted considerable attention was the knowledge about children with special educational needs during pre-and in-service training. This was an important factor in improving teachers' attitudes towards inclusion. The importance of training in formation of positive attitudes towards inclusive education was supported by the findings of Al-khatteeb (2002); Beh-pajooch (1992); and Marchesi (1998) who found that professional training of teachers was reported to be one of the key factors of successful inclusion. In the Siegel & Jausovce (1994) study, in-service training was highlighted as an effective way of improving teachers' attitudes towards inclusion.

Factors Related to the School

Schroth, Moorman & Full wood (1997) study suggested that teachers' concerns about moving towards inclusion could be minimised using a number of strategies. They suggested that teachers should be empowered to initiate changes in their lessons and teaching plans, and they should have opportunities to visit settings where inclusion was practiced.

Factors External to the School that Affected the Working Conditions of the Teachers

External factors such as financial rewards, their status in the society and professional expectations, had been found to have influenced teachers' motivation and dedication (Marchesi, 1994).

Gender

Beh-pajooch (1992) & Leyser et al. (1994) study found that female teachers had expressed more positive attitudes towards the idea of integrating children with behaviour problems than male teachers. However, Hannah (1998) study did not mention that gender was related to attitude.

Phase Level Taught

Leyser et al. (1994) study found that high school teachers displayed more positive attitudes towards integration than elementary schools. This was supported by Alvramids, Bayliss and Burden (2000) and Hanwi (2003) studies who found that high school teachers showed more positive attitudes towards integration than primary school teachers.

Tibebu (1995), Moberg (2000) concluded that ordinary teachers attitudes were related to five underlying dimensions (a) the teachers' philosophy about inclusive education and its impact on the development of the disabled child; (b) the classroom behaviour of the disabled child; (c) the perception of teachers of their own ability to teach disabled children; (d) the impact of the disabled child had on the classroom management ; (e) the impact of integration had on the academic and social growth of the disabled child . Therefore, it was imperative that teachers had a non prejudiced view of their pupils with various disabilities if they desired to be effective in the classroom.

Research evidence indicated that factors such as the absence of support services, relevant materials and support personnel were the major problems of effective implementation of integration in these countries. In particular, evidence suggested that the tertiary level of education, most students with disabilities who were able to gain admission were on their own. They received no special support to help them on their courses (Eleweke, 1997; Kiyimba, 1997; Kalabula, 2001.)

Anumonye (1991) investigated the problems of integration in the West African country of Nigeria, and Kalabula (1991) investigated integration of visually impaired pupils in the Zambian secondary schools.

Kalabula and Mandyata (2003) further investigated inclusive practices in schools of Northern Province of Zambia. The data indicated that the required educational materials were not provided or were inadequate in ordinary schools where pupils with

special needs were being included. The data further indicated that there were no specialist teachers in most institutions to provide important advisory services that would assist the ordinary teachers with managing learners with special needs who were being included into ordinary schools. In Some schools, both Anumonye in Nigeria and Kalabula in Zambia, found that there was so little contact between the children with disabilities and their teachers and other pupils.

Chilufya's study (2004) of attitudes of thirty-one parents towards inclusive education in Kalulushi District of Zambia revealed that 77% of the parents felt that regular schools did not have resources and qualified personnel to teach their children with special needs. 60% of them did not believe that the mere placing of their children in ordinary classrooms meant providing quality education for them. While they accepted the concept of inclusion, they felt that their children were not adequately provided with the quality education they deserved. 57% of them observed that it was wrong to ask ordinary teachers to admit pupils with severe disabilities in their classrooms when they were not trained to teach them. They believed that only pupils with mild disabilities should be included in ordinary classrooms and those with severe or profound disabilities should be educated in special schools where they should receive more attention.

CHAPTER THREE

METHODOLOGY

This chapter presents the research methods which were employed in this study. It constitutes the following: research design, target population, sample size, sampling procedure, data collection instruments, data collection procedure and data analysis.

Research Design

The study used a survey approach to conduct this research. According to Sidhu (2006), a survey usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study. Survey questions concern people's behaviour, their attitudes, how and where they live, and information about their backgrounds. The study opted to use this method taking into account the nature of the research at hand. Both qualitative and quantitative paradigms were used to gather information from participants.

Target Population

The target population comprised of all mainstream classroom teachers and special education teachers in all the seven regular basic schools practising inclusion in Kabwe urban.

Sample Size

The sample consisted of 105 teachers solicited from seven regular basic schools comprising (57 females and 38 males). The participants were teachers who had experience and those without experience randomly selected from the mainstream classrooms teaching pupils with special education needs in mainstream and special units.

Sampling procedure

The schools were purposively selected based on the fact that the school should have pupils with special educational needs in regular classes. Mainstream teachers were randomly selected whereas teachers with experience were purposively selected.

At each school, 7 male and 8 female teachers formed part of the sample. All the teachers from the 7 regular basic schools were available and showed willingness to take part in the study. Where possible, the researcher tried to balance the number of both the female and male teachers who participated in the study.

Data Collection Instruments

The research instrument used to investigate teachers' attitudes provided reliable scores as a modest attempt to address the multi dimensional nature of attitude and to identify sources of potential influence. The instrument consisted of Interviews, focus group discussions (FGDs) and a questionnaire. The instruments sought the following information; phase level taught.

Data Collection Procedure

Prior to the implementation of the study, we sought and gained the approval and co-operation of the District Education Board Secretary (DEBS) and the School Managers of the seven regular basic schools practicing inclusion in Kabwe urban. The collection of information was performed in one school at a time after school hours with teachers gathered in groups.

Data Analysis

To analyse the quantitative data from the questionnaires, the Statistical Package for Social Sciences (SPSS) was employed while qualitative data which was obtained through interviews and Focus Group Discussions was analysed by coding and grouping the emerging themes. Computer generated tables of frequencies and

percentages were used in describing distributions of the variables which were presented in the form of tables or pie charts.

Limitations of the study

This study was limited to selected Kabwe urban District schools. The procedure for the selection of schools did not aim at recruiting a representative sample of schools, but rather a sample of schools that were willing to share their opinions with researchers about inclusion and their experiences regarding pupils with special educational needs. This might have resulted in a skewed sample of teachers. It was worth mentioning that, the number of schools and the number of teachers that participated in this study was low and thus, results were inadequate basis for generalization.

CHAPTER FOUR

PRESENTATION OF FINDINGS

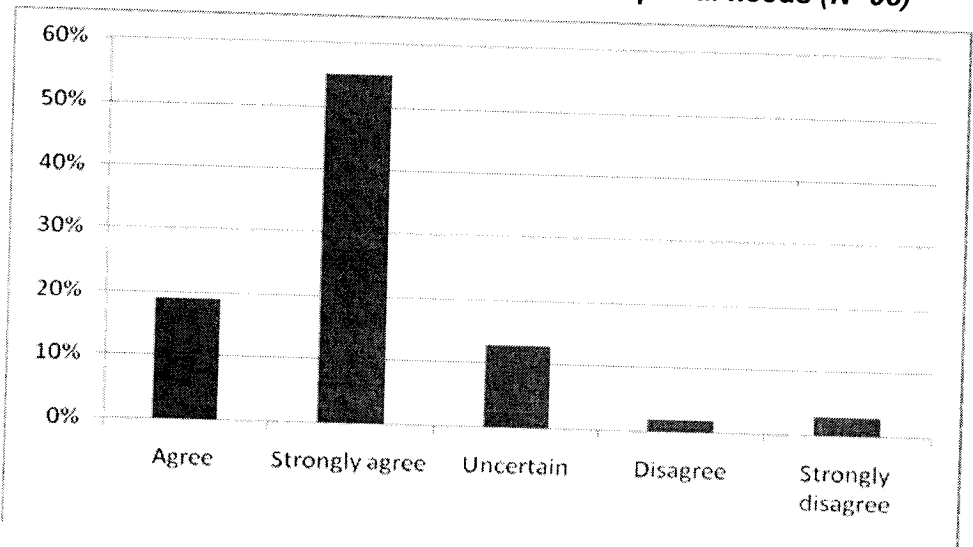
This chapter presents the findings of the study aimed at investigating teachers' attitude towards inclusive education in basic schools in Kabwe District. The findings are presented according to the emerging issues from the field starting with the findings on teachers' perceptions towards inclusive education; perceptions of basic school teachers regarding the collaborative effort between mainstream and special education teachers in an inclusive classroom; and finally strategies to improve inclusive education in regular basic schools.

Teachers' perceptions towards inclusive education

Whether the challenge of being an ordinary classroom teacher would promote the academic growth of children with special needs

Teachers in the study were asked to indicate whether the challenge of being an ordinary classroom teacher would promote the academic growth of children with special needs. Figure 1 below shows their responses. The figure shows that the majority of them (55%) 'strongly agreed' to the statement while 19% of them 'agreed' and 13% 'were not sure'. Only two and three percent 'disagreed' and 'strongly disagreed' respectively. The above revelation shows that almost all teachers were in agreement that the challenge of being an ordinary classroom teacher would promote the academic growth of children with special needs.

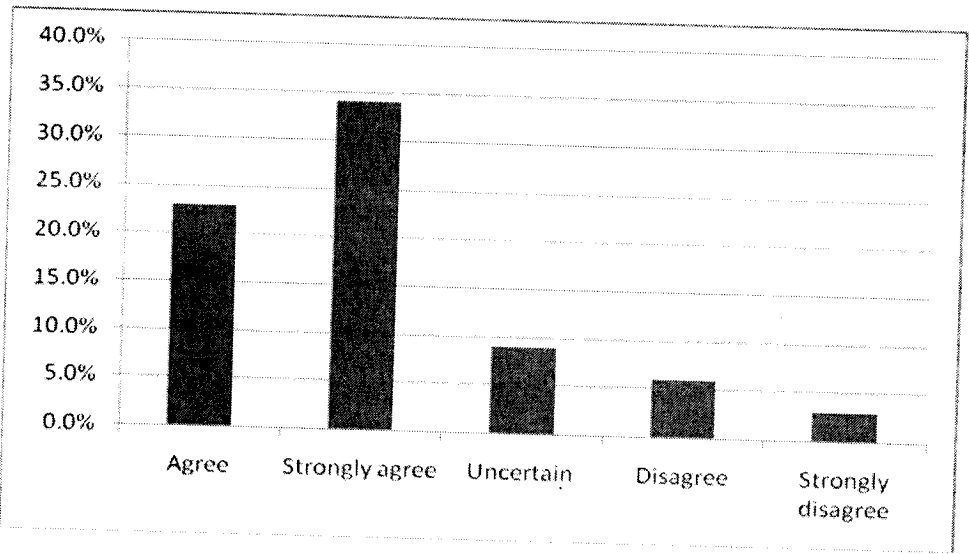
Figure 1: Academic growth of children with special needs (N=95)



Whether pupils with special needs ought to be integrated into the regular community

Respondents were asked to suggest whether pupils with special needs need to be integrated into the regular community. As regards this issue, most of them (34%) 'strongly agreed' while 23% agreed. Figure 2 below shows their responses. The above finding supports the policy on inclusion.

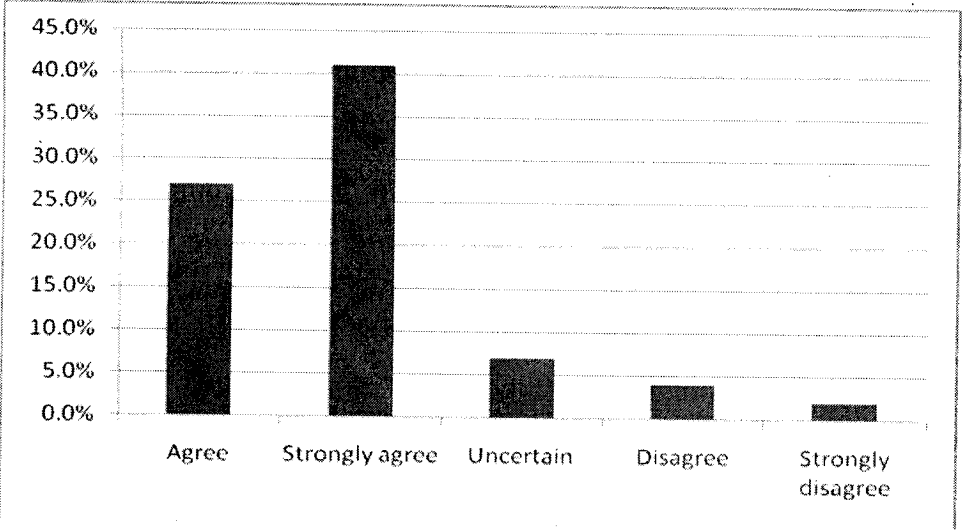
Figure 2: Whether pupils with special needs need to be integrated into the regular community (N=95)



Whether it is necessary for pupils with special needs be placed in regular classrooms with back up support in order to achieve the highest level of inclusion

As regards placing pupils with special needs in regular classrooms with the necessary back support as a way of achieving the highest level of inclusion, the majority of the respondent (41%) ‘strongly agreed’ while 27% of them ‘agreed’. However, seven percent of them were uncertain while four percent and two percent of them ‘disagreed’ and ‘strongly disagreed’ respectively. The above revelation suggests that teachers are of the view that placing pupils with special needs backed with the necessary support would definitely achieve the idea of inclusive schooling.

Figure 3: Placing pupils with special needs in regular classrooms with the necessary back support as a way of achieving the highest level of inclusion (N=95)

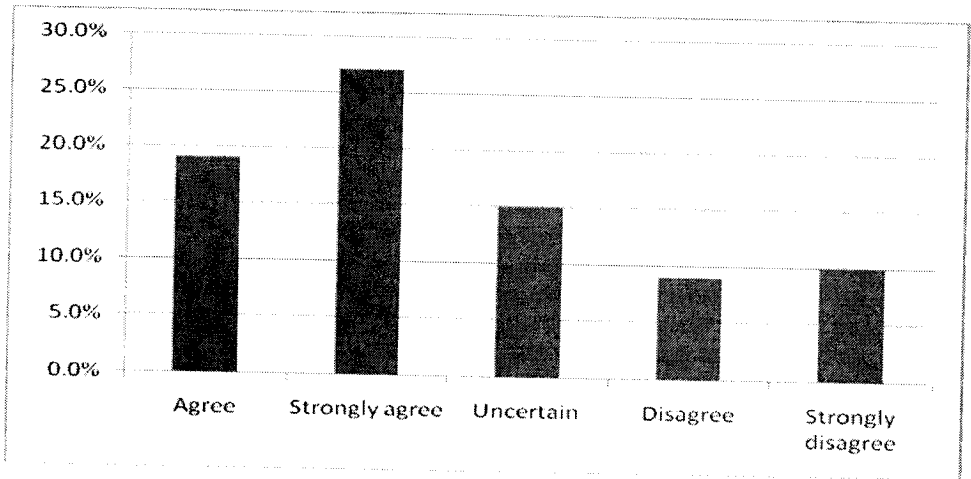


Whether the placement of pupils with special needs in regular classes negatively affects the academic performance of mainstream pupils

Teachers under study were asked to show whether placing pupils with special needs in regular classes would have negative effects on academic performance of pupils in the mainstream. Most of them (27% and 19%) ‘strongly agreed’ and ‘agreed’ respectively that it would negatively affect the mainstream pupils while 15% of them were uncertain and 10% ‘strongly disagreed’. Figure 4 below shows the rest of the

responses. The data below shows that most of the teachers had negative feelings on the idea of placing pupils with special needs in regular classes as they believed this would affect the academic performance of the mainstream pupils. This clearly is an indication that teachers are not ready to take on such pupils.

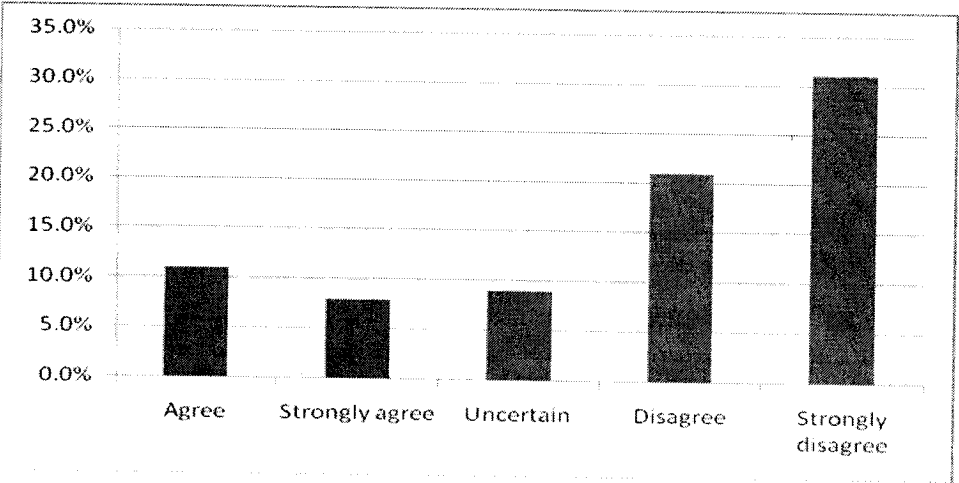
Figure 4: Placement of pupils with special needs in regular classes negatively affects the academic performance of mainstream pupils (N=95)



Whether the academically talented pupils will be isolated in the inclusive classrooms

As regards the belief that talented pupils would be isolated in the inclusive classrooms, most the the respondents (31% and 21%) 'strongly disagreed' and 'disagreed' respectively to this notion while 11% of them 'agreed'. The foregoing sentiment implies that most teachers felt that placing these pupils in the same classroom would have no effect on talented mainstream pupils.

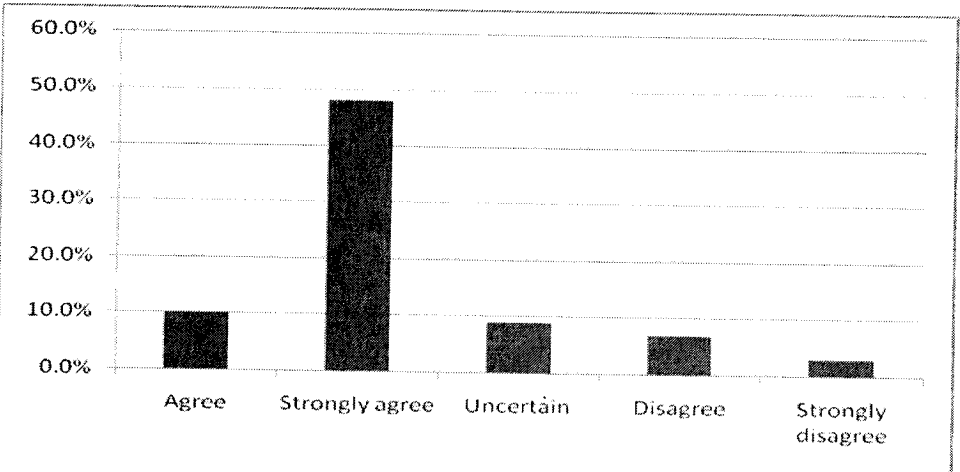
Figure 5: Academically talented pupils would be isolated in the inclusive classrooms (N=95)



Whether teachers with special needs would benefit from the inclusive programmes in regular classrooms

As regards whether pupils with special needs would benefit from inclusive programmes in regular classrooms, Majority of the teachers (48%) ‘strongly agreed’ while 10% ‘agreed’ and nine percent were not sure leaving only seven percent and three percent of them who ‘disagreed’ and ‘strongly disagreed’. The above revelation shows that teachers have realized the goodness of having both the SEN and the non-SEN pupils learning side by side. Figure 6 below shows their responses.

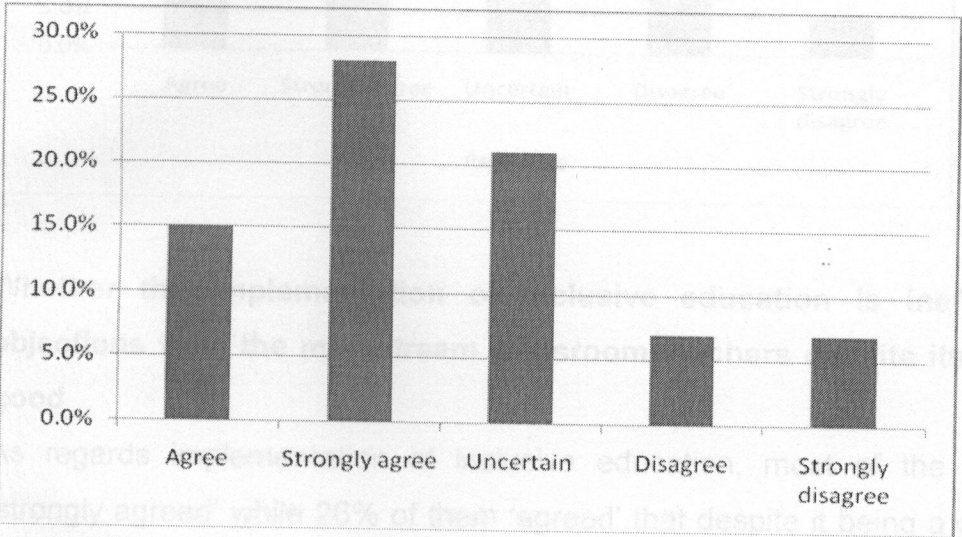
Figure 6: Whether SEN pupils would benefit from inclusive programmes in regular classrooms (N=95)



Whether SEN pupils would be labelled when placed in regular classrooms

Teachers were asked to indicate whether pupils with special needs would not be labelled as “stupid”, “weird” or “hopeless” when placed in regular classrooms. Most of the respondents (28%) ‘strongly agreed’ while 15% of them ‘agreed’. On the other hand 21% of the respondents were not sure leaving seven percent each who ‘disagreed’ and ‘strongly disagreed’ respectively. Figure 7 below shows the respondents’ responses. The above disclosure shows that name calling was still eminent in regular or mainstream schools, a situation that needs immediate attention from the authorities.

Figure 7: Whether SEN pupils would be called names in regular Classrooms (N=95)



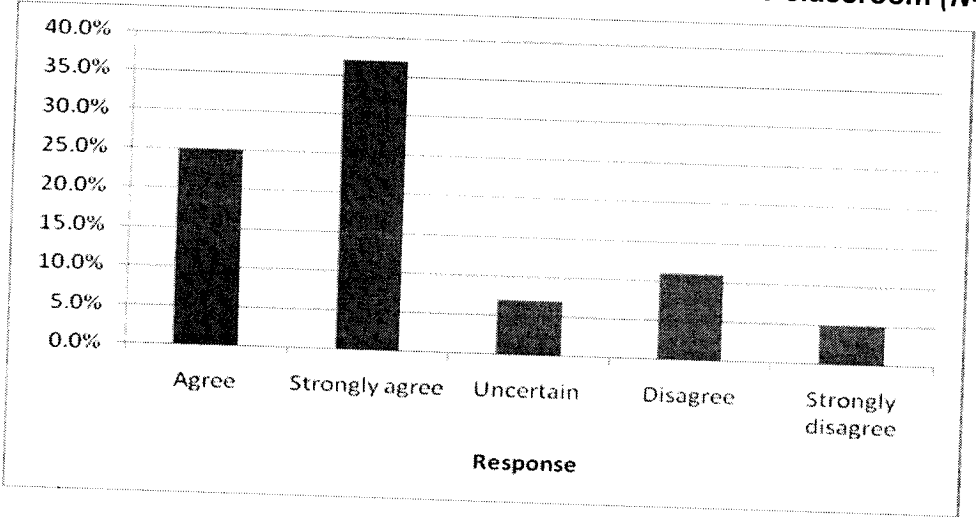
Teachers’ pereception regarding the collaborative effort between mainstream and special education teachers in an inclusive classroom

Whether there was need SEN teachers and regular teachers need to work together in order to teach pupils with SEN in inclusive classrooms

Teachers were asked to indicate whether there was need for SEN teachers to work together with the mainstream teachers to teach pupils in inclusive classrooms. Figure 8 below shows their responses. The figure shows that most of them (37%)

'strongly agreed' while 25% 'agreed' and seven percent were uncertain. However, 11% 'disagreed' while five percent 'strongly disagreed'. The above statistics shows that majority of the respondents were of the view that mainstream teachers should work together with the SEN teachers in teaching pupils in school.

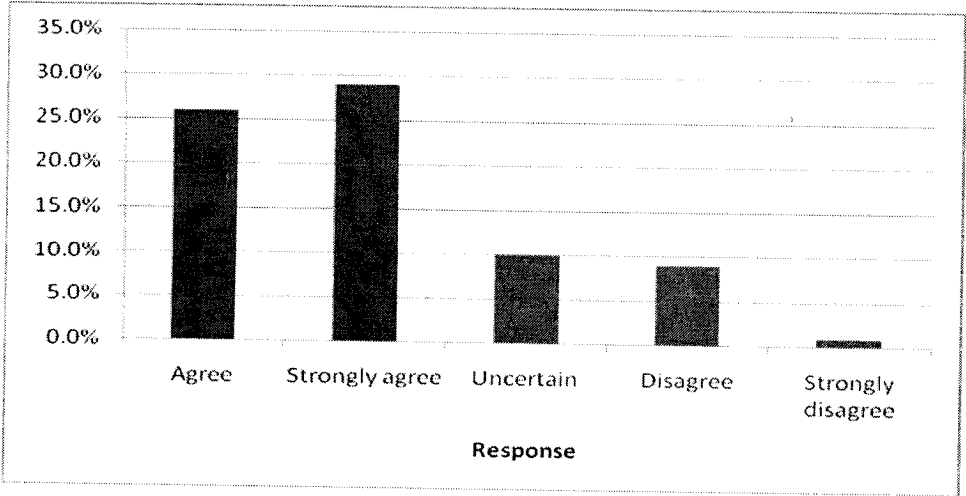
Figure 8: Whether there should be collaborative effort between mainstream and SEN teachers in an inclusive classroom (N=95)



Whether the implementation of inclusive education is ineffective due to objections from the mainstream classroom teachers despite its concept being good

As regards implementation of inclusive education, most of the teachers (29%) 'strongly agreed' while 26% of them 'agreed' that despite it being a good concept its implementation was ineffective. However, nine percent of them 'disagreed' while one percent of the respondents 'strongly disagreed'. Seven percent were uncertain. Figure 9 below shows their responses.

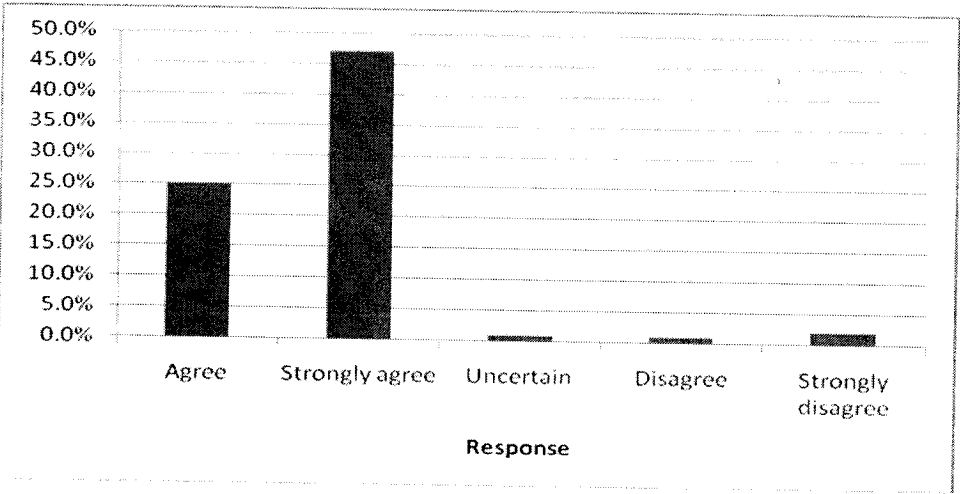
Figure 9: Although inclusive education is a good concept, its implementation is ineffective due to objections from the mainstream classroom teachers (N=95)



Whether mainstream classroom teachers have main responsibility towards the pupils with special needs placed in their classrooms

Teachers were asked to say if mainstream teachers had main responsibility towards the pupils with special needs placed in their classrooms. The study showed that majority of them (47%) 'strongly agreed' while 25% 'agreed'. Only two percent of them 'strongly disagreed' while one percent each 'disagreed' and 'uncertain'. Figure 10 below shows their reaction to the statement.

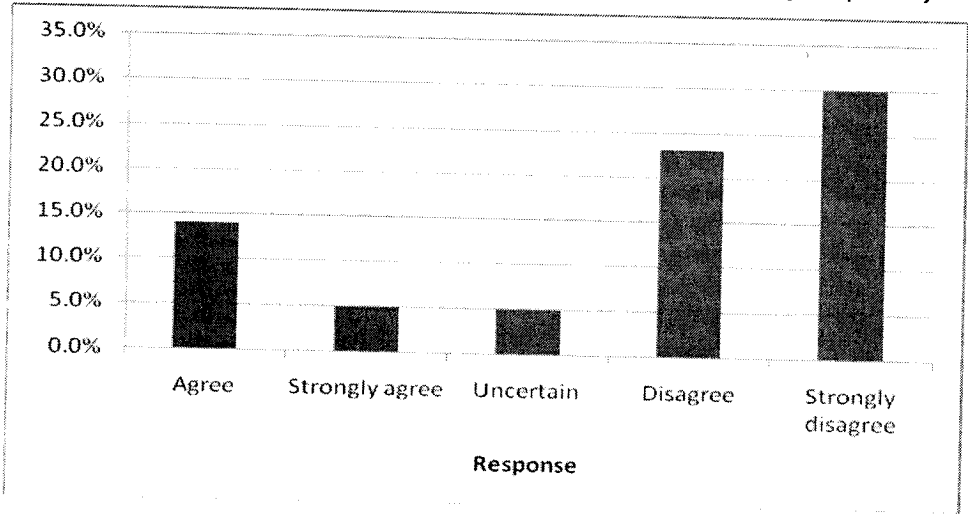
Figure 10: Mainstream classroom teachers have main Responsibility towards the pupils with special needs placed in their classrooms (N=95)



Whether the presence of special education teachers in a regular classroom could raise difficulties in determining who really is responsible for special needs pupils

Teachers under study were asked to show whether the presence of special education teachers in a regular classroom could raise difficulties in determining who really is responsible for special needs pupils. The study revealed that majority of the respondents (30%) 'strongly disagreed' while 23% 'disagreed' and five percent were uncertain. However, 14% of them 'agreed' and five percent 'strongly agreed' with the notion. Taking into account the percentage of those who 'strongly disagreed' and 'disagree' it is clear that the presence of special education teachers in a regular classroom would not raise any difficulties in determining who really is responsible for special needs pupils.

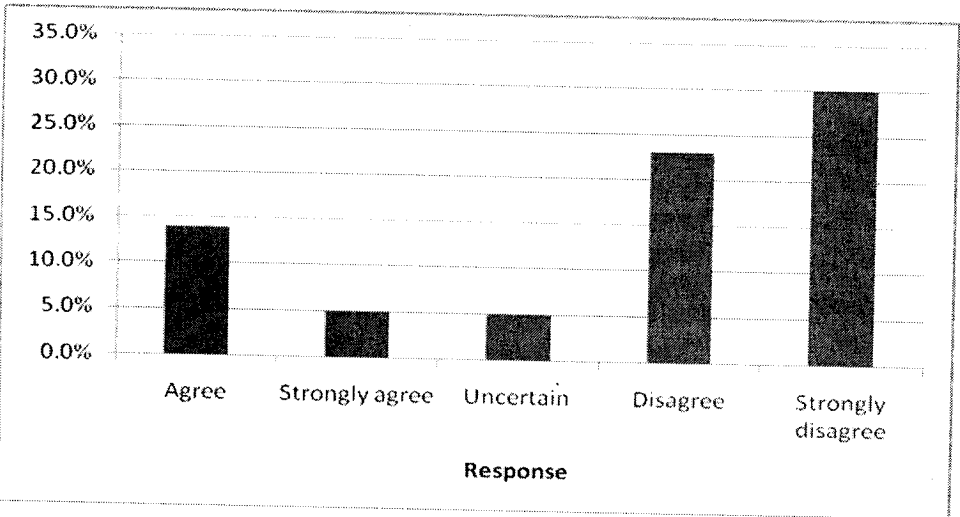
Figure 11: The presence of special education teachers in a regular classroom could raise difficulties in determining who really is responsible for special needs pupils (N=95)



Whether the special education teacher only helps the pupils special needs

As regards whether special education teachers only helps the pupils with special needs, the study showed that most of the teachers (30%) 'strongly disagreed' while 23% 'disagreed'. To the contrary, 14% of them 'agreed' whereas five percent of them 'strongly agreed'. The above finding indicates that special education teachers do not only help pupils with special needs but also the mainstream pupils.

Figure 12: Special education teacher only helps the pupils special needs (N=95)

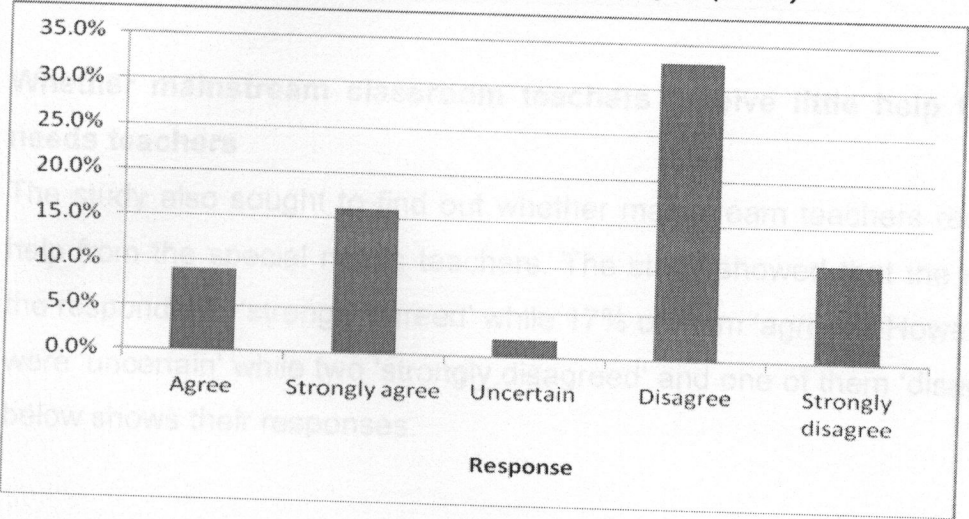


Strategies to improve inclusive education in regular basic schools

Whether mainstream classroom teachers have regular inserts and skills to teach special needs pupils

The study wanted to find out if mainstream teachers had regular inserts and skills to teach SEN pupils. The study showed that majority (33%) of the teachers 'disagreed', while 11% 'strongly disagreed'. However, 16% of them 'strongly agreed' while nine percent 'agreed' and two percent of them were 'uncertain'.

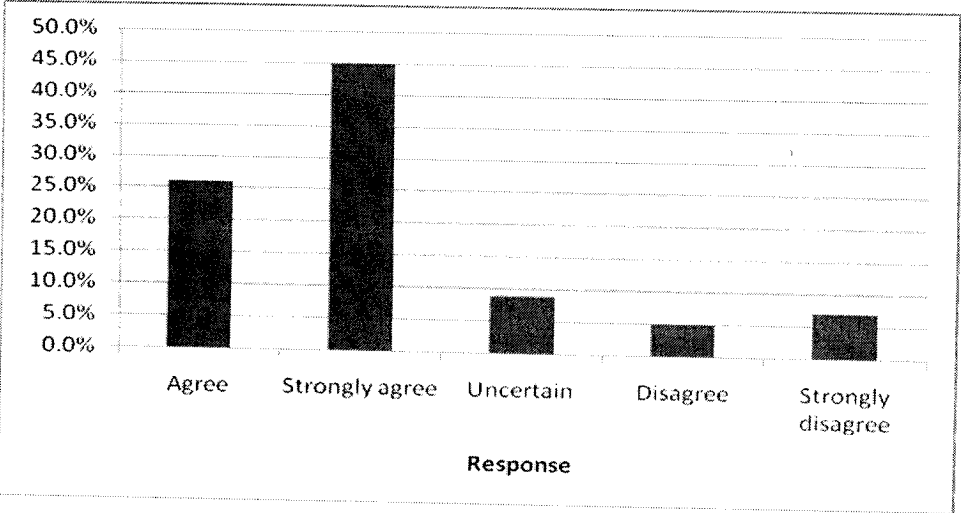
Figure 13: Mainstream classroom teachers have regular inserts and skills to teach special needs pupils (N=95)



Whether Special need pupils need extra help and attention in the classroom

As regards whether special need pupil need extra help and attention in the classroom, 45% of the respondents 'strongly agreed' while 26% of them agreed. Seven percent of them 'strongly disagreed' whereas five percent 'disagreed' and nine percent of them were 'uncertain'. Considering the high percentage of respondents who 'strongly agreed' and 'agreed' it is prudent to say that these pupils really need extra help and attention in the classroom than the mainstream pupils.

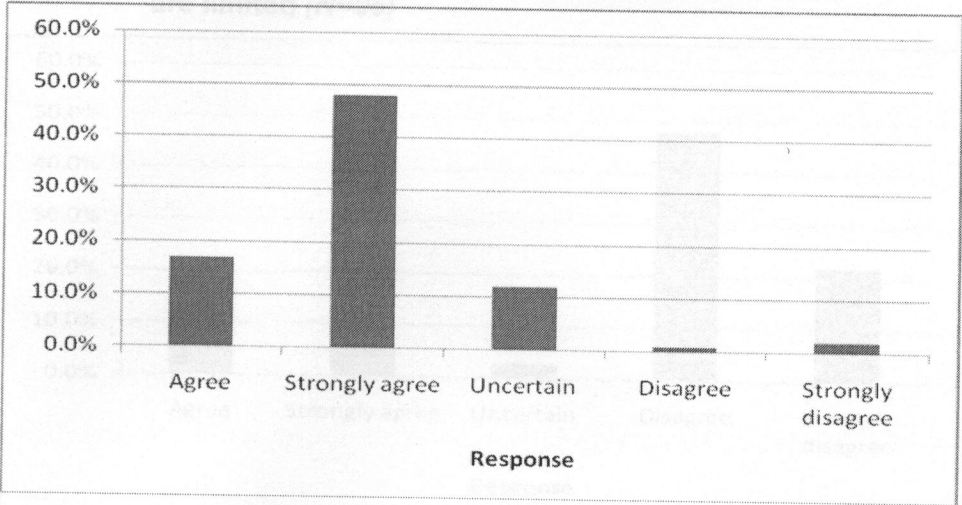
Figure 14: Special need pupils need extra help and attention in the classroom (N=95)



Whether mainstream classroom teachers receive little help from the special needs teachers

The study also sought to find out whether mainstream teachers received little or no help from the special needs teachers. The study showed that the majority (48%) of the respondents 'strongly agreed' while 17% of them 'agreed'. However, 12% of them were 'uncertain' while two 'strongly disagreed' and one of them 'disagreed'. Figure 15 below shows their responses.

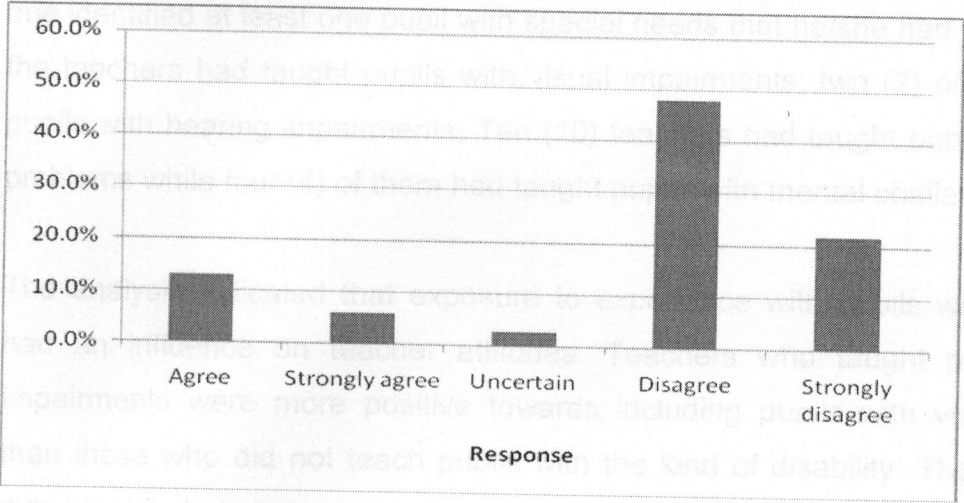
Figure 15: Mainstream classroom teachers receive little help from the special needs teachers (N=95)



Whether the resources for the pupils with special needs in mainstream classrooms are limited

As regards resources for the pupils with special needs, majority (48%) of the teachers 'disagreed' while 22% of them 'strongly disagreed'. However, 13% of them 'agreed' while six percent 'strongly agreed' and three percent were 'uncertain'. The above finding implies that resources for the pupils with special needs were adequately met. Figure 16 below shows their responses.

Figure 16: Although inclusive education is important, the resources for the pupils with special needs in mainstream classrooms are limited (N=95)



Teachers’ opinions about inclusion and factors associated with teachers’ opinions

76 of the 95 teachers (80.30%) were of the opinion that pupils with disabilities or special needs should have a chance to attend ordinary schools. However, a closer inspection of the data indicated that several factors were associated with the participant’s opinions towards inclusion notable among these was to do with the nature of the disability. 87 of the teachers (99.35%) mentioned that pupils with specific disability should be included. The most frequently mentioned by the respondents were pupils with physical disabilities, 50 (52.10%); and sensory disabilities, 23 (24.20%). The pupils considered least includable were those with mental challenges and emotional and behaviour difficulties that affected reading, writing and arithmetic. Seven (7) respondents specifically mentioned that pupils with mental challenges and those with emotional and behaviour difficulties should not be included in ordinary schools.

Teachers' experiences with special educational needs

27 (28.40%) of the 95 teachers had pupils with special needs in their classes. Each one identified at least one pupil with special needs that he/she had taught. Five (5) of the teachers had taught pupils with visual impairments; two (2) of them had taught pupils with hearing impairments; Ten (10) teachers had taught pupils with behaviour problems while four (4) of them had taught pupils with mental challenges.

The analysis indicated that exposure to experience with pupils with special needs had an influence on teacher attitudes. Teachers who taught pupils with visual impairments were more positive towards including pupils with visual impairments than those who did not teach pupils with the kind of disability. The same tendency was identified among teachers of pupils with mental challenges, hearing impairment and physical impairment. Regardless of experience, all participants had shown negative attitudes towards inclusion of pupils with mental challenges that affected reading, writing and arithmetic especially for moderate and severe mentally challenged pupils.

Characteristics of the schools surveyed

The opinions about inclusion varied from one school to another. The data suggested that the acceptance of inclusion increased as the teacher taught more subjects and as the school buildings were made accessible, appropriate equipment were provided, pupils with SEN were integrated in the school curricula and when the school had developed a clear policy regarding the class placement of pupils with SEN. All participants who had these facilities in their schools were positive towards inclusion than other teachers.

Gender of the teachers

There was little difference between the opinions of female teachers and male teachers. The data ad suggested that female teachers possessed more positive attitude towards the general concept of inclusion than male teachers.

Models of inclusion

The respondents were asked to indicate which of the models they would prefer. The three models were: all lessons in special classes; all lessons in regular classes; and some lessons in resource rooms and some in regular classes. Of the 95 respondents in favour of inclusion, the most preferred model was to provide some lessons in resource rooms and some in regular classes. This was suggested by 75 of the participants in favour of inclusion. Seven (7) of them preferred that the pupils should be taught in regular classes. 10 of the respondents preferred that the pupils should be taught in special classes. Three (3) of the participants did not express any opinion about a preferred model. Frankly speaking, some teachers had mentioned that, there was a need for either special classes or special schools when the disability was severe. It could be assumed that mainstream teachers were compelled to accept severely disabled pupils in their schools and classrooms by the dictates of the national educational policy.

Table 1: Models of inclusion

Attitude components	N	Mean	Standard Deviation
Cognitive	95	3.57	3.08
Affective	93	4.04	26.33
Conative	90	219.75	115.86
Skill possessed	95	7.91	71.38

A paired sample T-test was conducted to examine the nature of the difference between the mean scores of the participants on the two affective scales. The first scale was designed to measure emotional reactions to the placement of a child with severe learning difficulties in the mainstream classroom while the second one explored emotional reactions to the placement of a child with emotional and behavioural difficulties in the mainstream classroom. The analysis showed a

difference between the two measures T23.80P.11276. Mean of the first affective scale 2.34 and mean for the second 4.13 indicating that pupils with emotional and behaviour difficulties were more likely to be the cause of more stress for every teacher than pupils with other types of educational needs.

Nine One Way Manovas were calculated to test for differences in the cognitive, affective and conative components between groups identified in terms of gender, age, teaching experience, phase level taught, professional development of the participants, experience of inclusive education and size of the classrooms. The variable age comprised six groups, the variable, teaching experience comprised six groups, the variable, phase level taught comprised two groups and the variable, teaching experience comprised five groups as shown in Table 2 below.

Table 2: Gender, age, teaching experience, phase taught and professional development of the participants

Gender	Age range	Teaching experience (in years)	Phase level taught	Professional development	Experience of inclusion	Class size
Male (n = 38)						
Female (n = 57)						
Male	18 – 24	1 – 6	Primary	Certificate 48 Diploma 33 School-based 22 District-based 10		35
Female	25 – 30	7 -12	Basic			36 and mo
	31 – 36	13 – 18				
	37 – 43	19 – 24				
	44 – 49	25 – 31	University-based			
	50 – 56	32 – 37	None 52			

The variable, experience of inclusion comprised two groups;

- (i) Teachers who had been long practicing inclusive education in their classrooms N527 and
- (ii) Teachers who were randomly selected N552. For purposes of analysis, the variable, class size was divided into two groups, median split
 - (a) Classes with up to 35 pupils N551 and
 - (b) Classes with 36 or more N527.

The data indicated that teachers with active experience of inclusive education had held significantly more positive attitudes towards inclusive education than those who were randomly selected from mainstream classrooms without experience. The analysis between groups in terms of their experience in inclusion had indicated a multivariate effect $DFD3456926.88p127498.800$. A univariate test reviewed that, the multivariate difference was due to differences between teachers who were randomly selected from the mainstream classrooms and teachers with active experience of inclusive education in mainstream classrooms in all the three components of attitudes.

Cognitive component $FDF17356.08p0.05$. Affective component $fdf173511.03p0.05$ and in the conative component $17354.95p0.05$ as shown in Table 3.

Table 3: Mean scores of teacher with active experience of inclusive education and teachers randomly selected from mainstream classrooms in the cognitive, affective and conative components of attitudes

Group of teachers	N	Component
Randomly selected teachers	52	n552
Selected teachers		n550
Teachers with active experience	27	n526

Examination of these mean scores in table 3 above indicated that the teachers who had been practicing inclusive education for some years had held significantly more positive attitude than the rest of the sample who had apparently little or no such experience. The level of the professional development of the participants was found

to be significantly related to their attitudes towards inclusive education. The second important thing of the study referred to the professional development of the participants.

The analysis indicated a multivariate effect $F(1780,200.495)P<0.01$. The univariate analysis revealed that the multivariate effect was due to differences in all the three components of attitudes.

In particular for the cognitive component $F(4787,140.51)P<0.0$ for the affective component $F(4787,140.06)P<0.01$ and for the conative component $F(0.05)$ as shown in Table 4 below.

Table 4: Participants confidence in meeting equal requirements for Children with SEN

	N	Mean	Standard Deviation
Stages	72	3.73	3.71
1	72	2.20	.47
2	72	2.00	.40
3	72	3.02	8.47
4	72	3.12	7.43
5	72	3.02	1.25

The Post Hoc test revealed that the univariate effect was due to differences between participants who had received university-based professional development and those with no training at all in all the three components of attitudes. As can be seen in these mean scores in Table 4, teachers with substantial training in special education had held significantly more positive attitudes than those with little or no training about implementation of an inclusive education programme. None of the remaining variables was found to be significantly related to the participants' attitudes.

The one way manovas for gender, age, teaching experience, phase level taught, size of classroom did not reveal significant differences in the attitude component.

However, the participants demonstrated a lack of confidence in meeting the equal requirements of pupils with SEN. The most important thing of this investigation was directly related to the participants' confidence in meeting the equal requirements of children with SEN. Although participants appeared to be positive towards the general concept of inclusion as shown in Table 4 there was evidence in Table 5 that their confidence had dropped considerably according to the stage at which children stood in the statementing process. Teachers with substantial training had demonstrated more confidence in meeting equal requirements of pupils with SEN.

Table 5: Showed mean scores of confidence of different professional groups in meeting IEP requirements at stages four and five

Professional development	N	Mean for Stage 4	Mean for Stage 5
None	52	2.85	2.93
School-based	22	2.89	2.69
District inset	10	3.50	3.10
Specialist qualification	8	3.50	3.50
University-based	3	3.06	3.10

The table showed that children with significant disabilities in stages four and five had presented a considerably greater challenge for every teacher. However, in an attempt to account for the decline, participants' confidence was compared with their professional development. Table 6 below provides some insights into the participants' confidence in meeting needs of children at stages four and five

Table 6: Participants' confidence in meeting needs of children at stages four and five

Cognitive	Pearson correlation	1000	0.139	0.180	0.070
Affective	1000	0.119	0.251	0.051	0.622
Conative	1000	0.096	0.622	0.353	0.179
Skills	1000	0.119	0.251	0.051	0.622

Examination of mean scores in Table 6 indicated that teachers with substantial training were more confident in meeting the needs of children with disabilities at stages four and five. The teachers who had received external to the school training were found to be more confident in meeting IEP requirements of pupils with SEN than those who had received school-based training or no training at all. Next, for the purposes of statistical comparison, the variable measuring the participants' confidence in meeting the IEP requirements in stages 1, 2, 3, 4 and 5 were summed up under a new variable assessing their total level of confidence was computed. Besides, the categorical variable measuring the professional development of the participants was recorded so that it represented three groups; those with no training, those with school-based and those with external training. External training represented those with district-based, college-based and university-based training. This was necessary not because of the small size of these groups but also for purposes of comparison between INSET as opposed to longer term and high quality training.

One way analysis of variance was calculated to test for differences between these three professional groups and their perceived confidence in meeting equal requirements. The analysis revealed a significant univariate effect FDF27452.16P0.04. The Post Hoc test failed to reveal significant differences between these groups. Nevertheless, a strong tendency was evident in Table 6

suggesting that participants with no training at all and those with school-based training appeared to be considerably less confident than those who had received training external to the school. There was an association between participants perceptions and the skills they possessed and their attitudes towards inclusive education. This relationship was examined by conducting a corelational analysis between the means of their professional development as shown in the table below.

Correlation was significant at 0.01 2 tailed.

Although this correlation analysis could not possibly establish causation, it did however, suggest an important tendency that participants who perceived themselves as possessing generic teaching skills appeared to hold positive attitudes towards the inclusion of pupils with SEN in regular schools.

The next step of analysis was to examine whether there was any relationship between the three professional development groups; no training verses school-based verses external courses and teachers' perceptions of the skills they possessed. Analysis of variance indicated a significant Univariate effect of FDF0.001.

The post hoc test revealed that the Univariate effect was due to differences both between the participants with no training and those who had attended external courses and between participants who had attended school-based and those who had attended external courses as shown in table 7 below.

Table 7: Indicated mean scores of the overall confidence of groups with different professional development in meeting IEP requirements

Professional development	N	Mean	Standard Deviation
No training at all	10	21.00	41.19
School-based	22	1.19	9.58
External qualification	61	5.97	

Examination of these scores showed that those who had attended external courses scored higher than those with no training at all and those with school-based training. Finally, three open ended questions were included in the questionnaire in order to give the participants the opportunity to raise issues not covered by the attitude scales.

The first open-ended item asked respondents what needed to be done or changed in the classroom and at the whole school level. 84 (88.30%) of the respondents were of the view that ordinary basic schools needed to change to meet the needs of pupils with special needs. Need for a different classroom layout and a physical restructuring of the school, supply special toilets, desks and other types of furniture to accommodate children with physical disabilities were identified by 45 teachers (47.55%).

They saw the need for school rolls, stairways and ramps put at different positions around the classroom and school to make the schools more accessible.

Class size

19 teachers (21%) had mentioned that establishment of special classes and downsizing their classes to fewer than 35 pupils was important if pupils with significant disabilities were to be included. More specifically, the respondents had complained about overcrowded classes which caused a lack of space.

Time

27 teachers (28.40%) had reported a need for extra hours per day to plan their work with pupils with severe learning difficulties.

The second open-ended question was posed to respondents asking them what extra things they would need to make their responses more positive. The following issues emerged:

Support

64 teachers, representing (67.35%) of the total sample had reported that they needed more support in teaching classes that included pupils with disabilities. Moreover, the ancillary support was required to be constant and well trained. Simply more people in the class were not considered enough.

Training

45 teachers (47.35%) felt the need for a sustainable systematic intensive training either as part of their certification programmes and as intensive and well planned in-service training or as an ongoing process. In particular, participants had asked for training in sign language interpretation, Braille transcription and for more knowledge on how to deal with special needs children as well as managing the behaviour of children with emotional and behavioural needs.

Material resources

23 teachers (24.20%) required adequate curriculum mate. They had mentioned the need for special equipment appropriate to the needs of pupils with disabilities, need to open inclusive high schools in Kabwe district and provision of transport to reduce on long distances children covered each day. The data had indicated that differentiation of a teaching task was absolutely necessary if the needs of all the pupils were to be met. However, under the current circumstances, it was felt that the increased amount of workload had made that extremely difficulty.

Finally, participants were asked to propose topics to be included in future special teacher training. The participants had proposed five topics of future training. The topic with highest priority was (parent/teacher collaboration. The next four preferred topics concerned differentiation in the classroom and ways of organising special needs education; preparing individual education plans; individual instructional plans; behaviour modification plans and Curriculum adaptation plan.

CHAPTER FIVE

DISCUSSION OF FINDINGS

The effort to implement inclusive programme had received a positive response from the teachers. Moreover, this study had shown that, experience in working with children with SEN had differentiated between teachers' attitudes towards inclusion. More specifically, it was found that teachers with experience in working with SEN had held more positive attitudes towards inclusion than their colleagues without relevant experience. The data suggested that the acceptance of inclusion had increased as the teacher taught more subjects in classrooms with special need pupils. Studies had shown that the success of inclusive education depended to a large extent on the willingness and ability of teachers to make accommodation for individuals with SEN. It was likely that teachers with few years of teaching experience did not have a chance to benefit from proper training which could make them less resistant to inclusive practices.

Research evidence had shown that, although inclusive education was not fully implemented in Zambia, many teachers had experience with the inclusion of pupils with SEN. In this study, more than half of the participants had supported the idea that pupils with SEN should have a chance to attend ordinary schools. This was a higher percentage to what was reported by Scuggs and Mastropieri (1996) in their meta-analysis of 28 survey report concerning teachers' attitudes towards inclusion. They found however, that, only a little more than half of the teachers in the studies they analysed had expressed a willingness to teach pupils with SEN in their classrooms. The study had shown that respondents were willing to include certain types of disabilities such as physical disabilities rather than pupils with mental challenges that affected reading, writing, arithmetic and behavioural problems.

In addition to the type of disability, the severity of the disability appeared to have had an influence on the acceptance levels. These results were consistent with other studies (Al-khateeb, 2002: Forlin et al. 1996, Soodack et al. 1998: Clough & Lindsay, 1991).

Teaching experience with SEN seemed to have had influenced participants' opinions about inclusion. Those teachers who had experience with pupils with SEN in mobility and other physical disabilities were most supportive of the idea of including pupils with the same disabilities. This result was supported by Leyser et al. (1994) & Roberts & Lindsell (1997). It seemed that teachers were more negative to the idea of including pupils with behavior problems that affected reading, writing and arithmetic. SEN pupils with emotional and behavior problems had always been in the regular schools usually within irregular classrooms.

Teachers were asked to describe in their own words how the regular schools should change in order to meet the needs of pupils with SEN. 45 of the participants mentioned that teachers needed better qualifications in Special Education. Besides, when they were asked to select preferred topics for future in-service training; Parent-teacher co-operation, curriculum adaptations, individual education plans, classroom management, infrastructure modification and adaptation of material were given high priorities. The teachers' focus of interest was not on the impairments of the pupils but in the knowledge and skills that could empower them as professionals. Knowledge and skills in this study were considered to be more important than any other factor highlighted as conducive to positive attitudes towards inclusion (Soodack et al. 1998 & Leyser et al. 1994). This finding was coloured by the participants' responses to the open-ended questions where they appeared to ask for more support, resources, training and time. This research synthesis of teachers' attitudes towards integration studies had reported that, although two-thirds of the teachers surveyed 79.40% in total, had agreed with the general concept of inclusive education. Only less than one-

third believed they had sufficient time, skills, training and resources necessary for implementing inclusive programmes.

Additionally, pupils with emotional and behavioural difficulties (EBD) were seen as causing significantly greater concern and stress to teachers than pupils with other difficulties. This finding was hardly surprising because teachers had been consistently versed to having difficult pupils in their classes (Chazan, 1994; Clough & Lindsay, 1991; Johnson, 1987). Moreover, they were very sceptical about their reintegration even after a period in a special school or unit (Avramidis & Bayliss, 1998). In the light of a risk in exclusion in years (OHMCI, 1996), teachers needed to be provided with training in managing classroom behaviour and meeting the needs of children deemed to experience EBD, a need which was reported by half of the respondents (see the content analysis).

The results of this survey had demonstrated clear differences in responses between teachers who had experience of varying degrees and years of including children with significant disabilities in their classroom and those with limited or no experience. The data had indicated that educating pupils with disabilities in mainstream classrooms had resulted in positive changes in Educators' attitudes. This study, had confirmed the previous research undertaken by Villa et al. (1996), who concluded that teacher commitment often emerged at the end of the implementation cycle, after the teachers had gained mastery of the professional expertise needed to implement inclusive programmes. Similar findings were reported by LeRoy and Simpson (1996), who had studied the impact of inclusion over a 3-year period in the state of Michigan. The assessment of teacher attitudes was based on the desirability of segregation, the responsibility for the education of children with severe difficulties and the benefit of inclusion for children with disabilities. They found on all the three accounts that teacher attitudes had changed in a positive direction over the 3-year period. Their study had shown that, as teachers' experience with children with SEN increased, their confidence to teach these children had increased.

This study had examined the relationship between independent demographic variables, such as gender, age, phase level taught, teaching experience, experience of inclusion and class size. None of the mentioned variables was found to be significantly related to the respondents' attitudes. Indeed, in previous studies the relationship between these variables and attitudes had been inconsistent and what was evident from reviewing the relevant literature (e.g. Jamieson, 1984; Hannah, 1988) was that none of the mentioned variables could be regarded as a strong predictor of educator attitudes. However, the study revealed that teachers with substantial training in special education had a significantly higher positive attitude than those with little or no training about inclusion.

The importance of training was stressed in a number of surveys (Bowman, 1986; Center & Ward, 1987; Leyser et al. 1994) Chilufya (2005), Kalabula & Mandyata (2003) and, in particular, the importance of training in the formation of positive attitudes towards inclusion was supported by the findings of Beh-Pajoooh (1992 & Shimman (1990), based on lecturers in a tertiary college. Both studied the attitudes of tertiary college lecturers in the UK towards students with SEN and their inclusion into ordinary college courses. Their findings had shown that college lecturers who had been trained to teach students with learning difficulties expressed more favourable attitudes and emotional reactions to students with SEN and their inclusion, than did those who had no such training. This study supported these findings because it did not only reveal that teachers attitudes with substantial training to be more positive to inclusion, but also indicated that their confidence in meeting IEP requirements was boosted as a result of their training.

Another finding of this study was that the means of all the three components of attitude (cognitive, affective and conative) were significantly correlated with the mean of the skills. That is, respondents who perceived themselves as competent enough to cater for SEN pupils appeared to hold positive attitude towards inclusion. This reinforced this finding about the importance of training; if skills arose out of skilled-

based training courses and out of careful and well-planned INSET courses where practitioners had the opportunity to discuss and plan collaboratively, then it could be anticipated that the more effective programmes on inclusion would be offered to teachers to enhance more favourable positive attitudes about inclusion. However, what was interesting here was that the respondents who had attended external and long-term courses, for example at the Zambia Institute of Special Education (ZAMISE) and the University of Zambia (UNZA) had scored significantly higher in the scale measuring their perceptions about the skills they had possessed than those with school-based (INSERT) training only.

This highlighted the importance and effectiveness of substantial self-reflective training which resulted in the acquisition of generic teaching skills necessary for meeting the needs of all the children as opposed to short-term technical responses. It was worth noting that implementing an inclusive program was likely to put considerable pressure on teachers especially at an early stage due to the necessary significant restructuring of the educational environment. In the present study in their responses to the focus group discussions questions, the participants had stressed the need for more non-contact time. In a number of studies, teachers had reported that they did not have sufficient time for inclusion (Diebold & Von Eschenbach, 1991; Semmel et al., 1991). In particular, in the Myles and Simpson (1989) investigation, 48 out of 55 teachers (87.2%) had reported their perceived need for 1 hour or more of daily planning time for inclusion. The content analysis had suggested that teachers had other needs as well and that there were many obstacles that had to be surmounted if inclusive programmes were to be successful, for example, overcrowded classrooms, insufficient or nonexistent pre-prepared materials (differentiated packages), insufficient time to plan learning, absence of appropriate equipment, absence of Braille transcription service, personnel in sign language interpretation, absence of transport, inadequately available support from external specialists like Curriculum Development Centre (CDC), Teacher Education (TEDS), district Education management, community and parent School Psychologists, etc and

lack of regular INSERTs. The model which seemed to underpin the discussion here was that included pupils with SEN demanded extra time, resource support, environment, modifications, plan for sustaining the inclusion process, personnel and coordination, collaboration and co-operation between sections and among staff at the basic schools. Paradigms of inclusion suitable to the condition needed to be developed. Integration of children with special needs involved a collaborated and mutual process during which professionals developed the curricula plans together. It was a combined vision, evaluation and coordinated plan that provided for the holistic development of the child in inclusive educational setting.

However, this posed an obstacle to the inclusion debate as the complete absence or inadequacy of some or all of the above would mean that the placement of a pupil with learning difficulties was unfeasible. This study had appeared to replicate the Centre and Ward (1987) and the Clough and Lindsay (1991) studies whose focus was on integration'. In particular, the content analysis had revealed that the participants were more acculturated into the integration model in the sense that they had stressed the need for more resources and for more support from external specialists in order to accommodate children with SEN in their classrooms. This was not what inclusion was about. Inclusion was not about funding and resources (which was a reductionist approach) because there would always be some children with significant disabilities for example cerebral pulse, who would not fit in any particular school environment. Rather, it was about developing critical thinking and reconstructing the vision. However, what was important here was that the participants who had received training of high quality appeared more competent in their teaching skills and found the concept of inclusion easy to deal with. This carried major implications about the level and depth of teacher training courses if Zambia were to promote practices that were truly inclusive.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

Conclusion

Recognising these limitations, the results from this investigation had recommended several important practical implications for policy-makers, administrators, practitioners and parents. It could be argued strongly that with the provision of more resources and extensive opportunities for training at both pre-service and post-service levels, teachers' attitudes towards inclusion could become more favourable. What was evident in the investigation was that substantial training, such as university-based courses, fostering critical thinking was more likely to result in a critical understanding of 'inclusion' and in the acquisition of generic teaching skills. Such training was more likely to provide the practitioners with a vision, knowledge and skills to operationalise that vision and skills which would allow them to modify their everyday practice in ways which were ultimately on inclusive. This would be an outcome and a hypothesis for the next step.

As far as the issue of resources was concerned, the study had recognised that resources were essential; successful inclusion depended on resources, both human and material, but also on their successful implementation of Inclusive Education Program (IEP). Simply more people or more inclusive basic schools or materials were not enough; rather, how the resources were being utilised was of importance and this issue should be addressed in the school level within a whole-school policy and at the district, provincial and national educational levels through a reorganisation of the management and support services. It was worth pointing out that, however useful the findings reported in this study might be further research was needed. At a later stage, it was hoped to present a series of case studies from this work which exemplified

best practice and identified areas where further development was needed SEN whose needs could be met wholly by teachers in the regular classroom without any further assistance, to a stage 5 statemented child, where the severity of need required formal (legal) recognition by the Education Authorities who guarantee extra resources external to the national Plan (IEP) which had formal status of implementation and review.

Overall teachers held positive attitudes towards inclusion of pupils with SEN. However, collaboration between the mainstream and special education teachers was important. Regular school-based and district-based INSETS should be conducted regarding pupils with special needs. Continuous provision of adequate resources to inclusive classes was recommended. Inclusion required support by school administrators, parents, teachers and pupils. Teachers' beliefs and acceptance of the policy and philosophy of inclusive education were significant predictors of the degree to which they carried out inclusive practices. The effective and behavioural components of teachers' attitudes towards inclusion should be subjective to future studies. Additionally, factors identified in this study to have potentially influenced the opinions of the teachers such as the nature and severity of their pupils' disabilities, teachers' past experience with pupils with disabilities and contextual factors related to the individual schools could be included in future investigations.

The majority of the teachers who participated in this study had expressed a need for changes in ordinary basic schools in order to meet the needs of pupils with disabilities. They particularly emphasized the importance of increased knowledge and skills that could empower them as professionals. For the purposes of future initial and in-service training for teachers, it was of interest to know the extent such priorities would be shared by other teachers in Zambia.

Traditionally, inclusive education had looked up to Psychology for many of its theoretical resources and practical strategies while those who sought to promote

more inclusive education tended to see Psychology and Psychologists as part of the problem by providing a rationale for segregation. However, in practice, many Psychologists needed to develop inclusive ways of working and paying attention to Psychological theories that would underpin inclusive education.

Psychology for inclusive education would reframe the contribution of Psychology in terms of its relevance to inclusion and would show how psychological theories of learning and human development were compatible to understanding inclusive education. Psychological theories were relevant to understanding inclusive education and Psychology could contribute to promoting more inclusive education in practice.

The collaboration of a Psychologist with teachers would lead to inclusive solutions. Psychologist would apply theories of learning and their significance for inclusion. They would focus on the challenge of developing the pedagogies of inclusion and assist teachers to understand and appreciate the social culture of learning in an inclusive classrooms, the role of emotion in learning and inclusion, co-operative learning and inclusion and highlight the challenges and tensions of inclusion and facilitate high standards for schools and the dynamic assessment as an alternative to IQ, social justice and inclusive psychology. Psychologists have long argued for inclusion on the grounds of equity and human rights and would examine inclusive education through the lenses of psychology.

Team interventions would be critical because of the interrelated nature of the problems of the developing child and the need for skills and resources for many professionals to meet the needs of both the child and the family. Interfamily collaboration could work in a variety of configurations. The Ministry of Education therefore, should adopt multi disciplinary, interdisciplinary and Trans disciplinary approaches to meet the needs of SEN in regular basic schools. Multi disciplinary approach had evolved from the medical model in which multiple professionals evaluated the child and made recommendations. In this type of approach, several professionals might be directly or indirectly involved with the child and the family but

do not necessarily interact or consult each other. Services would be provided through several locations and a time usually convenient for the professional. The pediatrician would be the first contact person with advisory and referral authority.

Interdisciplinary approach to treatment would be more co-operative and interactive consisting of a team composed from several disciplines involved with the child usually at the same locations. Implementation would be specific to each discipline and might be executed outside the environment which the child would be expected to perform. Each member of the team would be accountable to the team as a whole. To ensure the success of this approach, the members would be needed to respect each other's roles and not enter into a power play for control. Rules might be drawn for sustainable Inclusive Education in regular basic schools. This could support the classroom teachers' efforts in many ways.

Here, you press upon awareness, willingness to change and financial resources of the education system. Thus, the medical model of intervention would be fragmented and incomplete in isolation so would be the philosophy of Inclusive Education without its immediate and ongoing support.

The other recommended approach would be Trans-disciplinary approach. Trans-disciplinary approach would allow various disciplines to interact as a team but one member would usually be designated to provide direct interactions with other team members who would act as consultants. Role release would occur when one professional distinguished some of his or malfunctioned to another. All team members would contribute to assessment, program planning and intervention but the designated person would be empowered by the team to perform functions that would be normally outside the bounds of his/her profession. This approach would be indirectly Integrated and decentralized. It would limit the number of people carrying out the program but would make use of the expertise of a variety of professionals. Finally, more effort is needed to teach pupils with SEN in Zambia.

Recommendations

Based on the findings of the study, the following are recommended:

1. The Ministry of Education should move their thinking about professional development away from low (INSET) level technical responses towards longer-term effective practitioner training.
2. The idea of having simply more people or more inclusive basic schools or materials were not enough; rather, the Ministry of Education should monitor how the resources were being utilised. This issue should be addressed in the school level within a whole-school policy and at the district, provincial and national educational levels through a reorganisation of the management and support services.
3. Regular school-based and district-based INSETS should be conducted regarding pupils with special needs.
4. The Ministry of Education should ensure continuous provision of adequate resources to inclusive classes if the policy of inclusion is to achieve its intended goals.
5. The Ministry of Education should ensure the involvement of Educational Psychologists in inclusive education would give new directions and theory and practice.
6. Since the success of any programme depended largely upon the integration of the child's individual program components into a comprehensive program carried out by co-operating team of professionals it is important that the government through the Ministry of Education include such programmes when making policies pertaining to SEN.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR TEACHERS

Dear respondent,

You have been randomly selected to participate in this exercise and I wish to assure you with maximum confidentiality of all the information that you will provide. The exercise is purely for academic purposes.

I wish to thank you for your co-operation in this regard.

SECTION A

Name of School _____

Gender:

(a) Female ☐ (b) Male ☐

Age range:

(a) 18 - 24 ☐

(b) 25 - 30 ☐

(c) 31 - 36 ☐

(d) 37 - 42 ☐

(e) 43 - 48 ☐

(f) 49 - 54 ☐

(g) 55 - 60 ☐

Teaching Experience (in years) _____

Phase level taught _____

Academic qualification _____

SECTION B

Instructions:

Tick, circle or briefly write your answer for each of the following questions.

1. Are you trained in special education
 - (a) at certificate level?
 - (b) at Diploma level?
 - (c) through school-based INSERTs?
 - (d) at degree level?
 - (e) through district arranged INSERTs?
 - (f) none of the above.

2. Regular contact with pupils with SEN is important to develop positive attitude towards disabled children.

Agree/Strongly agree/ uncertain/ disagree/ Strongly disagree.

3. The placement of SEN pupils in regular classes negatively affects the performance of normal pupils.

Agree/ Strongly Agree/ uncertain/ disagree/ strongly disagree.

4. The negative attitudes of pupils with SEN can be minimised in inclusive classrooms.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

5. In order to achieve the highest level of inclusion, it is necessary for pupils with SEN to be placed in regular classes with backup support.

Agree/ Strongly agree/ uncertain/ disagree / Strongly disagree.

6. The academically talented pupils will be isolated in the inclusive classroom.

Agree/ Strongly agree/ uncertain/ disagree / Strongly disagree.

7. Pupils with SEN will not be labelled as weird, stupid or hopeless when placed in inclusive classrooms.

Agree/ Strongly agree/ uncertain/ disagree / Strongly disagree.

8. Mainstream teachers and special education teachers need to work together to teach pupils in inclusive classrooms.

Agree/ Strongly agree/ uncertain/ disagree / Strongly disagree.

9. The role of special education teacher is to assist pupils with SEN only.

Agree/ Strongly agree/ uncertain/ disagree / Strongly disagree.

10. Pupils with special needs should be given a chance to attend ordinary schools.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

11. Although inclusive education is a good concept, its implementation faces objections from the mainstream classroom teachers.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

12. The presence of a special education teacher in a regular classroom raises difficulties in determining who really is responsible for special pupils.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

13. Majority of the mainstream teachers lack the exposure and skills to deal with pupils with SEN.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

14. SEN pupils need extra attention and help in the classroom.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

15. Limited resources in teaching are the critical aspects that need to be improved in ordinary inclusive basic schools.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

16. Mainstream teachers have regular INSERTs and skills to teach SEN pupils.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

17. Mainstream teachers receive little help from special education teachers.

Agree/ strongly agree/ uncertain/ disagree / Strongly disagree.

18. Do you have experience teaching the
- (a) Visually impaired?
 - (b) Mentally challenged?
 - (c) Hard of hearing?
 - (d) Physically disabled?
 - (e) emotional and behaviour difficulties?

19. Mainstream classroom teachers have many responsibilities towards the pupils with SEN placed in their classrooms.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

20. When you think of pupils with SEN to be included in mainstream school, you think of which disability the most?

Physical/ mentally challenged/ sensory.

21. My school integrates children with SEN in the curricula.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

22. Special teacher training is vital to the development of positive teacher attitude towards SEN.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

23. What is the most preferred model of inclusion for SEN children in ordinary school?

- (a) All lessons in special classes.
- (b) All lessons in regular classes.
- (c) Some lessons in resource rooms and some in regular classes.

24. What is your school policy regarding the class placement of pupils with SEN?

- (a) All SEN pupils segregated in special classes.
- (b) All SEN pupils integrated in regular classes.
- (c) A handful of SEN pupils integrated in regular classrooms.

25. SEN pupils would receive more adequate instructions in special classes than they would when integrated in regular classrooms.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

26. Although inclusive education was important, the resources for the pupils with SEN in the mainstream classes are limited.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

27. The pupils with SEN have been mainstreamed in the regular classroom in a manner rather than as a result of a plan for inclusion.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

28. Inclusive education is more of a legal and political matter than an educational one.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

29. External support in the implementation of Inclusive Education Programme (INSPRO) in basic schools is...

(a) Insufficient

(b) Nonexistent.

30. I accept responsibility for teaching children with special educational needs within the whole school policy.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

31. I have changed my teaching processes to accommodate children with special educational needs.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

32. I have engaged in developing skills for managing the behaviour of children with special educational needs.

Agree/ Strongly agree uncertain/ disagree/ Strongly disagree.

33. I feel confident in diagnosing/assessing specific needs of pupils with disabilities.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

34. I feel confident in collaborating with colleagues to provide coherent teaching programmes for children with special educational needs.

Agree/ strongly agree/ uncertain/ disagree/ Strongly disagree.

35. I feel confident in implementing individual educational plans.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

36. I feel confident in meeting the equal requirement of children with special educational needs at stage 1 but similarly at stage 2, 3, 4 and 5.

1. Not confident at all.

2. I have misgivings.

3. neutral.

4. I feel secure in my teaching.

5. I am very confident [tick the most applicable stages].

37. Pupils with special needs must be integrated into the regular community.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

38. What is the teacher pupil ratio in your school? 1-20

1-35

1-40

1-45

above 1-50

39. I am very anxious about teaching children with SEN.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

40. The placement of pupils with significant disabilities in regular classes will cause more problems rather than improving the situation.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

41. I am not worried with the placement of children with emotional and behavioural difficulties in the mainstream classrooms.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

42. I am absolutely positive that inclusive education can benefit children with SEN.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

43. Inclusive education of high quality is good.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

44. Pupils with emotional and behavioural difficulties cause greater concern and stress for teachers.

Agree/ strongly agree/ uncertain/ disagree/ Strongly disagree.

45. Inclusive education is starting to have positive effect on my work.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

46. Inclusive Education offers the mixed groups' interaction which will foster understanding and acceptance of differences.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

47. Isolation in a special class has a negative effect on the social and emotional development of the pupil with SEN.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

48. The challenge of being in an ordinary classroom will promote the academic growth of the child with SEN.

Agree/ Strongly agree/ uncertain/ disagree/ Strongly disagree.

49. Pupils with SEN have a right to receive quality education in mainstream classes.

Agree/ strongly agree/ uncertain/ disagree/ Strongly disagree.

50 (a) What extra things would you need in order to make your responses more positive towards Inclusive Education?

.....

.....

50 (b) What changes are needed in the classroom and whole school environment to meet the needs of SEN?

50 (c) What topics would you propose to improve future teacher training in inclusive education?

.....

.....