Factors that Affected the Implementation of the Inclusive Education Policy at Primary School level in Kanele Zone of Lundazi District.

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Authors: [1]Florence Lupupa,

florencelupupa@gmail.com

[2]Professor Lufeyo Chitondo

lufeyochitondo1@gmail.com

[1,2] Rockview University, Lusaka, Zambia

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Abstract: The purpose of the study was to examine the factors that affected the implementation of the inclusive education Policy at primary school level in Kanele zone of Lundazi district. Inclusive education does not mean just the integration of children and young people with physical, sensory or intellectual disability into regular schools or just the access to education of excluded learners but as a two-way process; firstly, of increasing participation in learning and secondly identifying and reducing or removing barriers that inhibit the learning and participation of all learners. The study was guided by the following research objective; To establish the school-based factors that affected implementation of inclusive education, to identify the Parental factors that affected the implementation of inclusive education and to determine the Geographical Based factors that affected the implementation of inclusive education. This study adopted the descriptive research design having an estimated population size was 675 out of which, 80 respondents were sampled by use of simple random sampling method. The researcher used the questionnaire as a data research instrument with the responses being analysed by use of descriptive statistics. To facilitate conceptualization of the findings, tables, graphs and pie charts using Software Package for Social Sciences version twenty (SPSS V-20) was employed. The following were the findings: the classroom sizes were not adequate in terms of teacher – pupil ratio to facilitate the implementation of inclusive education. Additionally, there was lack of teaching and learning materials and that the parents were not willing to enrol their physically, mentally and or emotionally challenged children as a result of stigmatization into the mainstream education system. More so, the environment and geographical set up of schools in relation to areas of residence of the learners affected inclusive education implementation because the physically challenged learners found it difficult to access school given long distances to schools. The researcher therefore recommends the following: Through the District Education Board Secretary [DEBS] office, Education Standard officers to ensure that schools were implementing inclusive education by carrying out routine monitoring and providing feedbacks to the finding of their monitoring activity, the schools to reduce on the class sizes by creating streams in particular grades in order to provide enough class interaction between teacher and pupil. Through the Ministry of General Education, DEBS office to allocate financial resources for the provision of teaching and learning materials and a deliberate education sensitization programme to be developed and implemented by the school through parent teachers' committees to provide sensitization talks with the parents in relation to the implementation of inclusive education so that deliberate strategies may be put in place to enabling the learners access education on a daily basis such as weekly boarding facilities.

Key words: Inclusive, Education, Implementation, Barriers, Integration, Mainstream, Disability, Learner, school.

I) INTRODUCTION

Historically, the disabled were segregated from the rest of the community. They used to attend their own schools, but nowadays many people have come to campaign for inclusion, fusion, and integration or inclusive of the disabled in the community. Owing to increased advocacy on inclusive education, Gearhart (2009) points out that those children with handicaps should learn side by side with their "normal" peers without barriers. However, inclusive education was a concept that has brought about a lot of debate due to misunderstanding of what it means and the way it must be implemented in Zambia. Savolainen et al (2000) point out that inclusive education does not mean just the integration of children and young people with physical, sensory or intellectual disability into regular schools or just the access to education of excluded learners but a two-way process that firstly demands the increasing of participation in learning and secondly of identifying and reducing or removing barriers that inhibit the learning and participation of all learners. An inclusive school was therefore, a place where every pupil belongs, was accepted, and was supported by his or her peers and other members of the school community in the course of having educational needs met (Heward, 2010). Inclusive education therefore, was an approach in which learners with disabilities and special needs, regardless of age and disability, were provided with appropriate education within regular schools

Universal Primary Education (UPE) was intended to ensure that all children eligible for primary schooling had an opportunity to enrol and remain in school to learn and acquire quality basic Education University of Zambia (2009). According to Booth (2010), inclusion involves a process of reform and restructuring of the school as a whole to ensure that all pupils have access to a whole range of educational and social opportunities offered by the school. This includes the curriculum that was being offered to be transformed and tailored to meet the individual learner's ability. It as well demand that the assessment and reporting pupil's achievements were to be streamlined according to the abilities of the learner. Additionally, Inclusion in education was a process of enabling all children to learn and participate effectively within mainstream school systems without segregation University of Zambia (2009). It's about shifting the focus from altering disabled people to fit into society to transforming society and the world by changing attitudes, removing barriers and providing the right support mechanism.

The agenda of inclusive education was concerned with overcoming barriers to participation in education at a particular school that a pupil would have attended in the absence of a significant special need. Inclusive practices must therefore address the social needs of the individuals with learning disorders (Burack *et al,* 2009*).* Children with learning disabilities were at a higher risk of school failure and account for approximately 40% of the adolescents who drop-out of school American Psychiatric Association (2000). The prevalence of specific learning disabilities is estimated to be between 2% and 10% of the general population.

The right to education for all children is enshrined in the universal declaration of human rights and more recently in the millennium development goals (MDGs). Furthermore, the basis for inclusive education were tabled at the world conference on education for all (EFA) held at Jomtien in 1990. The government of Zambia has laid great emphasis on the educational rights of children and has set precedence in favour of inclusive education by establishing special units in regular public primary schools in Zambia. However, in developing countries, the

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proportion of disabled children attending school is estimated between less than 1% and 5% (Burack *et al,* 2009). The UN convention on the rights of people with disabilities which came into force in May, 2008 required the development of an Inclusive education system for all.

Owing to increased advocacy on inclusive education, Gearhart (2009) points out that those children with handicaps should learn side by side with their "normal" peers without barriers. Inclusive education was to be promoted as it has been stated in article 26 of the universal declaration human rights of 1948 which stipulates that everyone has a right to education regardless of the difficulties that someone might be facing in life. Emanating from universal declaration of human rights, the Zambian government has dedicated to provide equal access to quality and appropriate education. In the direction of this goal, the government has ratified and domesticated various global policy frameworks in education. For example, the Zambian government signed Article 26 of the Universal Declaration of Human Rights (UDHR) (1948), subsequently identifying and promising itself to the right of every child to have opportunity to education. Inclusive education has a purpose to give as many possible chances to learners with physical, mental and social disabilities as well as talented learners to receive quality education that is appropriate to their needs (Clough and Corbett, 2000). In this situation of inclusive school, there should be a flexibility and variety at its essential. This should be obvious in the structure of the school, the content of the curriculum, the attitudes and beliefs of staff, parents, and pupils, and the goal should be to offer every individual an appropriate education and optimum chances for development (UNESCO, 2005).

The Zambian government support, ratified and signed the treaties on the issues concerning access to education for all. Despite that there is will power and support the Zambian government through the Ministry of General education to the implementation of inclusive education policy in schools, statistics indicate that there was low enrolment of the physically and mentally challenged children in schools found in Kanele Zone of Lundazi District as evidenced from the information obtained from the planning Unit at District Education Board Secretary's Office (DEBS). Table 1 and 2 below show the data collected:

Figure 1. Physically and Mentally Challenged Children Enrolled in Primary Schools of Lundazi District from year 2016 to 2018

Physically and Mentally Challenged Children Enrolled in Primary Schools of Lundazi-2016-2018

|	2016	2017	2018
TOTAL	9	17	15
BOYS	2	6	9
GIRLS	7	11	6
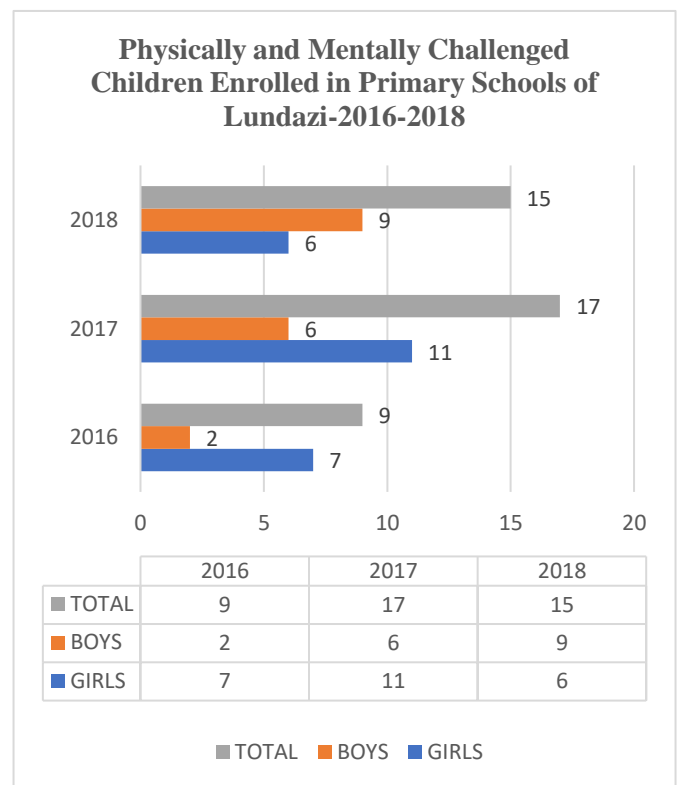
Source: District Education Board Secretary's Office (DEBS) 2019.

Statistics indicate that 7 girls and 2 boys making a total of 9 were enrolled in 2016 in the 254 primary

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schools in Lundazi district, 11 girls and 6 boys enrolled in 2017. While 6 girls and 9 boys in the year 2018 were enrolled.

Figure 2: Physically and Mentally Challenged Children Enrolled Primary Schools found in Kanele Zone from year 2016 to 2018

|	2016	2017	2018
TOTAL	1	4	0
BOYS	1	1	0
GIRLS	0	3	0
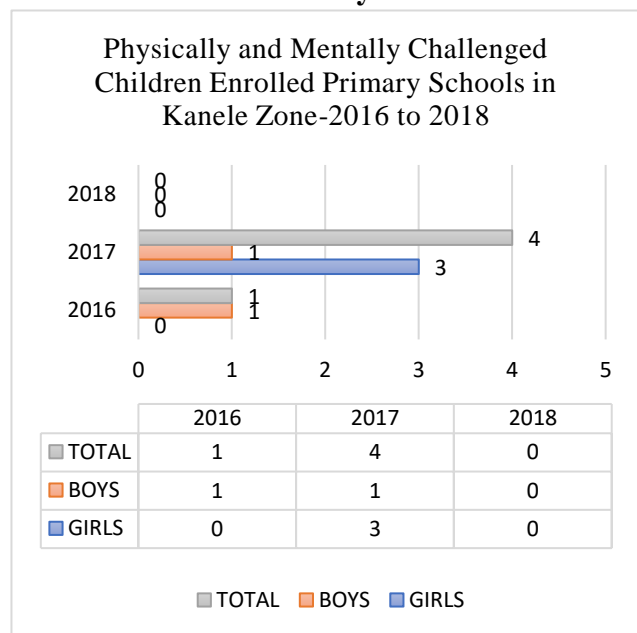
Source: District Education Board Secretary's Office (DEBS) 2019.

The above table show the statistics of the physically and mentally challenged learners enrolled in the period 2016 to 2018 in the schools found in Kanele zone where this study was conducted. Alarming results were recorded that no girl and 1 boy was enrolled in 2016, 3 girls and 1 boy were enrolled in 2017 and no child was enrolled into school in 2018 in the 15 primary schools in the zone. Hence, it was in light of the statistics above that this study examined on the factors that affected the implementation of the inclusive education policy in primary schools in Kanele zone of Lundazi district.

II) LITERATURE REVIEW.

The literature review was guided by conceptual framework. This conceptual framework three factors influencing the implementation of inclusive education policy at Primary school level in Kanele Zone, namely; the school-based factors that affected implementation of inclusive education policy, the Parental - factors that affected the implementation of inclusive education policy and the geographical factors that affected the implementation of inclusive education policy as shown diagrammatically in figure 1 below (Conceptual Framework):

Figure 1: Conceptual Framework
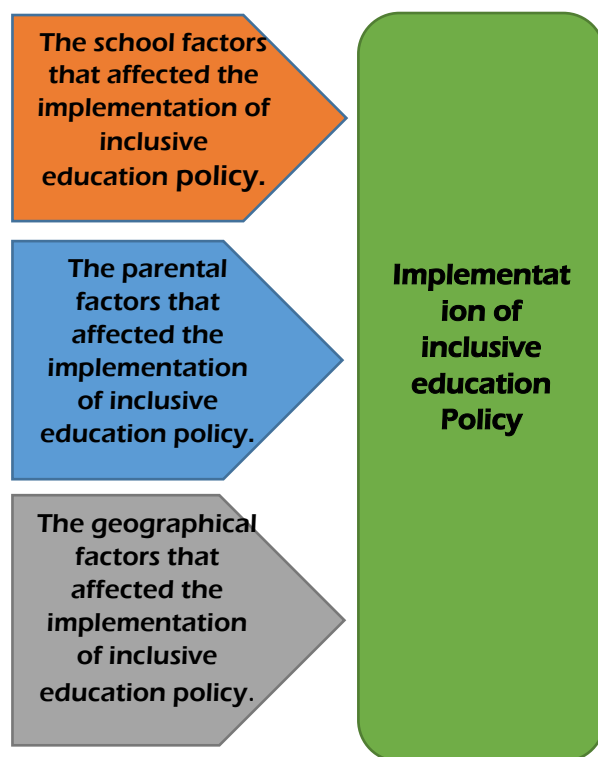
Source: Academic Research writing, 2019.

Factors influencing the implementation of inclusive education Policy.

The World Health Organization (WHO) estimates that 10% of any populations were disabled and in addition approximately 85% of the world's children with disability below 15 years live in the developing

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countries (WHO, 2012). In 1994, UNESCO world conference on special needs held in Salamanca, Spain on the idea of inclusive education had given further impetus. It elaborated that every child has unique characteristics, interests, abilities and learning needs and those with special needs must have access to regular schools that should accommodate them with a child-centered pedagogy capable of meeting their needs. According to Ainscow (2006) countries in the world such as Canada, Spain, Italy and the United States of America have shown considerable progress in the implementation of the SNE programme. The field of special education has developed relatively recently and unevenly in different parts of the world observes Ainscow (2010). Educating children with learning disabilities is a modern day challenge for the people. Only a small proportion (between 1%- 10%) of the children with special needs have ready access to schooling and those who do typically were attending a segregated school system.

Other parts or the world like India, according to UNICEF's report of the year 2000, there were around 30 million children in India suffering some form of disability, among India's 200 million school aged children (6-14 years), 20 million children required special needs education. While the national average gross enrolment in school was over 90%, less than 5% of children with disabilities were in school. Therefore, the Indian government and NGOs initiated measures to review and plan appropriate strategies for special needs and inclusive education for the children with Special Needs of Education.

The readiness for acceptance of inclusion varies across countries and continents of the world. According to Mittler (2000), many children do not receive any form of conventional schooling and this includes a large number of those with special learning needs. The development of SNE has involved a series of stages during which education systems have explored different ways of responding to children with learning disabilities. Most African governments' commitments to SNE began in the 1970s. While countries within the advanced economies have gone beyond categorical provisions to full inclusion, most countries in Africa were still grappling with the problem of making provisions for children with special needs even on mainstreaming basis. SNE in Africa is still a new concept to many of its nations. Many African countries have shown theoretical interest in SNE by formulating policies such as mainstreaming, family, community or social rehabilitation and showing the desire to give concrete meaning to the idea of equalizing education opportunities for all children irrespective of their physical or mental conditions. Dissatisfaction with the progress towards SNE has caused demands for more radical changes in many African countries according to Ainscow (2005).

The Nigerian constitution makes a provision for suitable education for all children. Inclusion has not been since the number of children with special needs stands at 0.42% while that of their regular counterparts was around 67.05%. Inclusion of all pupils in the mainstream schools was part of an international agenda which calls for the full inclusion of all pupils with learning disabilities into all aspects of life. In South Africa, there are 12 million children in school and approximately 366,000 teachers in approximately 28,000 schools including 390 schools for children with special needs. Teachers in South Africa deal with a remnant of an inherited education system based on segregation and exclusion of particular group of students.

In Uganda, the government is constantly adopting its education structure and content to promote quality learning for all learners independent of special learning needs. The overall structure of education to

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cater for learners with special needs in education introduced in early 1990s is still the backbone in the education for all learners. To ensure that all learners with special needs were given relevant and quality education in inclusive schools, all schools in Uganda were grouped in clusters of 15-20 schools and each cluster had a special needs education coordinator. In 1992, the MOE in Uganda established an SNE programme with two branches namely EARS and the institute of special education to train teachers. In 1997, Uganda started UPE with clearly stated aims and objectives for the shift from SNE to inclusion. In Tanzania, the government is trying to implement the inclusive education programme according to the Salamanca statement of 1994. The MOE is sensitizing parents to send their disabled children to inclusive school. The government is becoming more positive toward the rights of people with disabilities. Today, there are several primary schools in Tanzania that are involved in inclusive education programmes. Status of Inclusive Education in Kenya Special education in Kenya stated after the end of the 2nd world war and has since been mainly offered to all categories of children with learning disabilities. Education to these children was only offered in special schools until the 1970's when units and integrated programmes were initiated. SNE had continued to expand although these learners have been a major challenge to the education sector. To this end, majority of learners with special needs in education in Kenya do not access educational services. For instance, in 1999, there were only 22,000 learners with special needs enrolled in special schools, special units and integrated programmes. This number rose to 26,885 in 2003 Ngaruiya (2002). Over the last ten years, the concept of inclusive education has evolved. This concept has been conceived as a way of democratizing opportunities for life-long-learning and ensuring that the system of education is flexible enough to allow accessing education and developing life-long-learning. The Kenya government has put measures in place through organizations such as Leonard Chesire International (2001). But despite these efforts, the problem of exclusion still persists in public primary schools. Three quarters of pupils with special educational needs are in special schools with only a quarter in special units within mainstream schools. Children with special needs in education are enrolled in special schools or in special education units provided. The policy of integration and inclusion is also being implemented so as to reach the majority of children with special education needs estimated at 750,000 within the primary school-going age population with only 26,000 enrolled. The population of people with disabilities is estimated at 10% of the total population, 25% of these are children of school-going age. Out of a total of 750,000 an estimated 90,000 have been identified and assessed. However, only 14,614 are enrolled in educational programmes for children with special needs while an equivalent number are either at home or in regular schools with little or no specialized assistance. The government of Kenya recognizes the importance of SNE as an important sector for attaining the EFA and the MDGs.

In Zambia, UNESCO and others in the international community have acclaimed Zambia's efforts to reach out to the handicapped and impaired children. The Ministry of Education has 31 special education institutions (MoE, 2013). Apart from the number of special institutions however, education and training opportunities remain very limited. Additionally, there is scarcity of resources and inadequate funding to the MOE to meet national education and training needs for the implementation of the inclusive education policy. Zambia has had an articulated policy on SNE since 1977. In the current policy (Education our future, 1996) the MOE states among

other things that it will ensure equality of educational opportunities for children with special educational needs. The MOE plans to integrate pupils with special educational needs into the mainstream schools and provide them with the necessary facilities and materials.

Evidence however indicates that inclusive education was not being satisfactorily implemented. Hindrances such as the absence of support services like the physical infrastructure, relevant instructional materials and curriculum, inadequate personnel training programmes, lack of funding structure and socio-cultural beliefs were the major problems of effective implementation of inclusive education in developing countries. Blunkett (2000) notes that success for a few was an option in the past but success for all is the challenge today and therefore the government of the affected countries must put measures in place to ensure successful implementation of inclusive education towards achieving the MDGs. Despite significant advancing the situation at the international level, the majority of Zambian children with disabilities still remain miserable UNESCO (2005). Nevertheless, the third policy document of Ministry of Education (1996) exposes that the government will help in providing equal education to disabled children and that no forms of discrimination would be accepted against such children. Certainly, that had set a tone for the realization of inclusive education in Zambia.

The Zambian government through the Strategic Plan of MoE (2003 to 2007) promised a number of inclusive schooling initiatives to be expanded including training of more teachers to enable them handle the individualised needs of the learners. This was done as a result of identification and assessment of SENs in learners, and provision of specialist materials and equipment. Schools were given incentives in the form of additional grants and/or

bursaries to enrol more children with special needs from the local communities. In support with the Sixth National Development Plan (SNDP) (2011-2016) which also showed that it will promote participation and expand infrastructure for Learners with Education Needs (LSEN) and provide safe learning environment for all learners by re-introducing boarding infrastructure which could include weekly boarding amenities where required. So, UNESCO (2004), directs that when planning a new building and in securing school amenities and equipment, the inclination must be making only minor changes from the measures of the past, on the hypothesis that the same equipment and instructional materials can serve equally well for the nurturance of all forms of abilities in all children. This was due to the fact that the mere act of placing children with disabilities together in regular schools did not ensure inclusion. But effective inclusion necessitates specific planning, modifications and implementation by teachers whose responsibilities included structuring a learning environment in which children with and without disabilities were helped to participate together in a variety of activities related to all areas of development (UNESCO, 2004).

The fruitful accommodation of learners with SEN necessitated the restructuring of amenities, organisation and assistive strategies. UNESCO (2013) also analyses that inclusion involves a good number of changes and alterations that teachers and principals must do in order for them to appropriately achieve what was intended. In this context, inclusive school must put flexibility and variety at its core. Despite all these things put in place, a remarkable number of educators were still uncertain about inclusion the factors that influence the implementation of inclusive education in primary school and this cannot be just ignored (ZECF, 2012). Moreover, UNESCO (2005) stipulated that parents

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do not take their children to school since they view disability as a curse shunned by the community. This means that the community has also abandoned its role in education and left every duty in the hands of the government. And in examining this situation critically these are some of the difficulties that have hindered even the achievement of EFA goals. This is because some of specialists continuously advise some of the parents to have their children admitted in special units and schools which most parents cannot manage due to high levels of poverty in the country.

School-Based factors that affect the implementation of Inclusive Education

Njeru and Orodho (2003), in their research found out that in most schools many instructional materials were in a bad state. This had led to the schools' administration to request parents for alternative financing if they needed their children to be enrolled and access formal education together with the other children considered not disabled. However, the low income households were faced with, constrains them in financing and supplying learning resources to their disabled children. Most of the instructional materials used in regular class instruction were developed without considering the learners with special educational needs and therefore the instructional materials should adapt to meet their needs. Researchers have found that by organizing curriculum around the concept of „sameness‟ students were able to learn more effectively (Woodward and Noell, 1991). Most of the curriculum to be used for such learners should stress instruction in life skills and be designed to maximize independent functioning (a functional curriculum) if the purpose of educating pupils with special needs in ordinary schools was to be achieved. Child-centred inclusive curricular and teaching methods have been widely advocated. Recently, the developments of a "child-friendly" ethos and practices have been

promoted (UNESCO, 2013). In England there has been a fierce debate about the relevance of traditional curriculum subjects and it has been suggested that academic subjects should emerge from areas of learning so as to make a real difference to special needs children's lives. Inadequate inclusive teaching strategies also hinder inclusion. Bailey *et al* (1983) noted that teachers tend to spend more time planning the curricular activities and less time in planning the teaching strategies to use to facilitate the learning of children yet the selection and use teaching strategies were crucial in inclusive classroom. It's important to note that teachers who use effective teaching strategies that were deliberately planned and thoughtfully selected to differentiate instruction can enhance the learning of all children to ensure each child has the best possible chance for success, it is critical to identify and become proficient in using strategies that have a proven record of effectiveness. Teachers who masterfully use a set of effective teaching strategies can influence children's success in school and affect each child's lifelong pursuit of learning.

Teaching young children today requires teachers to acquire a variety of skills and competencies to meet the changing needs of diverse groups of children. According to MoE, (2013), majority of the teachers in these inclusive schools have relatively little knowledge about special needs. Nisbel *et al* (1977) carried out a survey among newly qualified teachers in Scotland and reported that 58% of the teachers felt inadequately prepared to teach the pupils with learning difficulties. General education teachers have limited opportunities to receive training from the specialists for example in colleges and tertiary institutions that would allow them to implement specialized strategies or curricular more effectively. UNESCO has developed a resource pack designed to prepare mainstream teachers to restructure their

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schools and classrooms along inclusive lines with the aim of reaching out to all learners (UNESCO, 2012). The UNESCO resource pack aims at building on the existing strengths to enable teachers to reach out more successfully to all pupils. The launch of the government's strategy for professional development provides an opportunity to meet their individual needs of the schools and above all the needs of the children they teach. Research by many authors shows that staff development and training would help teachers and other professionals to the skills and knowledge necessary for successful inclusion. This can be done through; on the job training, curriculum development, in-service programmes, and team teaching and continuing education courses at the tertiary institutions.

Parental factors and how they affect the implementation of Inclusive Education

Parental involvement in education was largely seen as very good by the teaching profession, education policy makers and parents themselves (Blair and Waddington, 1997). Mugenda and Mugenda (2003) in their research observed that the role of home and parental encouragement was of major importance in influencing the level of pupils" academic motivation. Some parents find difficulties in getting their children involved in the special schools or in special units in regular schools. Parents have lots of information about their children more than the teachers and thus the parents were the dominant partners. Involving parents with their children's learning particularly in the early years was well established and widely accepted across many different countries (OECD, 1997). The involvement and support of parents in curricular initiatives both at home and in school has been advocated for by the Ministry of Education in Zambia (MoE, 2013). The closer a parent was to the education of the child, the greater the impact on child development and

educational achievement notes Fullan (1991). The nature of pupil's needs and the extra legislative framework within which special education provision is made requires both parents and teachers to work more closely together than is the case in mainstream settings. Lack of parental involvement was often perceived to be a problem in schools in areas of socio-economic disadvantage where parents were seen as uncooperative and uninterested.

Developing inclusive education practices requires schools to encourage appropriate Home-school links. According to Wolfendae (1997) and Beveridge (1997), parents have great roles to play in the education of their children with special needs and that support is necessary to enable them carry out these roles in form of information, advice and practical help. Inclusion is in a sense a new situation for parents and teachers alike and it entails new roles as well. Until these roles are learnt and put into practice by all stakeholders and parents persuaded and equipped to take an active part, the needs of many children with special learning needs will not be met adequately. Hunt and Marshall, (1998) notes that most families do not realize that their child has a learning disability until he or she reaches school age and begins to fail at school-related tasks. For such families, the major challenge may be finding the appropriate special education services for their child and helping the child to deal with placement in special education services. Parents on learning that their child has a learning disability can have a number of different effects on a family including increased family stress and conflicts observe (Benjamin, 2016)

Geographical- Based factors and how they affect the Implementation of Inclusive Education

There was an intimate relationship that exists between the physical environment and educational

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possibilities. Education aims and the environment within which they are to be realized must be considered together as aspects of total purpose of education Benjamin, (2016) notes. Many special schools have the benefit of purpose-built accommodation, the absence of which in the ordinary schools is seen as presenting difficulties to inclusion. The challenge for the ordinary school that would educate pupils with special needs is to do so in buildings that must cater for all the pupils. One of the more common objections to educating pupils with special needs in ordinary schools is that the buildings are unsuitable or even dangerous. Booth, (1999) notes that it's not necessarily that the neighborhood school is the most accessible school in terms of facilities for special needs.

The difficulties are usually couched in terms of the physically handicapped wheel chairs blocking up narrow corridors, multi-storey buildings that are out of reach and extra hazards in the event of fire. Benjamin, (2016) noted that there are problems too with pupils who have other challenges although they are less frequently articulated. Some schools are overcrowded even without the addition of another group. A case study of Kenya gives proof to this because since the introduction of Free Primary Education (FPE) in 2003, majority of the classrooms in the public primary schools became overcrowded and the facilities available became greatly overstretched and this compromised to a large extent the quality of education offered in these schools. Other premises lack the flexibility to facilitate the range of teaching approaches that may be required for these pupils. Some large comprehensive schools are considered to be so impersonal that certain pupils have difficulties in coping with them. Those concerned with improving access to educational buildings should design new buildings or adaptations be made to the already existing ones to meet the

needs of learners with disabilities. The goal of inclusive early childhood classrooms is to create a physical environment that supports the growth, development and learning of a heterogeneous and culturally diverse group of children who vary widely in ability observes Wang *et al,* (1994). Promoting full participation of and equity of opportunities for all regardless of their ability, gender or culture, is a core challenge for inclusive classrooms. Inclusion cannot be achieved by simply placing all children in the same physical environment, it's crucial for the physical; environment to support a tolerant, accepting, learning community to which all children have membership and full access to learning experiences. Lucas and Thomas, (1990) carried out a research and observed that the environment for an inclusive classroom should be different from traditional settings for special education which typically were segregated from mainstream classrooms. Planning the physical environment of the inclusive classrooms to support a full range of learning opportunities sets the stage for individual children to meet challenges and as a result achieve success in school.

III) METHODOLOGY.

This study adopted the descriptive research design. Best and Kahn (2003), defined a descriptive research design as one where careful sampling was carried out so that generalizations may be extended to other individual groups. Furthermore, it is explained that descriptive design was a method of research that simply looks with intense accuracy at the phenomena and describes precisely what the researcher can see. The researcher had chosen descriptive research design in order to describe in context and holistically the factors affecting the implementation of inclusive education policy at primary level in Kanele Zone. Both qualitative and quantitative research methods were employed in this research in order to maximize

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on the strength and minimize the limitations of each (Kombo and Tromp, 2013).

The study had an estimated population size was 675 and aaccording to Best and Khan (2003), population was defined as any group of individuals who have one or more characteristics in common that was of interest to the researcher. Also according to Sekaran (2005) and Punch (2000) said that population referred to the entire group of people, events or things of interest that the researcher wished to investigate. Using simple random sampling, 80 respondents were the Sample of the study who were teachers from the three selected schools in the Kanele zone found in Lundazi district namely: Lundazi Primary School, Kanele Primary school and Tigone Primary school.

The researcher used the questionnaire as a data research instrument to all the eighty (80) respondents. The questionnaire comprised closed ended questions as well as Likert rated scales format questions. Martha, Fox and Hunn (2009) explained that the questionnaire upholds respondents' confidentiality and had no opportunity for the researcher's bias in the study. After getting permission, the researcher had to make appointments with respective school administrations for questionnaire distribution and collection. The data was analysed by use of descriptive statistics. To facilitate conceptualization of the findings, tables, graphs and pie charts using Software Package for Social Sciences-version twenty (SPSS version 20) and Microsoft Excel-2016 were employed.

IV) FINDINGS.

The purpose of the study was to examine the factors that affected the implementation of the inclusive education Policy at primary school level in Kanele zone of Lundazi district. This chapter presents the data collected and the results of the analysis with corresponding interpretation.

Presence of learners that were disabled in the class you teach

With regards if there was a presence of learners that were disabled in the class you teach. Figure 1 below show the respondents; responses:

Figure 1-Presence Of Learners That Are Disabled In The Class You Teach
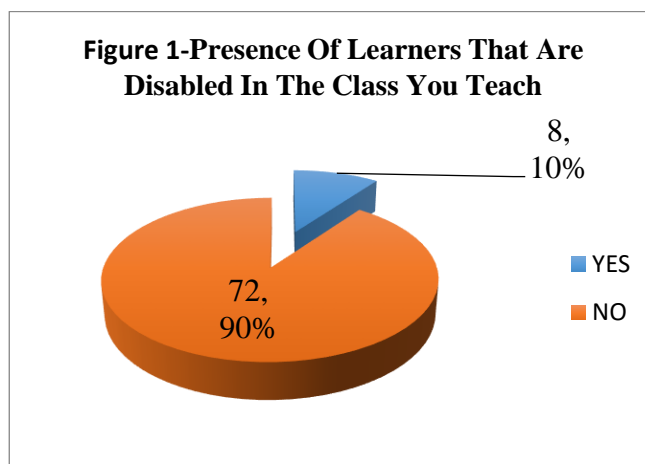
Source: Research Findings 2019

Figure 1 above show that 8 (n=10%) said 'Yes' had presence of learners that were enrolled in that were disabled while 90% (n=72) 'No' that they never had disabled learners enrolled in their class.

Physical facilities of the buildings

The researcher sought to identify whether the physical facilities of the classrooms were accommodative to the physically challenged learner as in having stepped entrances, ramps, not accessible, accessible, spaced for mobility even with a wheelchair and or crowded. Table 1 and figure 2 below show the responses from the respondents:

Table 1: Physical facilities of the buildings

	Frequency	Percent	Valid percent	Cumulative percent
STEPPED	30	38	38	38
RAMP	12	15	15	53
NOT ACCESSIBLE	22	27	27	80
ACCESSIBLE	4	5	5	85
SPACED	3	4	4	89
CROWDED	12	11	11	100
TOTAL	80	100	100	

Source: Research Findings 2019.

Figure 2. Physical facilities of the buildings
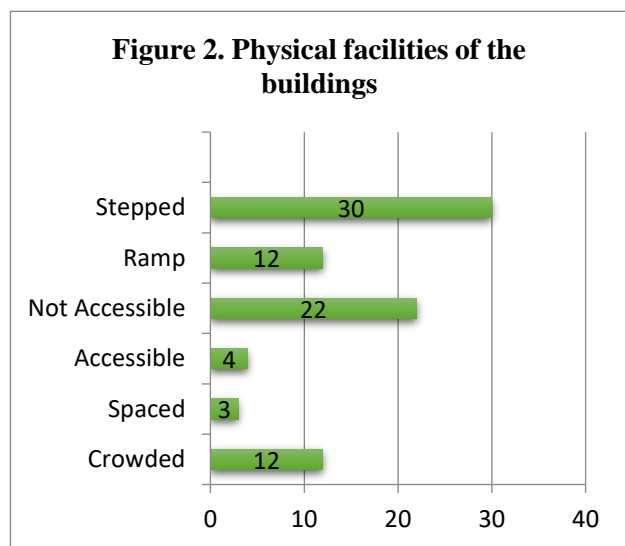
Source: Research Findings 2019.

Table 1 and figure 2 above show a frequency that represented 38% (n=30) said the classrooms were stepped, 15% (n=12) stated that they had ramps, 27% (n=22) stated that they were not accessible, 5% (n=4) said that they were accessible, 4% (n=3) said they classrooms were spaced and 15% (n=12) stated that the classrooms were crowded. It was concluded that the physical facilities of the buildings (classrooms) were not conducive for the implementation of inclusive education.
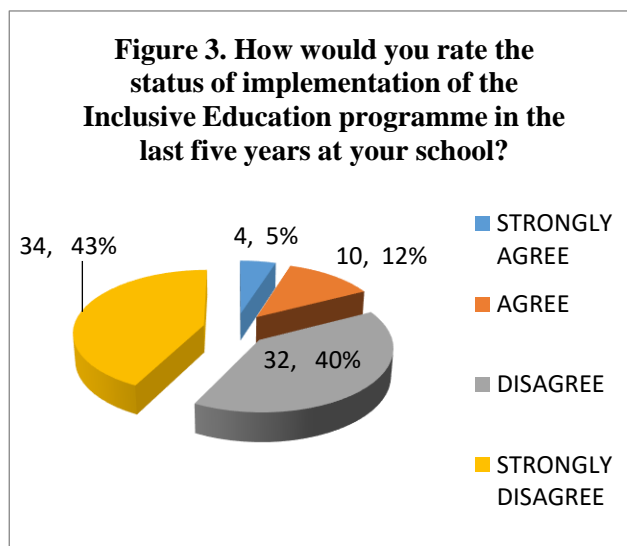
The school was implementing the Inclusive Education policy?

The respondents were asked whether the school where they were teaching was implementing the inclusive education policy. Table 2 and figure 3 below tabulate the responses:

Table 2: The school was implementing the Inclusive Education policy?

	Frequency	Percent	Valid percent	Cumulative percent
Strongly Agree	4	5.0	5.0	5.0
Agree	10	13.0	13.0	18.0
Disagree	32	40.0	40.0	58.0
Strongly Disagree	34	42.0	42.0	100.0
Total	80	100.0	100.0	

Source: Research Findings 2019.

Figure 3. How would you rate the status of implementation of the Inclusive Education programme in the last five years at your school?

- STRONGLY AGREE
- AGREE
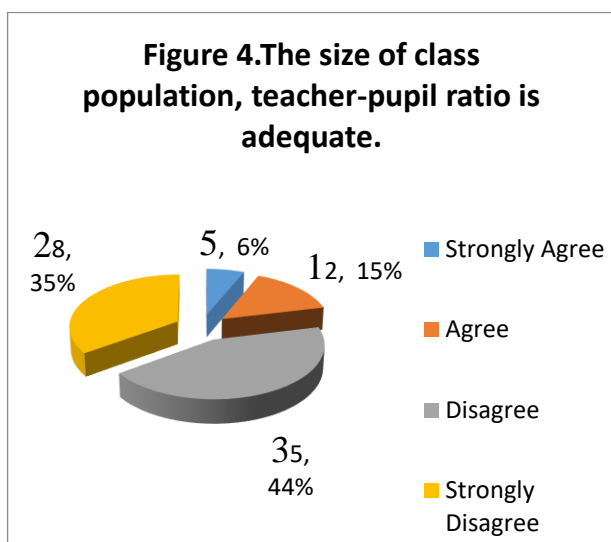- DISAGREE
- STRONGLY DISAGREE

Source: Research Findings 2019

The responses were that 5% (n=4) strongly agreed, 13% (n=10) agreed, 40% (n=32) disagreed and 42% (n=34) strongly disagreed. It was concluded that schools not or partially implementing the inclusive education policy based on the high frequency of the respondents that disagreed and strongly disagreed respectively.

The size of class population with regard to teacher-pupil ratio is adequate

The researcher further sought to establish whether the size of class population with regard to teacher-pupil ratio was adequate. The results were summarized in figure 4 below:

Figure 4.The size of class population, teacher-pupil ratio is adequate.

Source: Research Findings 2019

A frequency representing 6% (n=5) strongly agreed, 15% (n=12) agreed, 44% (n=35) disagreed 35% (n=28) strongly disagreed that the class size had adequate teacher pupil ratio for enabling the implementation of inclusive education. It was concluded that the size of class population with regard to teacher-pupil ratio was not adequate a factor affecting the implementation of inclusive education policy at primary school level in Kanele Zone.
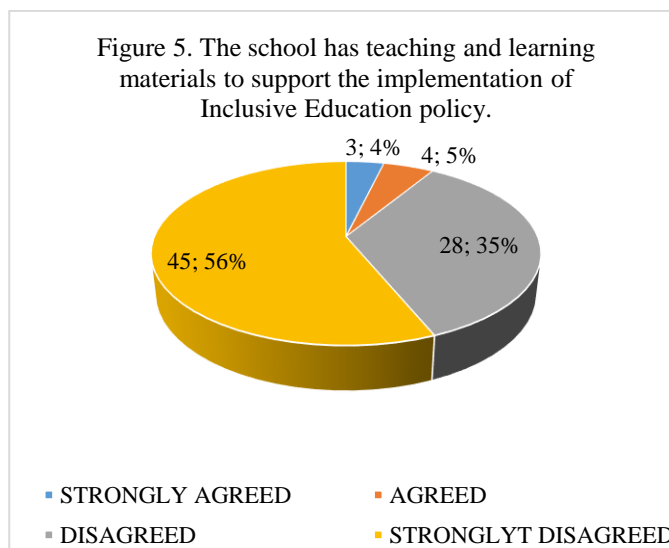
The school has teaching and learning materials to support the implementation of Inclusive Education policy.

To whether the school had teaching and learning materials to support the implementation of Inclusive Education policy.

Table 3: The school has teaching and learning materials to support the implementation of Inclusive Education policy.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly Disagree	45	56.0	56.0	56.0
Disagree	28	35.0	35.0	91.0
Agree	4	5.0	5.0	96.0
Strongly Agree	3	4.0	4.0	100.0
Total	80	100.0	100.0	

Source: Research Findings, 2019.

Figure 5. The school has teaching and learning materials to support the implementation of Inclusive Education policy.

■ STRONGLY AGREED   ■ AGREED
■ DISAGREED   ■ STRONGLYT DISAGREED

Source: Research Findings 2019

Table 3 and figure 5 above brought out information that a frequency of 56% (n=45) strongly disagreed, 35% (n=28) disagreed while 5% (n=4) agreed and

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4% N=3) strongly agreed. It was concluded that the factor that affected the implementation of inclusive education Policy at primary school level in Kanele Zone was the lack of teaching and learning materials.
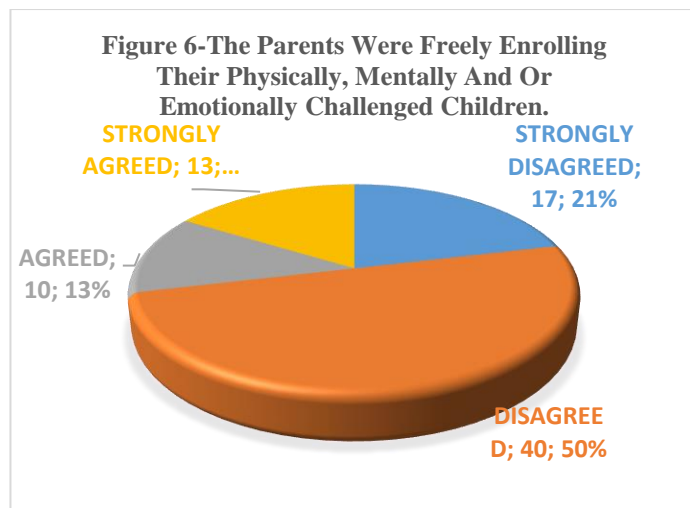
The parents were freely enrolling their physically, mentally and or emotionally challenged children.

The researcher wanted to find out whether the parents that had children that needed to be integrated in the mainstream freely enrolled them in school. Table 4 and figure 6 below show the responses:

Table 4. The parents were freely enrolling their physically, mentally and or emotionally challenged children.

	Frequency	Percent	Valid percent	Cumulative percent
Strongly Disagree	17	21.0	21.0	21.0
Disagree	40	50.0	50.0	71.0
Agree	10	13.0	13.0	84.0
Strongly Agree	13	16.0	16.0	100.0
Total	80	100.0	100.0	

Source: Research Findings, 2019.

Figure 6-The Parents Were Freely Enrolling Their Physically, Mentally And Or Emotionally Challenged Children.
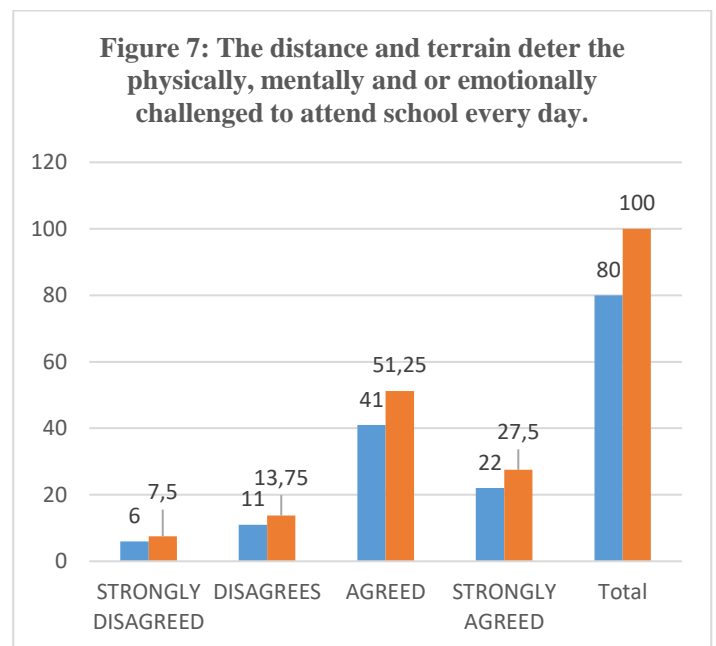
Source: Research Findings, 2019.

The data in table 4 and figure 6 show that 21% (n=17) strongly disagreed, 50% (n=40) disagreed, 13% (n=10) agreed and 16% (n=13) strongly agreed to this assertion. It was concluded that the parents were not freely enrolling their physically, mentally and or emotionally challenged children.

The distance and terrain deter the physically, mentally and or emotionally challenged to attend school every day.

The respondents were asked whether the distance and terrain deter the physically, mentally and or emotionally challenged to attend school every day. Figure 7 below show their responses:

Figure 7: The distance and terrain deter the physically, mentally and or emotionally challenged to attend school every day.

Source: Research Findings 2019

Figure 7 above brought the data that 7.5% (n=6) strongly disagreed, 13.8% (n=11) disagreed, 51.2% (n=41) agreed and 27.5% (n=21) strongly agreed to the question. It was concluded that one of the factors affecting the implementation of inclusive education was that the distance and terrain deter the physically, mentally and or emotionally challenged to attend school every day.

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V) DISCUSSIONS.

Presence of learners that were disabled in the class you teach.

The field of special education has developed relatively recently and unevenly in different parts of the world observes Ainscow (2010). Educating children with learning disabilities is a modern day challenge for the people. Only a small proportion (between 1%- 10%) of the children with special needs have ready access to schooling and those who do typically were attending a segregated school system. The readiness for acceptance of inclusion varies across countries and continents of the world. According to Mittler (2000), many children do not receive any form of conventional schooling and this includes a large number of those with special learning needs. Furthermore, Leonard Chesire International (2001) said that despite efforts put towards inclusive education, the problem of exclusion still persists in public primary schools. Three quarters of pupils with special educational needs are in special schools with only a quarter in special units within mainstream schools. An inclusive school was therefore, a place where every pupil belongs, was accepted, and was supported by his or her peers and other members of the school community in the course of having educational needs met (Heward, 2010).

Physical facilities of the buildings.

It was found out that the physical facilities of the buildings (classrooms) were not conducive for the implementation of inclusive education. In Zambia, UNESCO and others in the international community have acclaimed Zambia's efforts to reach out to the handicapped and impaired children. The Ministry of Education has 31 special education institutions (MoE, 2013). Apart from the number of special institutions however, education and training opportunities remain very limited. Additionally, there was scarcity of resources and inadequate funding to the Ministry of Education to meet national education and training needs for the implementation of the inclusive education policy. UNESCO (2013) also analysed that inclusion involves a good number of changes and alterations that teachers and principals must do in order for them to appropriately achieve what was intended. In this context, inclusive school must put flexibility and variety at its core

The school was implementing of the Inclusive Education policy.

From the responses, it was concluded that schools were not or partially implementing the inclusive education policy based on the high frequency of the respondents that disagreed and strongly disagreed respectively. Evidence indicated that inclusive education was not being satisfactorily implemented. Hindrances such as the absence of support services like the physical infrastructure, relevant instructional materials and curriculum, inadequate personnel training programmes, lack of funding structure and socio-cultural beliefs were the major problems of effective implementation of inclusive education in developing countries. Despite significant advancing the situation at the international level, the majority of Zambian children with disabilities still remain miserable UNESCO (2005).

The size of class population with regard to teacher-pupil ratio is adequate

It was concluded that the size of class population with regard to teacher-pupil ratio was not adequate a factor affecting the implementation of inclusive education policy at primary school level in Kanele Zone despite the Zambian government through the Strategic Plan of MoE (2003 to 2007) promised a number of inclusive schooling initiatives to be expanded including training of more teachers to

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enable them handle the individualised needs of the learners

The school has teaching and learning materials to support the implementation of Inclusive Education policy.

Evidence show that the factor that affected the implementation of inclusive education Policy at primary school level in Kanele Zone was the lack of teaching and learning materials. The findings were consistent with the results of the study that was conducted by Njeru and Orodho (2003), who found out that most schools had many instructional materials in a bad state. This had led to the school administration to request parents for alternative financing if they needed their children to be enrolled and access formal education together with the other children considered not disabled. Further, UNESCO (2013) stated that the fruitful accommodation of learners with SEN necessitate amenities, organisation and assistive strategies, which were in their opinion are lacking also analyses that inclusion involves a good number of changes and alterations that teachers and principals must be in order for them to appropriately achieve what was intended. In this context, inclusive school must put flexibility and variety at its core.

The parents were freely enrolling their physically, mentally and or emotionally challenged children.

The parents were not freely enrolling their physically, mentally and or emotionally challenged children. in their research observed that the role of home and parental encouragement was of major importance in influencing the level of pupils' academic motivation. Some parents find difficulties in getting their children involved in the special schools or in special units in regular schools for fear of stigmatization. Moreover, UNESCO (2005) stipulated that parents do not take their children to school since they view disability as a curse shunned by the community. This means that the community has also abandoned its role in education and left every duty in the hands of the government. And in examining this situation critically these were some of the difficulties that have hindered even the achievement of EFA goals.

The Distance And Terrain Deter The Physically, Mentally And Or Emotionally Challenged To Attend School Every Day.

With regard to the distance and terrain to and from school, it was observed that one of the factors affecting the implementation of inclusive education was that the distance and terrain as deter the physically, mentally and or emotionally challenged to attend school every day. it was noted by the government of Zambia through its strategic planning in the Sixth National Development Plan (SNDP) (2011-2016) on education that it was going to promote participation and expand infrastructure for Learners with Education Needs (LSEN) and provide safe learning environment for all learners by re-introducing boarding infrastructure which could include weekly boarding amenities where required. Furthermore, UNESCO (2004), directs that when planning a new building and in securing school amenities and equipment, the inclination must be making only minor changes from the measures of the past, on the hypothesis that the same equipment and instructional materials can serve equally well for the nurturance of all forms of abilities in all children.

VI)CONCLUSION AND RECOMMENDATIONS.

The findings of the study revealed that the factors that affected the implementation inclusive education Policy at Primary school level in Kanele Zone found in Lundazi District were that the classroom sizes were not adequate in terms of teacher – pupil ratio to facilitate the implementation of inclusive education. Additionally, there was lack of teaching and learning materials to support the implementation of Inclusive Education in primary schools. In other instances, it was found out that the parents were not willing to enrolling their physically, mentally and or emotionally challenged children as a result of stigmatization into the mainstream education system. More so, the environment and geographical set up of schools in relation to areas of residence of the learners affected inclusive education implementation at primary sector because the physically challenged learners found it difficult to access school given long distances to schools and that their parents had limited financial resources on a daily basis to take them to school and back. The researcher therefore recommends the following to enable the effective implementation of the inclusive education Policy;

1. Through the DEBS office, the Standard officer to ensure that schools were implementing inclusive education by carrying out routine monitoring and providing feedbacks to the findings of their monitoring activity.
2. The schools to reduce on the class sizes by creating streams in particular grades in order to provide enough class interaction between teacher and pupil.
3. Through the Ministry of General Education, The DEBS office to allocate financial resources for the provision of teaching and learning materials to support the implementation of inclusive education.

4. A deliberate education sensitization programme to be developed and implemented by the school through parent teachers' association committee to provide sensitization talks with the parents in relation to the implementation of inclusive education so that deliberate strategies may be put in place to enabling the learners access education on a daily basis such as weekly boarding facilities.

VII) ACKNOWLEDGEMENT.

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