

An investigation of Teachers' Awareness of Inclusive Education and its Effects on its Implementation in Selected Secondary Schools in Chinsali District.

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ABSTRACT- *The following research was based on an investigation on teachers' awareness of Inclusive Education and Its Impact on Implementation in Selected Secondary Schools in Chinsali District. The objectives of the research were to; establish the levels of awareness among teachers in inclusive education; to establish how the level of awareness among teachers in inclusive education effects on the implementation of inclusive education; identify the factors affecting the level of awareness of inclusive education among teachers in the selected secondary schools in Chinsali district; and determine the measures to address factors affecting level of awareness of inclusive education among teachers in the selected secondary schools in Chinsali district.*

The researcher employed a case study design. The study population comprised of all teachers in the selected secondary school (both classroom teachers and those in administrative positions. The sample size consisted of 65 respondents comprising of the following five (5) head teachers/deputy head teachers and sixty (60) classroom teachers. The study used both purposive sampling and simple random techniques in the selection of the participants. The instruments that were used in the study to collect data with regard to the respondents were a questionnaire and an interview guide of which were severally distributed and administered to all participants. In the data analysis process all the qualitative data that was collected was analyzed thematically.

The findings of the research revealed that most of the teachers in secondary schools were relatively aware of the concept of inclusive education. However most of the teachers that is, 58% responded that they rate themselves as less aware about how to implement inclusive education. Some of the impacts of the level awareness is

that there are little activities taking place in most secondary schools in chinsali district were implementation of inclusive education is concern. Generally, it was concluded that inclusive education is absent in most secondary schools in the district of chinsali and the country at large. The main factors that are affecting the level of awareness on the implementation of inclusive education are the lack of awareness and sensitization programs and a lack of a deliberate policy on the implementation of inclusive education in secondary schools. One of the measures or solutions to the issues surrounding the current level of awareness and it effects that where established were; that the training of teachers as well as retraining in areas of the implementation of inclusive education needed to be revised and intensified in training universities and colleges. The other measure that was established was that the administrative bodies of the education sector need to create deliberate and intensive programs that are to better foster improved sensitization and full implementation of inclusive education.

The level of awareness on the implementation of inclusive education among teachers in secondary school has greatly impacted the level at which inclusive education is being implemented in Chinsali district. There is need for further studies on how it can be further improved intricately as indications are that this may be the scenario in other parts of the country. Therefore, this study is may be a representation of what is occurring in other parts of the country of Zambia in the education system. Therefore, this research may require to be carried out in other parts of the country.

Keywords-*Awareness, Special Education, Special educational needs, Special teacher, Inclusive Education, Special Teacher, Disability, Impairment, Integration.*

INTRODUCTION

Special Education in the western world has been in existence for many decades. The learners with disabilities in the western worlds have been advocated for to learn just as any other learner in the regular or the mainstream-learning environment and receive the similar benefits from the same education system where the circumstances and opportunities allow. This gave rise to the concept of inclusion of the 'special needs' learners in the regular classroom to learn in the same environment with other learners at the same time in which the teacher meets all the learners needs severally despite the size of the discrepancy between them; this is a concept is known as *inclusive education*.

The concept of inclusive education came to be fully fledged in the education system in relations to special education of the western world in the period of the following events; 1948 United Nations (UN) Universal Declaration on Human Rights, 1989 UN Convention on the rights of the child, 1994 UNESCO Salamanca Statement and framework on Special Needs Education and 2000 World Forum on Special Needs Education in Dakar, Senegal. The above-mentioned international conferences were dedicated to advocating for the right to Education of children with disabilities regardless of their learning needs. Furthermore, advocating was done for the persons with disabilities to the right to receive an education in a regular classroom regardless of their disability as it should be carried out in a manner that they should be taught in an environment with other children were there needs should be met fully and in it should be the least restrictions as possible. In short, the learners with disabilities are to be included in the regular classroom and; their learning needs must be adhered to attentively by the teacher despite the learners having different disabilities. This is one educational issue that has been made aware to educationist and teaching professionals and should be implemented with regard to it being stipulated in the law and policy documents of education.

In Africa special education is one issue in which it may be stated that, it may be developing

progressively given the hindering affecting factors that are socio-economically related. This is the state of affairs in most African countries regarded as developing countries of which are running under constrained economies. Inclusive education is one concept that has been embraced and is being implemented in countries such as South Africa, Botswana, Ghana, Kenya and Namibia just to mention a few. Regardless of the level of implementation of inclusive education the awareness of teachers in secondary schools in the implementation of inclusive education in different countries may be one of the most affective factor and in most rural societies of Africa if not including the semi-urban this may be the most hinging factor. Studies have shown that apart from resource availability, the level of awareness and competence may be an important factor to consider in evaluating the progress of inclusive education in any school or related institution.

The Zambian education system has developed progressively over the past decades from the 1970s in the period of the educational reforms that gave the education system of that time a change in the hinging prospects of the policy and the curriculum. However, years up until the 1990s the educations system had seen the formulation and establishment of the Education policy document of 1996 "Educating Our Future". This document was the major guiding principle of all services of regular education at all formal levels and special education in the diversity it holds. Inclusive education is one concept that has not been blatantly explained in the policy document. However, connotations of it have been stated in the document as follows; "The guiding principle for the education of exceptional children is that to the greatest extent possible they should be integrated into the programmes that are offered in ordinary classrooms" (Educating Our Future, 1996:67). From the statement stipulated above inclusive education may not necessarily mean 'integration' as the concept is relatively different however closely related.

In Zambia Inclusive education is one issue that is currently being advocated for as a practice to be implemented in primary, secondary and

tertiary levels by all the important parties of the education system. Ministry of General education has been making efforts through various special education programs that are ensure that inclusive education is being implemented as desired. Nevertheless, one of the major challenges that are being faced as they are significantly contributing factor may be that personnel to play the role of implementation may not be fully aware of what needs to be carried out exactly in the process of implementation. The study had a particular focus on the awareness and its impact on the implementation of inclusive education in selected schools of Chinsali district therefore determining the measures that need to be put in place to address the occurring issue.

STATEMENT OF THE PROBLEM

The Ministry of General Education has embraced the importance of Inclusive education in Zambia and its implementation in the primary and secondary schools. In accordance to a study by Chilufya (2005) in Kalulushi District of Zambia inclusive education implementation has been affected negatively by factors such as teacher perceptions and awareness. The level of awareness is an impacting factors of inclusive education implementation in most 'developing' countries like Zambia. Nevertheless, this information has never been established in Chinsali district. Therefore, the researcher endeavored to establish the level of awareness among teachers on inclusive education and its impact on implementation in the selected secondary schools in Chinsali District.

OBJECTIVES OF THE STUDY

The general objective of the study was to:

- To establish the level of awareness among teachers and its effects on the implementation of inclusive education in selected secondary schools in Chinsali district

The specific objectives of the study were to:

1. To establish the levels of awareness among teachers in inclusive education in

selected secondary schools in Chinsali district

2. To establish how the level of awareness among teachers in inclusive education effects on the implementation of inclusive education in selected secondary schools in Chinsali district
3. To identify the factors affecting the level of awareness of inclusive education among teachers in the selected secondary schools in Chinsali district.
4. To determine the measures to address factors affecting level of awareness of inclusive education among teachers in the selected secondary schools in Chinsali district.

Research questions

1. What are the levels of awareness among teachers in inclusive education in selected secondary schools in Chinsali district?
2. How does level of awareness among teachers in inclusive education impact on the implementation of inclusive education in selected secondary schools in Chinsali district?
3. What are the factors affecting the level of awareness of inclusive education among teachers in the selected secondary schools in Chinsali district?
4. What are the measures to address factors affecting level of awareness of inclusive education among teachers in the selected secondary schools in Chinsali district?

REVIEW OF RELATED LITERATURE

The concept of inclusive education.

Inclusive education just as the concept holds its name, involves inclusion in the offering of education services especially in matters of teaching and learning or instructional activities. According to Anderson (2006) inclusive education refers to a process of addressing and responding to diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education; It involves changes and modifications in content,

approaches, structures and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children. The above definition gives a comprehensive view of what inclusive education involves in terms of all the activities that take place. Inclusive education is all about meeting needs of children regardless of their disability or being placed in a class of children with different abilities. Inclusive education employs different instructional strategies that may arise due to the nature of the learners that may be in single learning environment.

The level of awareness among teachers on inclusive education.

The level of awareness on inclusive education has different implications on the process of implementation. However, in regard to the determining the level of awareness there are elements of which are put into consideration. A teacher in most cases must receive training in inclusive education or special education in order that they can be subjectively regarded 'aware' about the implementation in the regular school system. The earlier mentioned elements of inclusive education give the exact conditions need in the implementation of inclusive education. However, if there is no awareness among the secondary school implementers of inclusive education then there may be no competence to carry out. Therefore, it is vital to regard the levels of awareness among the teachers and establish the impact of awareness (Hallahan and Kauffman, 2003).

The education system of the western world or in the somewhat developing countries have advanced educational services being provided simply because there may be ample resources put in place in order to implement educational services such as inclusive education. In a study on on policy provision Thomas and Loxley (2007) state that most of the practices that are carried out in a secondary school are made successful when a policy has been put in place as well as the implementers are trained in that

very area that needs to be implemented. From the statement above, a policy on inclusive education may be seen as an important component for successfully implementing inclusive education. Apart from that, the training of teachers and/or raising awareness levels among teachers is another important component in implementation of inclusive education.

A study was carried by Stainback and Stainback (1996) out in Albania on the awareness of teachers on inclusive education in which it was established that despite the accompanying problems such as funding, administration and policy level, support the success; efforts to make teachers aware has been the most influencing factor in the success of implementing inclusive education. Teachers are subsequently trained in the prospect of training as a teacher and continuous training is conducted in schools in implementing inclusive education ensuring that the teachers are being made ready to meet the new challenges of inclusive education that may develop. Therefore, emphasis has been made on making teachers aware on all matters of inclusive education.

The level of awareness among teachers on inclusive education in the developing countries generally has a reinforcing factor from legislative and policy provision and regulation. The provision of a policy has made the implementation of inclusive education in the western countries an issue not to overlook in the case that an opportunity for it to be applied in educational institutions. This has contributed to the higher level of awareness in inclusive education implementation among teachers in most countries in the western world especially those in the developed countries (Hallahan and Kauffman, 2003).

Awareness on inclusive education in an African Perspective

In Africa, awareness among teachers in secondary school in terms of inclusive education as a concept and its implementation is at level of which can be considered to be less than should be if the implementation of inclusive education

should be successful. In most African countries inclusive education, special education and any other education-based services are implemented with significant challenges. This is due to the lack of resources needed, the lack of appropriate support, low availability of well-trained personnel and primarily policy provision of inclusive education provision. This has is a challenge faced by most African countries. However, awareness according to research is less among most teachers due to a vast number of reasons linked to the training personnel undergo as well as policy provision (Rosenberg et'al, 2011).

The concept of awareness and implementing inclusive education and its implications.

Inclusive education involves particular concepts of which are the elements needed for it to be implemented; that is the resources needed and the policy availability are some of the key issues that supposedly parties of the implementation process need to be aware of. The teacher in any form of school level of education in this particular case of the secondary school setting must be equipped with the knowledge on how inclusive education must be implemented to the latter details of practice such as follows;

The indications and directions outline in the **policy of the education system** on the inclusive education. Meijer (2003) elaborates that the policy on inclusive education must the most pivotal bases of knowledge that a classroom teacher must have in order to being to internalize their role as a teacher in the education system that is to help to facilitate for inclusive education in the regular school or otherwise. In this case policy provision on inclusive education should be an initial concern in the education system if the teachers are to be subjected to implementing inclusive education. A policy is a form of official guidance on how the process of inclusive education provision must be carried out. In Zambia, this has been a somewhat major concern or issue over the implementation of inclusive education. The effective policy on education of 1996

'Educating our future' has only stipulated connotations of inclusive education as follows; "The guiding principle for the education of exceptional children is that to the greatest extent possible they should be integrated into the programmes that are offered in ordinary classrooms" (Educating Our Future, 1996:67). Therefore, with no proper provision of a policy directly linked to inclusive education it can be stated that the awareness of teachers to implement inclusive education may not be sufficient to enrich their competence to implement it effectively.

The other element of awareness on the part of the teacher is that teacher must have **academic knowledge** or must have received formal training in implementation of inclusive education. In short the teacher basically must have theoretical knowledge on all key issues of what implementing inclusive education involves. For instance, the areas of interest for knowledge are as follows; Understanding the concept of inclusive education to the latter meaning and not synonymously conceptualize it with the meaning of integration. On the other hand, implementers of inclusive education must understand the full scale of the variances of the most prominent and prevalent special education needs among learners in the regular education system as well as the special education system; so as for them to learn to professionally handle different types of special needs that they be subjected to as they encounter learners in an inclusive education system or classroom (Baglieri and Shapiro, 2012).

In correlation to understanding the concept of inclusive education and special education needs to the latter. The teacher must learn all concepts of classroom organisation in particular focus of inclusive education and variances that may be in an inclusive classroom; such areas of include sitting arrangement and positions for the learners, sitting patterns, classroom infrastructure or make up and many others related to the general comfort for the needs of the different learners in that classroom (Anderson, 2006).

In a study Anderson (2006) revealed that the teacher's knowledge on the classroom organisation for an inclusive classroom means the teaching methods can be dictated by what is being applied in that classroom in terms of organisation and what it involves. Therefore, it makes it almost automated for teacher to use a particular teaching approach upon finding the suitable classroom organisation approach. Therefore, the knowledge of classroom organisation may act as a prerequisite of understanding the teaching and learning methods of inclusive education. For example, if a teacher is handling an inclusive class with learners who are exceptionally gifted and those who relatively slow learners. The teacher may opt to place the learners in groups or interactive sitting patterns that will allow for group work or for learners to engage in cooperative learning regarding the discrepancy in learning speed or pace. Hallahan and Kauffman (2003) has revealed that teacher automatically from the classroom organisation of 'groups' will engage the teaching method of facilitation or learner centered teaching just so that the concept of inclusion is being implemented effectively. In Zambia there has been efforts in training teachers as well as subjecting them to knowledge of special education during their training. This has become a requirement for all who are training to be teachers especially for those in the primary and secondary school levels. This is being done in order to realize the implementation of inclusive education in Zambian schools. However, the level of awareness depends on how many have thoroughly undergone formal training in inclusive education and other related concepts such as special education.

The methods used in raising awareness on implementation of inclusive education.

Porter and Smith (2011) carried out a study stating that suggestions have been put across back by research in the best steps to take in raising awareness among the teachers and all those to partake in implementation of inclusive education provision. First and foremost, the best

way to create a platform for the implementation of inclusive education is to provide an education policy that will create a mandate for educationists to implement inclusive education. Once the policy provision is catered for the training of personnel and teachers must be done in terms of special education.

In most African states inclusive education awareness has been embarked on through involvement of special education and other related Organisations so as to help supplement resources for the cause of carrying our campaigns in matters of inclusive education sensitizations in schools of education. The most common methods of sensitization over inclusive education implementation among teachers has been the organisation of training meetings or workshops for the purpose of orientation and training. The workshops or maybe funded by a cooperating partner in the matters of educational development in a state. The Ministry of Education of any state is highly likely to participate in the matters of raising awareness in inclusive education issues among teachers in secondary schools (Ainscow, 1999).

Raising awareness in inclusive education may also require setting up policies to help support the cause of inclusive education implementation in different secondary schools regardless the state. A policy performs a role of advocating for the issue (inclusive education) at hand in terms of how aware teachers must be and how and why it should be implemented. Therefore, policy formulation can be seen as a way of seeking to improve inclusive education (Baglieri and Shapiro, 2012).

Most of the teachers in the African states seem to be facing problems with inclusive education in matters of implementation of inclusive education simply because of the socio-economic development relation that it holds. It is highly likely that problems of the development of inclusive education can be faced in the economy of that of a developing country. This is because factors to inclusive education state are linked to economic state of the country in areas of

resource availability and infrastructural development. Therefore, the causes of less awareness among teachers may be traced back to our socio-economic factors and ways of combating the low level of awareness may need addressing the salient issues or factors to low level of awareness among teachers in matters of Implementation of inclusive education (Conrad and Whitaker, 1997).

RESEARCH METHODOLOGY

The researcher used a case study design to determine Teachers' Awareness of Inclusive Education and its Effects on its Implementation in Selected Secondary Schools in Chinsali District.

The rationale in selecting the mentioned research design was that it employed qualitative and quantitative data. In relation to the study, this was the type of data that was required in order to fulfill the objectives of the aforementioned study topic. Therefore, the case study design fulfilled the desire overall study outcome.

Target population.

The study population comprised of all teachers in the selected secondary school (both classroom teachers and those in administrative positions).

Sample size and sampling technique.

The sample size was obtained from the selected secondary schools in Chinsali district. The sample size consisted of 65 respondents comprising of the following; five (5) head teachers/deputy head teachers and sixty (60) classroom teachers. The rationale for selecting this sample size was that the study required an ample number of teachers from each secondary school in order to measure or establish the relationship between the variables in concern, that is, the level of awareness and its impact on the implementation of inclusive education. The involvement of the administrators is vital to collection information in order to address some the research objectives.

The study used both purposive sampling and simple random techniques in the selection of the participants. Purposive sampling was

particularly used because specific participants such as the head teachers of all the selected secondary school and the educational administrators (district and provincial levels) were expected to be available and are the respondents with the needed information in regard to the study. On the other hand, given the vast number of teachers in the selected secondary school simple random sampling was used in order that only a selected number of teachers participate in the research in accordance to the stipulated sample size. The sampling procedures that were used suited the nature of information that will be collected in terms of the depth needed in the data that is insights, opinions, experiences and other forms of occurrences.

Instruments for data collection

The instruments that were used in the study to collect data with regard to the respondents were a **questionnaire** and an **interview guide** of which were severally distributed and administered to all participants. The questionnaires were particularly used to collect data from the teachers and comprised of open-end questions as well as closed ended questions. On the other hand, the interview guides were used to full basis on the educational administrators and the head teachers, these comprised of semi-structure questions with regard to follow up questions. Apart from the above-mentioned instruments to supplement the collection of data that was needed for the study an **observation checklist** was used in regard to the theme of this study. The mentioned procedures generated the needed information towards the nature of the study of which required insights and personal thoughts and experiences from the teachers in the secondary schools.

Data collection procedure.

All the data collection procedures that were used were conducted under the criteria of getting the permission to carry out data collection from the relevant and concerned authorities. However, questionnaires were successfully administered to the targeted number of teachers in secondary

schools severally at the convenient times for that the respondents had to have them answered. The researcher upon confirmation of completion collected the questionnaires from the respondents. The interview guides were used to interview particular respondents from whom the researcher needed in-depth information regarding the nature of information that was required. The researcher scheduled convenient times to meet with the respondents and conducted interviews for a considerable ample amount of time. The observation checklist was used in conducting observation of the activities of the school in regard to the study's theme at the appropriate time of the schools' activities. All the procedures that were employed were used because they were the most suitable methods in accordance to nature of the study and the considerations of availability of the respondents at particular periods of time.

Data analysis techniques.

In the data analysis process all the qualitative data that was collected was analyzed thematically. On the other hand, the quantitative data was analyzed through the use of specific applications software such as the Statistical Package for Social Sciences (SPSS) and Microsoft Office Excel in order to generate frequencies, tables, percentages and graphs.

RESULTS AND DISCUSSION OF FINDINGS

Teachers responses

With regard to the training perspective the teachers who all were subjected to participate in the research gave the following responses.

From the 50 teachers 42 stated that they had received some tentative training in special education or inclusive education while 8 stated that they have not received any form of training. This implied that 84% stated "Yes" while 16% stated "No" to being trained. On the other hand, the 84% of teachers who stated that 'yes' were asked where they received their training and the results were as follows; 38 teachers stated that they received training some significant training

in matters of Inclusive Education from their respective colleges and Universities of Education and 4 teachers received training from Workshops/Meeting. That means 90% of 42 teachers received training from Colleges/Universities and 10% of the 42 teachers received training from meetings/workshops.

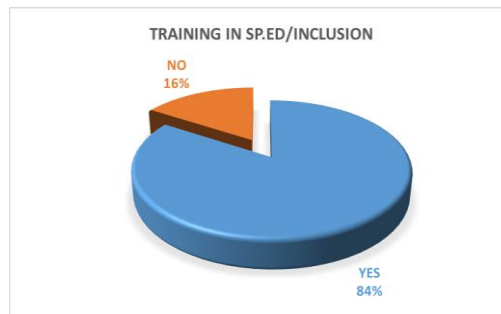


Figure 1: Teachers' Training in Special Education/Inclusion

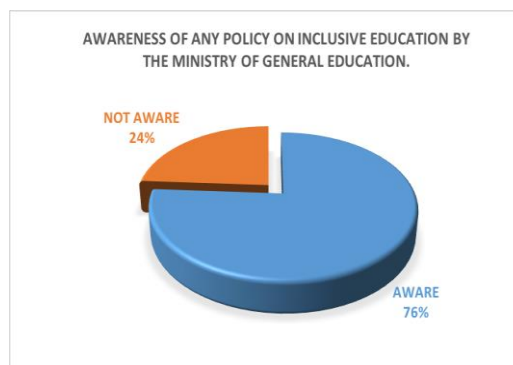


Figure 2: Teachers' Awareness of any policy on inclusive education by the Ministry of General Education.

On the number of teachers who have handled an inclusive class before out of 50 teachers only 7 stated that they have handled an inclusive class before while 43 teachers stated that they have never handled an inclusive class. This implied that only 14% of teachers have handled an inclusive class before and 86% have never handled an inclusive class before.

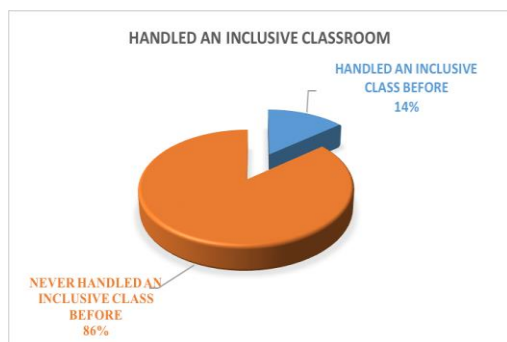


Figure 3: Teachers' experience handling an Inclusive classroom.

On the knowledge about the implementation of inclusive education the following were the findings; none of the teachers regard themselves as to know “very much” about the implementation of inclusive education in schools. However, 2 teachers stated that they knew “much” about the implementation of inclusive education while 37 teachers regarded themselves as knowing “Not much” in terms implementation of inclusive education. On the other hand, 11 had stated that they knew “not very much”.

learners”; and (D) “Include learners with SEN in a regular classroom and have them participate fully in all activities of the classroom regardless of their learning needs.” Of the 50 sampled teachers 33 stated that according to their knowledge teachers stated that inclusive involves “Including Learners with SEN in a regular classroom but ensure that they are subjected to different activities.” On the other hand, 11 teachers had a different view stating, “Including Learners with SEN in a regular classroom but have only learn parts of the lessons and subject them to learn what they can do separately”. Another 2 teachers stated that in accordance to their knowledge inclusive education practice it involves “Including learners with SEN and let them learn at the same pace with other learners.” and the remaining 4 teachers stated that Including learners with SEN in a regular classroom and have them participate fully in all activities of the classroom regardless of their learning needs” is what is involved in inclusive education practice.

KNOWLEDGE OF IMPLEMENTATION OF INCLUSIVE EDUCATION			
VERY MUCH	MUCH	NOT MUCH	NOT VERY MUCH
0%	4%	74%	22%

Table 1: Teachers' knowledge of implementation of inclusion education.

In establishing the awareness of knowledge of the sampled teachers on what is involved in inclusive education as a practice the following were the findings; On a limited option basis of four concepts of what is involved in inclusive education that is; (A)“Include Learners with SEN in a regular classroom but ensure that they are subjected to different activities”; (B)“Include Learners with SEN in a regular classroom but have only learn parts of the lessons and subject them to learn what they can do separately”; (C) “Include learners with SEN and let them learn at the same pace with other

KNOWLEDGE OF INCLUSIVE EDUCATION OF IMPLEMENTATION (DEFINITION)		
No of Teachers	DESCRIPTION OF INCLUSIVE EDUCATION	Percentage of Teachers
33	Include learners with SEN in a regular classroom but ensure that they are subjected to different activities.	66%
11	Include learners with SEN in a regular classroom but have them only learn parts of the lessons and subject them to learn what they can do separately.	22%
2	Include learners with SEN and let them learn at the same pace with other learners.	4%
4	Include learners with SEN in a regular classroom and have them participate fully in all activities of the classroom regardless of their learning need.	8%

Table 2: Teachers' knowledge on the definition of inclusive education implementation.

In the endeavor to establish the how teachers graded themselves in competence in handling an inclusive class using a rater scale (Very Competent; Competent; Less Competent and Not Competent) the following where the findings. None of the 50 teachers regarded themselves as "Very competent". However, only

6 teachers stated that they are "competent" while 34 stated that they are "Less competent". On the other hand, 10 stated that they are "not competent" in terms of handling an inclusive classroom.

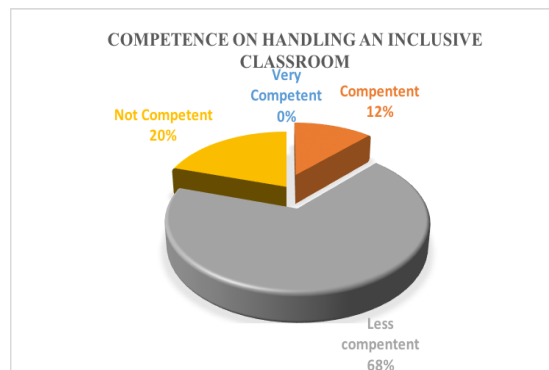


Figure 4: Teachers' competence on Handling an Inclusive Classroom.

In establishing how teachers graded themselves in their awareness in the implementation of inclusive education on the rater scale (very aware, Aware, Less Aware and Not aware) the following were the findings: None of the 50 teachers regarded themselves as "very aware" while 19 regarded themselves as "aware" in terms of implementation of inclusive education. Out of the 50 teachers 29 stated that they are "less aware" on the implementation of inclusive education while 2 teachers stated that they are "not aware."

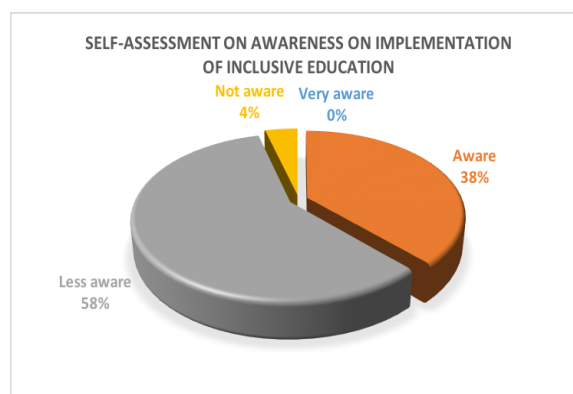


Figure 5: Teachers' self-assessment on awareness on implementation of inclusive education.

The researcher endeavored to establish whether teachers thought inclusive should be practiced in

every school and the following where the findings: Out of the 50 teachers 38 stated, “YES” inclusive education should be practiced in every school while 12 teachers stated “NO” inclusive education should not be practiced in every school. A follow-up endeavor to the above results was carried out by researcher requesting for reasons for the stated answers and the following where the reasons;

PRACTICE OF INCLUSIVE EDUCATION IN EVERY SCHOOL (POLL)	
YES	NO
76%	24%

Table 3: *The poll by teachers on whether inclusive education should be practiced in secondary schools.*

The 38 teachers who stated “YES” inclusive education should be practiced in the school made mention of the following reasons. About 25 teachers stated similar ideas explaining that it should be practiced simply because there is need to accommodate learners with special needs as they also have a right to education. About 10 teachers gave a similar response mentioning that the Ministry of General Education has mandated for schools to practice inclusive education because children with special needs have a right to learn despite their needs. Therefore, 3 teachers stated yes because learners with special needs can learn with those in the regular classroom or mainstream with the assistance of a teacher.

On the other hand, the 12 teachers stated that “NO” stated similar ideas explaining that inclusive education is a very challenging practice hence cannot be practiced in every school. Some stated that the schools with special units in their schools would find it easy to practice inclusive education because they have the resources to implement its principles.

With regard to the establishing what teachers thought of including learners with disabilities in the regular classroom the following were the findings: 43 teachers stated that “YES” learners with disability should be included in the regular classroom while 7 teachers stated “NO” learners

with disabilities should not be included. Teachers gave reasons for each of the above two answers the teachers who stated, “YES”

Some of the teachers who stated yes for a reason of believing that every child with or with disability can learn provided the teacher manages to meet their learning need. Others stated that Yes learners with disabilities should be included in the regular classroom because they have a right to education and exposure to the Zambian curriculum despite their disabilities. Another common reason for stating yes according to the teachers’ responses is that learners with disabilities can benefit a lot from being included in a regular class in terms of their personal progression.

The teachers who stated “NO” explained that learners with disabilities can learn comfortably in their own space and not them being included in the regular classroom that might invited challenges to go against their disability. Another reason that was mentioned was that inclusion comes with many challenges that can make learning for these children less effective being placed in a regular classroom.

In the endeavor to establish what teachers thought of the challenges that might occur in the implementation of inclusive education. A question was asked, “Do you think inclusive education can be implemented without challenges?” and the following where the responses. Out of the 50 teachers 8 teachers had stated “Yes” inclusive education can be implemented without challenges while 42 teachers sated “NO” to inclusive education could be implemented without challenges.

The reasons for the teachers who stated “NO” are as follows. A common response was stated explaining that in the local scenario inclusive education is a practice that required a lot of resources and ample time for it to be implemented without challenges. However, the teachers stated the current state of affairs, the common challenge for inclusive education practice was low availability of required resources. They explained that this is why

inclusive education cannot be implemented without challenges.

REASONS FOR STATED SELF-ASSESSED LEVEL OF AWARENESS ON IMPLEMENTATION OF INCLUSIVE EDUCATION		
Number of teachers	Reasons	Percentages of teachers
9	Less content during University College training	18%
12	Less sensitization from educational authorities (District/ Provincial levels)	24%
29	Lack of school policy on implementing/ No activities of inclusive education	58%
0	Other	0%

Table 4: Teachers' reasons for stated self-assessment level of awareness on implementation of inclusive education.

In the endeavor to establish the measure that can be used to raise awareness in the implementation of inclusive education from the teachers the following were the responses the researcher established.

About 20 teachers stated a similar idea stating that there should more training, it should be routine through workshops and meetings especially on policy issues and implementation of inclusive education. Other teachers mentioned that the educational administration of chinsali district must organise programs to sensitize teachers more on inclusive education implementation. Others mentioned that education training institutions should intensify training in matters in inclusive education implementation. About 10 teachers gave a similar idea stating that The Ministry of General Education must engage all teachers ranging

from the Provincial Education Administration as well as the District Education Administration in programs to advocate for and mandate the implementation of inclusive education at every school.

Responses from school administrators

Upon the researcher embarking to establish whether there were any programmes for which the schools had been subjected to attend in terms of implementation on inclusive education and in the case that they were existent how many times annually were the school be included in such programme. It was established that there were no problems usually tailored for inclusive education were schools were subjected to attend. Most of the problems as was stated by most administrative personnel of the schools there are only programmes that may pronounce issues of inclusive education and not deliberately or directly inclusive education.

Mitigation measures for addressing the problem

The mitigation measures that were obtained from the responses of the school personnel were as follows; There should be deliberate programmes organized by higher education authorities were teachers are to be oriented on inclusive education issues with regard to implementation. There should be school policies that will specifically mandate schools to practice inclusive education to a required level. There should be different campaign strategies for inclusive education implementation in the Ministry of General Education. The institutions of education training should intensify a little more on the skills training for inclusive education training. Orientation programmes must be organized for all teachers in the schools through the administrative offices.

Factors affecting Awareness among Teachers.

The following are the responses that were obtained from the administrative personnel from the different schools regarding factors affecting

awareness. There are no deliberate awareness programmes for inclusive education implementation. The higher authorities have not been relatively active in matters of inclusive education implementation and this has greatly impacted awareness. There are no school policies being conducted on systematic and purposeful approach.

Impact of the level of awareness on implementing inclusive education in the schools.

The responses from the administrative personnel were all bordering on one effect that the level of implementation of inclusive education in the schools being at an undesirable level. Most of the responses gave a common thought implying that in the schools there are no activities of inclusive education that are worth to be pointed out as being a required level of implementation.

Involvement of the administrative personnel.

Upon endeavoring to establish whether the selected schools ever have senior personnel from higher education offices both at district and provincial level visiting the school for purposes of monitoring or evaluating your school activities in terms of inclusive education.

All five schools through their head and deputy head teachers as well as administrative officers gave similar responses stating that they do have visits from senior officers at district and administrative officers however not on matters of inclusive education awareness or implementation. It was stated that at one of the schools matters of inclusive education are never spoken of or planned for in the different interactions the schools have with district and provincial education administrators.

Suggested methods to raising awareness.

One of the head teachers of the school stated the best way to raise awareness among teachers is to organise workshops and meetings tailored towards sensitization and training in inclusive education implementation. Another head teacher

stated that the higher education authorities need to spearhead school activities for inclusive education implementation awareness. All the head teachers from the five schools gave a similar response of stating that the best way to raise awareness among teachers is to introduce deliberate school policies that schools will be mandated to implement inclusive education the way it should and ensure that teachers are well informed and trained over inclusive education implementation.

Observations

Trained teacher/ special education.

Out of the 50 teachers from the selected school only at one school was there a Special Education teacher in the guidance and counselling department.

On the other hand, upon conducting an in-depth observation it was found that only 5 teachers have been formally trained in inclusive education from the perspective of receiving training through a workshop.

In the four schools surveyed there were guidance and counseling teachers in place however the unique observation that was made is that there are very few formally trained teachers in guidance and counselling. Upon further inspection it was discovered that only 10 teachers have formally received training in guidance and counselling out of 25 teachers placed in the guidance and counseling department.

Resource room/classroom resources to foster inclusive education.

Upon observation out of the five schools none of the schools have a resource room for special needs. There were no rooms in the schools that have closely related characteristics to resource rooms for special needs learners.

Upon observation in accessing the classroom and their correlations with the classroom space, access and general make-up being designed for purposes of inclusive education implementation.

None of the classrooms in the schools that were observed had classroom space and access and general make up that was done in the light inclusive education. The measurement criteria for how “inclusive” the classrooms were designed was done with discretion from Inclusive education literature on the best designs for an inclusive classroom space as well as structure.

Inclusive education committee.

Upon investigative observation it was discovered that out of all the five there was no school with an **Inclusive Education Committee** in place to cater for matters of inclusive education implementation in the schools. In relation to establishing the presence of an inclusive education committee this implied upon investigation none of the schools held any committee meeting for inclusive education, planned activities for the term, record taking or involvement of pupils in any programmes for implementation of inclusive education in the secondary schools.

Inclusive education policy.

With regard to policy engagement on inclusive education in the schools, out of the five schools none of the schools had a formally formulated policy on inclusive education implementation in the schools. This implied that in the schools there were no formal guidelines of implementation of inclusive education.

Inclusive education programme.

In the vein of making investigative observations as to whether programmes for inclusive education were put in place. Programmes regarding awareness campaigns, identification of special needs, sensitizations on the existence of inclusive education. It was discovered that there were no formal programmes for either awareness campaigns, identification of special learning needs or sensitization on the implementation of inclusive education in the schools.

In relation to establish whether they have inclusive education programmes that propagate the involvement of all teachers especially through the guidance and counseling department in matters of implementation of inclusive education. There was no school that had in place a deliberate programme to foster involvement of all teachers in the implementation of inclusive education.

Inclusive education supervision.

In relation to establishing whether there were any records in place that indicated that there is supervision of teachers or any type of monitoring by administrative office personnel from Chinsali District Education Board and Chinsali Provincial Education Office. In recent past year at that moment of establishing the information there was no record of monitoring or supervision on implementation of inclusive education coming from the earlier mentioned administrative offices.

Inclusive education records (SEN learners in the classes).

In establishing whether there were necessary records on learners and classes they were placed in, it was discovered that there were no precise records in most schools tailored towards anticipation of implementing inclusive education with regard to the records of learners with special needs. In all the five schools the guidance and counselling department have kept records of learners with special education needs and not necessary that they are systematically placed in the class but as for the fact that they have been included in the mainstream of education and can be placed in without consideration of the distinct inclusive education practices.

Knowledge of Inclusive education.

The teachers in the five secondary schools of chinsali district and all others at large all experience similar levels of awareness about matters of inclusive education. The levels of awareness in terms of inclusive education may

be dependent on the training of the teachers in most secondary school to start with. From the data collected it has been significantly shown that with regards to training. In relation to training 42 of 50 participants has preliminary training in matters of special education. This means that most of all teachers have undergone training in inclusive education related matters. Among most of those that were trained they received their knowledge from tertiary institutions. A conclusion can be made of this to state that the majority of teachers who have somewhat some knowledge of inclusive education have received prior training to them being stationed in different schools and most of the knowledge was mainly obtained from tertiary institutions of teacher training. This confirms that majority of teaches have learnt of the concept of inclusive education regardless of them being able to implement or not.

Experience with teaching special needs children in inclusive classrooms

According to the findings a large number of teachers in secondary schools of chinsali district may not have taught learners with special education needs even in inclusive classroom situations. This indicates already that inclusive education may not have been practiced or implemented in in the secondary schools of chinsali district. A very considerable small number of teachers have had experience in teacher learners with special needs in inclusive classrooms. From the few that have had experience the disability that were encountered were physical disability, visual impairment and hearing impairment. The mentioned learning needs imply that these are the common disabilities that have been found to be subjected to inclusive classrooms in most secondary schools. The secondary schools in chinsali district utmost do not have teachers implementing inclusive education simply because they do not have many learners with special needs.

Awareness on the policy of inclusive education

Most of the teachers in secondary schools in chinsali district are aware of the policy of inclusive education. This was revealed in the study that about 76% of the teachers that took part were aware of some sentiments of the policy by the Ministry of General Education that inclusive education must be implemented in the secondary schools. Therefore, most teachers have knowledge on the mandated to implement inclusive education regardless whether they were currently implementing it or not.

Experience with handling an inclusive classroom.

With regard to experience with handling inclusive education findings had stated that 86% of the teachers in all five schools have never handled a special school. This is one the greatest factors to the level of awareness among secondary school teachers in terms of special education. In the case that a majority of the teachers in the secondary gives a clear picture why the implementation of inclusive education in most secondary schools of chinsali district is either being carried out or simply there is no platform for it to be implemented. The very few that have experience in handling an inclusive classroom may have very little Impact in trying to implement inclusive education in their respective schools. The less experience of most teachers has had great impact to the state of affairs in the implementation of inclusive education in the secondary schools of chinsali district.

According to the findings a larger percentage of teachers in the secondary schools in Chinsali district regarded themselves to not know much about the process of implementing inclusive education in the secondary school setting. The teachers who do not know much about the process of implementation of inclusive education depicts the situation that prevails in the secondary schools in chinsali district regarding inclusive education activities. This clearly has impacted the implementation of

inclusive education in a negative way in secondary schools in chinsali district.

On the basis of how teachers conceptualize inclusive education a larger percentage of the total number of participants stated that Including Learners with SEN in a regular classroom but ensure that they are subjected to different activities. This conceptualization has somewhat been a primary factor to the path inclusive education implementation has taken.

Discussion of findings

The following are the discussions of the findings to the study that were obtained. The analysis of the findings was done thematically in accordance the study's objectives so as to suit the nature of the data was collected being highly qualitative than it was quantitative.

The teachers in the five secondary schools of chinsali district and all others at large all experience similar levels of awareness about matters of inclusive education. The levels of awareness in terms of inclusive education may be dependent on the training of the teachers in most secondary school to start with. From the data collected it has been significantly shown that with regards to training. In relation to training 42 of 50 participants has preliminary training in matters of special education. This means that most of all teachers have undergone training in inclusive education related matters. Among most of those that were trained they received their knowledge from tertiary institutions. A conclusion can be made of this to state that the majority of teachers who have somewhat some knowledge of inclusive education have received prior training to them being stationed in different schools and most of the knowledge was mainly obtained from tertiary institutions of teacher training. This confirms that majority of teaches have learnt of the concept of inclusive education regardless of them being able to implement or not.

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Upon teachers being asked on how they would describe inclusive education given a set of definitions. From all the participants of the study the commonly picked description of inclusive education was “*Include learners with SEN in a regular classroom but ensure that they are subjected to different activities*”. The common conception of inclusive education by the teachers shows their knowledge on the implementation of inclusive education is based commonly on the idea that inclusive education includes all learners with different needs in one classroom setting but they all do different activities of which according to Anderson (2006) inclusive education refers to a process of addressing and responding to diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. This implies that inclusive education will involve full participation of all the differently abled learners in all activities planned for; there no room for exclusion. This was the concept that only eight percent of the teachers picked up. Therefore, there is a slight misconception on how inclusive education must be conducted in the classroom. This slightly gives a picture of how teachers differently would and are

implementing inclusive in secondary schools in chinsali district.

The self-assessment of competence on handling inclusive education in the classroom brought out a discovery of sixty-eight percent of teachers considering themselves of teachers ‘less competent’. If the majority of teachers that participated in the study state that they are less competent then their willingness to take part in inclusive education activities would not be there or they would be very hesitant to take part in the implementation process. This self-assessment affects the possibility of implementation taking place as well as efficient implementation occurring. In addition to this, fifty-eight teachers self-assessed themselves as less competent.

From the findings made, the implementation of inclusive education is mainly being affected by the low level of knowledge on how to implement inclusive education and the misconceptions of what is the meaning of inclusive education shown in the common conception of inclusive education being “*Include learners with SEN in a regular classroom but ensure that they are subjected to different activities*”, of which showed different meaning according to Anderson (2006). This is largely impacting inclusive education in a negative way as the majority of implementers have a different preconceived idea of the practice of inclusive education. The other effecting factor on inclusive education implementation process is ‘Lack of school policy on implementing or No activities of inclusive education’ as well as ‘Less sensitization from educational authorities i.e. District and Provincial levels.’ This has led to a somewhat stagnated growth of inclusive education activities in secondary schools simply because nothing was taking place in the schools in chinsali district. Lastly a large proportion of the implementers of inclusive education (i.e. 68% of the participants) consider themselves less competent in matters of inclusive education especially implementation. This shows that for the key implementers to consider themselves not fully trained in implementation of inclusive education implies how much awareness on inclusive education has impact on

implementation of inclusive education in the secondary schools of chinsali district.

From the findings established it is clear that there are numerous ways in which inclusive education negative effects can be addressed occurring in the various secondary schools. According to the findings the key areas of concern are the training level of the teachers in secondary school, ongoing training and development in inclusive education implementation and availability of resources.

In terms of training level, according to the findings it was observed that the acquisition of concept of inclusive education in terms of its meaning was somewhat presupposed different according to what Anderson (2006) had stated. The root cause of a differently view concept of inclusive education may be the training aspect teachers undergo at tertiary education level. It may be suggested that the training of all teachers in tertiary institutions must be revised or reviewed in order to raise the level of conceptual knowledge of matters of inclusive education and its implementation among the secondary school teachers in chinsali district.

Continuous training and development of knowledge and skills in implementation of inclusive education was another issue that was raise in most of the factors to the negative impact of inclusive education in chinsali district. In most of the secondary schools according to findings there are no subsequent activities of inclusive education awareness and development in schools. Reasons for this occurrence were not established and not known. However, one of the key issues was that there is no liaison or communicative activity between the secondary schools and the educational administration at the district level or the provincial level. Furthermore, reasons for this occurrence were not established however there was a source to this occurrence.

The other key issue over the factors to the negative impact on the implementation of inclusive education is availability of the required resources for implementation. According to the findings established it was observed that most of the schools included in the study lack the essential requirements for inclusive education

that Porter and Smith (2011) had revealed stating that a learner that may be with a disability or requires inclusive education may need to be accommodated in the way the school environment will be designed that is, access to classrooms, passageways and learning space. Therefore, the learning environment must be adapted or be accommodating to every kind of learner in terms of physical capability. In most schools in the study the environment that was observed would considered inclusive education practice incapacitating. Other related in the lack of resources were a school inclusive education policy and inclusive education programme schedules. This revealed the nature of the inclusive education practice in the schools and a concern that need to be addressed.

Overall, most of the schools in the study faced similar problems mentioned above in the factors negatively impacting inclusive education implementation. Therefore, the measures that are to be taken must be done so through addressing each and every factor that leads to a negative effect.

From the factors that were establish the most common information collected gave reference to the lack of ample activities in the education system both at training and implementation levels. This implies that somehow the authorities of the education system for a reason may not be adequately incorporating inclusive education activities in order to raise the levels of awareness among teachers who are supposed to implement it. According to Baglieri and Shapiro (2012) inclusive education requires that deliberate school polices are put in place so that implementation is given an environment for it to be implemented successfully.

On the other hand, in terms teacher training institutions it can be stated that providing the knowledge for inclusive education has been catered for at most of all institutions of learning considering that only a small number of the teachers (i.e. 16% of teachers) who participated in the study had not received training from tertiary institutions. This means majority of teachers have the knowledge given to them

about inclusive education. However, it may be stated as an inquiry that; do teachers have the knowledge or skill to implement what has been given to them as knowledge? An answer to this statement question may indicate why there seems to be little or no input in terms of implementation from the teachers in matters of inclusive education. This can be traced to what was discovered in the findings; Only a few teachers had experience in inclusive education practice and only very few considered themselves adequately trained in inclusive education implementation. Over all the perspective of factors affecting the level of awareness among teachers over inclusive education can be taken in a manner that a collective of problems in the preparation or training of personnel in inclusive education implementation as well as the support systems in the processing of attempting to practice inclusive education.

It can be stated that the best way to mitigate a challenge is to place in what is missing. This may be applied on the problems that are surrounding the seemingly low level of awareness in implementation of inclusive education. According to the findings, addressing the problems of the levels of awareness based on the training of teachers and ongoing implementation may require the involvement of all the authorities of the Education System in Zambia especially for the secondary school education system and prior training of the secondary school teachers in the tertiary education system. Findings had revealed that organizing workshops would help raise awareness on inclusive education matters in both the knowledge and implementation. Workshops as an activity of the education system may require financial resources especially in aiming to involve every secondary school teacher in chinsali district. It may be presumed that in the case that the Ministry of General Education may have challenges in acquiring resources to propagate inclusive education workshops then this could be another stumbling block in the endeavor of improving

the implementation of inclusive education through tackling the level of awareness among teachers. It can be assumed that developing countries like Zambia face challenges of financial support in the Ministry of General Education. Therefore, this mitigation measure may or may not come with its own challenges

On the other hand, the findings had revealed that the challenge of less or no training on the implementation of inclusive education during the secondary school teacher training course may only be addressed through the tertiary schools being mandated to revise the inclusive education course to the level that is desired (i.e. equipping teachers with enough knowledge as well as implementation skills). This means that most of Zambia's tertiary institutions of teacher training may need to adopt the same or similar content. This step may require the Ministry of General Education and The Ministry of Higher education collaborate in creating a training course in inclusive education training that will subsequently fulfill the desires of the secondary schools' education system in terms of inclusive education awareness and implementation.

CONCLUSION

Overall this study had established that the level of awareness among teachers on inclusive education in secondary schools is relatively low and this had negatively given effect on the implementation of inclusive education in all schools. The study established that most teachers may have heard or learnt of inclusive education. However, the awareness level of true essence and process of implementation of inclusive education to levels of practicality in the local setting is what dwindled the possibilities of actively having inclusive education programmes in most secondary schools in chinsali district. The major contributing factors to the low level of awareness among teachers in chinsali district was due to lack of an ample amount of awareness campaigns and school based activities and lack of policy implementation reinforcements by relevant governmental and

educational bodies. The main reasons for the lack of inclusive education activities that are to help improve awareness levels and in turn the effect can be made positive. There the reasons to the lack of awareness campaigns need to be established in order to assert how to address the one of the most implicative partners. Nevertheless, the following recommendation were tabulated towards addressing the matter of awareness levels and its effects on the implementation of inclusive education.

RECOMMENDATIONS

Further studies need to be carried out in other parts of the country in matters of awareness of inclusive education implementation in secondary schools among teachers. In addition, there may be significant reasons why teachers only receive a seemingly short or inadequate training in inclusive education.

There is need for involvement of administrative personnel from the Ministry of General Education in matters of raising awareness in inclusive education. The secondary schools in chinsali district need to raise awareness campaigns on inclusive education implementation.

There is need to reinforce the school policies on the practice of inclusive education in secondary schools in Chinsali. This will help create a strong sense of mandated educational practices in schools with regards to inclusive education implementation. When a deliberate school policy on inclusive education implementation is given as a mandate for every school to practice; this would raise the instances of creating platforms for raising awareness of inclusive education implementation among teachers.

There is need through the Ministry of Higher Education to improve the basis of gaining knowledge and general know-how on implementation of inclusive education for all those training as teachers. This will require restructuring the level of training to be acquired at tertiary level. The restructuring should be done in a way that it prepares the would be teachers to tackle inclusive education with a

well laid foundation on awareness on how to implement inclusive education efficiently.

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