Inclusive Education Delivery and Experiences among Special Education Lecturers and Students at Chalimbana University: A Case of Chalimbana University of Chongwe District of Zambia

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Abstract: *The aim of this dissertation was to explore and understand the link between the inclusive education delivery of content and experiences among special education lecturers and potential student teachers from Chalimbana University. A qualitative approach that was grounded in the Hermeneutic Phenomenology was used. Purposeful sampling was used to select the participants. The   sample size was 17 (8 lecturer, 8 student teachers & 1 ESO Special). Pseudonyms were used to de-Identify the participants so that they remain anonymous before, during and after the investigation. Data were collected using a Semi-Structured Interview Guide. Data were analysed using Interpretative Phenomenology Analysis (IPA).*

The collected data was in line with the objectives of the study which were to; (a) ascertain the nature of inclusive education delivery of content (b) assess the type of pedagogical teaching skills that potential student teachers acquire from the university (c) establish the challenges regarding inclusive education delivery of content.

The findings on the nature of inclusive education delivery of content revealed that both the lecturing staff and the potential student teachers indicated that in full time classes every learner received the same treatment regardless of whether or not they were abled or disabled.

The findings on the assessment of the type of pedagogical teaching skills of content show that there were different types of pedagogical skills of content which are used, by lecturers and potential students. These include, role play, debate, Question and Answer (Socratic Method), demonstration, quiz and Focus group discussion.

The findings on the challenges on inclusive education delivery of content revealed that; Special education; is not taken as a programme from Early Childhood to tertiary level of education, additionally is not an examinable subject, it has very few teachers trained in Sign language and Braille. Furthermore, districts lack assessment centres and there is lack of funding to support special education and Government does not employ Sign language interpreters and Braille transcribers.

The research impact and originality was achieved through a scholarly demonstration based on the final documentation of the researcher's thinking which was logically validated based on theory and practice demonstration. This resulted into and Kabango's Framework on"education effective delivery theory on effective teaching behaviour in a Zambian mixed classroom classroom(Theory) andKabango'sFramework double/visual impaired effective delivery of content school (Practice).

Keywords: *Inclusive Education Delivery, Special Education, Lecturers and Students*

1. INTRODUCTION

Overview

This chapter presents an introduction to the study the background to the study, statement of the problem, purpose of the study, general objective, specific objectives and questions of the study, significance of the study, scope of the study, operation definitions and theoretical framework.

Back Ground and Context of the Research.

Inclusive education and delivery of content to Special Education Needs (SEN) Children is currently a world concern (UNESCO, 2010). The United Nations has advised various international regional

groupings to develop and domesticate the international strategies that would help facilitate the smooth learning learners with disabilities. This among others was to include European Union as well as many other international regional bodies.

The Southern African countries under the Southern African Development Coordinating Committee (SADCC) are also no exception and are equally concerned about failure of graduate teachers to effectively deliver the content to the expectations of the children with Special Education Needs (SEN) in inclusive schools, (SADCC,2012), (MOE1996). This has led to thedomestication of the international strategies that would help facilitate the smooth learning learners with disabilities. Therefore, the region has come up with the admonition that this category of learners must have pieces of legislation that will not only support their rights to education in line with the universal declaration of rights but also be extended to the learning environment whether at primary, secondary as well as the tertiary level of education respectively.

The Zambian Government is one of these Southern African countries that is also concerned about the effective delivery of the content of children with Special Education Needs (Kelly, 2001). This problem is also qualified by Ministry of Education and I quote, the 1996 Education Policy states that, '*Opportunity for all children with special educational needs. Despite the MOE, 1996 policy pronouncements on the equality of education for all pupils, the problem of inclusive education delivery of content continues, hence the need for this study,*'

The Ministry of General Education (MOGE) has therefore, in the recent past come up domesticated the regional innovations admonished by SADCC meant to improve the learning of the children with Special Education Needs (SEN). It has as part of the strategy included cooperating partners such as the Zambia Council of the Blind to help in issues of the visually impaired children. This has been done to enhance modes of communication with these children in corroboration with the tertiary education (Carmord, 2004).

The Ministry of Education under The Patriotic Government in 2013, made of a Public declaration that a 'Component of Special Education be introduced in all Pre-Service Colleges so that delivery of Special Education, is made easier to the growing number of Children of Special Education Needs,' (Mandyata, 2018).

This innovation came in and was a wakeup call of the Ministry of Education through the Examination Council of Zambia and had created a Special Wing (MOE, 1996).

However, delivery of Content has been a source of concern (SADCC, 2012). Hence, prompting the correct investigations about the matter.

The motivation behind this research is because the following researchers' studies did not address the present knowledge gap, (Mandyata, 2002, Kalabula, 1991, Katwishi, 2002 and many more).

Statement of the Problem.

Inclusive education and delivery of content is presently a concern because learners with Special Education Needs (SEN) also need quality learning environment which often times is not the case hence being linked to the discipline of Special Education.

The Zambian Government has therefore enacted a piece of legislation called the education act of 2011 which has a section that protects the learners with special learning needs at all levels that includes primary, secondary and tertiary levels of education such as those with special education needs, for example section 138 emphasizes sign language as a medium of communication in content delivery as well as use of Braille (GRZ, 2011 & Muzata, 2021). It has also come up with the person's disability act number 2 of 2012 which prohibits discrimination on the basis of disability as well as the marginalised and vulnerable groups (GRZ, 2012). The Government also included the issue of ensuring non-discrimination on the disabled learners by promoting inclusive learning and teaching in the Eighth National Development Plan which runs from the period 2022 to 2026 within the framework of the education system in all the education levels. This follows all the National Qualification Levels (8NDP, 2022).

The Ministry of General Education (MOGE) in response to the aforementioned pieces of legislation came up with the Inclusive Schooling Program (INSPRO) to address issues of disability and provide

training and equipment to support special and inclusive education delivery at primary, secondary and tertiary levels of education respectively. This has been strengthened in the strategical plan which runs from 2022-2026 (MOGE, 2022).

The Universities have domesticated the pieces of legislation and strategies by the Ministry of Education. However, the funding to accelerate the inclusive delivery of content at all the universities, revealed challenges (Muzata, 2021 & Muzata et al, 2022).

Despite the Zambian Government, Ministry of General Education as well as research providing interventions towards the delivery of the Special Education content to the learners in inclusive classrooms, there is still a problem because ideal equipment has not yet been actualized in tertiary levels of education (UNESCO, 2010, SADCC, 2012, Muzata, 2021, Mandyata, 2002, Muzata et al, 2022). This shows that effective delivery of the content is still a problem from the part of the teachers. This situation had been leading to higher failure rate among the children with Special Education Needs.

This raises questions on the nature of inclusive education delivery of content being offered. This situation also raises questions on the type of pedagogical skills that teachers acquire from their training institutions, and this finally also raises questions on whether or not education standards officers receive complaints or challenges from schools regarding inclusive education from children with special needs and their teachers.

The reason for the raised concerns and questions is because there is an empirical dearth of evidence regarding the "Inclusive Education delivery and experiences among Special Education teachers and learners, hence the need for the study which can be done in the most effective way by integrating the ideal science as a way of arriving at the truth **refer to 1.8**.

General Objective

To explore and understand the link between the inclusive education delivery and experiences among special education lecturers and students from Chalimbana University.

Specific Objectives

(1)To explore nature of inclusive education delivery of content that is offered at Chalimbana University.

(2) To assess thetype of pedagogical teaching skills that teachers acquire fromChalimbana University.

(3) To determine the challenges regardinginclusive education delivery of content from Chalimbana University.

Research Questions

(1)What nature of inclusive education delivery of content that is offered at Chalimbana University?

(2) What types of pedagogical teaching skills are acquired by teachers at Chalimbana University?

(3) What challenges are encountered regardinginclusive education delivery of contentat Chalimbana University?

Significance of the Study

The study is important because it gives an insight into the link between the inclusive education delivery and experiences among special education lecturers and students from Chalimbana University.It is hoped that the study will be of great value because the concept ofinclusive education deliverywhich, motivated the researcher, is under explored, meaning that it will not only contribute new knowledge to the discipline of special education, but also contribute to the general knowledge base. Additionally it is hoped that the study will inform policy formulation at the Ministry Of General Education.

Finally, it is also hoped that this study would act as a stepping stone for further research.

Scope of the Study

This study was restricted to the use of the phenomenology design because it gives an insight intoexperiences regarding the link between the inclusive education delivery and among special education lecturers and students from Chalimbana University.

Selection will be restricted to the lecturers and students at the University Of Chalimbana in Chongwe District. Further only Education Standards Officers (ESOs) from Chongwe District will be interviewed as a way of developing a depth understanding of the issue under interrogation.

Further, the study was restricted to the use of Special Education concepts and skills as fields of reference.

Theoretical Frameworks and the Research Logical Reasoning

The Theoretical Framework section is a structure that supports the theory that will underpin the research project. The research project will involve the collection of data; documentation of the critical information; analysis and interpretation of the field information in accordance with the suitable methodologies or experiments. (Holloway and Brown, 2012 as cited in Matakala 2024). Every research project always has a way of arriving at the truth hence the need for integrating science inorder to be complete. This was facilitated by research logical reasoning.

The Research Logical Reasoning is a science that process that shows how research projects arrived at the truth. This can be seen through observations that either move from the Known to the Unknown (Deductive or Retroductive reasoning) or Unknown to Known (Inductive reasoning) (Holloway and Brown, 2015 as cited in Matakala, 2024).

Deductive Logical Reasoning Steps: Science and Quantitative Research

1)   Theory (Commence with theory)

2)   Hypothesis (Null/Alternative)

3)   Observations and Measurements (Questionnaires: Research)

4)   Confirmation/Disconfirmation of theory (Theory testing)

Inductive Logical Reasoning Steps: Science and Qualitative Research

1)   Observations and Measurements (Interviews: Research)

2)   Trends and Patterns emerge from the field

3)   Tentative hypothesis

4)   New Theory (Generation of theory)

Retroductive Logical Reasoning Steps: Science and Qualitative Research

1)   Theory (Commence with theory)

2)   Observations and Measurements (Interviews: Research)

3)   Trends and Patterns emerge from the field

4)   Tentative hypothesis

5)   New Theory (Theory expansion)

This qualitative research project will use the retroductive logical reasoning inorder to arrive at the truth as its main science. It must be noted that, the research projects which begin with theoretical frameworks that are located in the first chapter or introduction inform the reader that the theory exists in the literature. This means the forward mapping of theory is used in the case for deductive and retroductive logical reasoning. On the other hand It must be noted that the research projects which locate the theoretical frameworks at the end of the second chapter or review of literature informing the reader that the theories do not exist in literature hence the backward mapping of theory informing the reader that now the theory can now be part of literature. This study will begin with a theory inorder to arrive at the truth (Holloway and Brown, 2012 as cited in Matakala, 2024).

This Qualitative study will therefore, grounded in one theory that is enshrined in the theoretical frame works. A theoretical frame work is a collection of interrelated ideas based on theories with a set of pre-positions, which are derived from and supported by data or evidence. It explains a phenomenon through explanation of why things are the way they are (Kombo and Tromp, 2006).

The theory ofeffective teaching behaviour in a classroom when inclusion is perceived positively and teachers have skills and abilities to influence learning of all pupils towards marginalised children or learners.

The study was grounded in the use the'theory of effective teaching behaviour in a classroom when inclusion is perceived positively and teachers have skills and abilities to influence learning of all pupils' as espoused byStanovich and Jordan (1998).

It targeted a population of trained teachers in the delivery content to learner with Special Education Need (SEN). This theory which was conducted in Canada states that:"Teachers are more likely to use effective teaching behaviour in a classroom when inclusion is perceived positively and teachers have skills and abilities to influence learning of all pupils." (p.236).

It espoused teacher beliefs and ideologies as being able to work when need arises when dealing with marginalised learners with (Special Education Needs) SEN.The theory is effective when teaching behaviour in a classroom on inclusion is perceived positively and teachers have skills and abilities to influence learning of all pupils.

The justification for the use of the aforementioned theory is that it will help the researcher in predicting how frequently and effectively inclusion in schools is, where inclusive education delivery and experiences among teachers and pupils is administered.

The theory when factored in the current study will help in the easy exploration on how inclusive education delivery and experiences among Special Education teachers and pupils are can help in better understanding of the phenomenon.

1.9. Operational and Definition of Important terms

Inclusive Delivery Education   is an environment that is less restrictive and should allow participation of those found in the learning environment such as the able bodied and special education needs learners.

Special Education Lecturer   is an instruction that is specifically designed to meet the unique needs of a learner with a disability by a trained facilitator.

Special Education Student   is an instruction that is specifically designed to meet the unique needs of a learner with a disability.

Chalimbana University   is a tertiary learning that has both able bodied and learners with special education needs (SEN)

2. RESEARCH METHODOLOGY AND METHODS

Research Design

A qualitative approach that was grounded in the Hermeneutic Phenomenology was used in order . The integration of science was based on the utilisation of the Retroductive Research Logical Reasoning inorder to arrive at the truth. It made use of the underlisted steps

a)   Theory (Commence with theory)

b)   Observations and Measurements (Interviews: Research)

c)   Trends and Patterns emerge from the field

d)   Tentative hypothesis

e)   New Theory (Theory expansion)

The Hermeneutic Phenomenology design was also justified because it meets the criteria of the Van-manen framework which insists that 'lived experiences' must always include the four lived existential. These include the lived body, lived time, lived geographical space and lived interactions

(Van-Manen as cited in Matakala, 2024). The lived body criteria was satisfied by the inclusion participants who included lecturers (Skilled and Unskilled in special education), potential student teachers (Abled and Non-Disabled) as well as an Education Standards Officer Special (ESO). The participantsfurther satisfied lived time criteria for consideration of period of twelve months stay in the respective area. The lived Geographical Space criteria was fulfilled through the place where participants are located which is in Chalimbana University Chongwe district of Lusaka Province.The lived interaction criteria was achieved through identification of the causes. The four lived existential taken together qualified the individual lived experience known as the Van-Manen framework

Participant Selection Criteria for the Ideal Sample Size and Study Sites

Purposeful sampling was used to select the ideal sample sizewhich was 17 (8 lecturer, 8 student teachers & 1 ESO Special) participants from the study sites which was Chalimbana University in Chongwe District in Zambia.

Data Quality, Collecting and Analysis Procedures (Methods)

Potential Field Operational Research Procedures

This section provides a detailed description of how the methods will interact together to provide effective answers for the research problem.As already indicated these included the data quality, collecting and analysis methods.

(A) Data Quality Assurance methods

Data quality methods in this research will determine whether or not the collected data will meet the research requirements that include reliability and validity for it to be academically acceptable. Guba's four trustworthy strategies which include credibility, dependability, confirmability and transferability will as a result will be used for the assurance of data quality as well as the study academic acceptability (Guba and Lincoln, 1994 as cited by Mwale et al 2018). These replicated strategies were postulated by renowned qualitative scholars namely Egon Guba and Yvonna Lincoln (Creswell, 2012 and Carey, 2012).

Credibility-Participant Validation and Data Quality Assurance: Stage One

The credibility method which is the first stage in ensuring data quality will do so through the identification and accurate description of potential participants that could provide answers to the research questions (Guba and Lincoln, 1989; Denzin and Lincoln, 2000). In order to identify the potential participants, the researcher will use an availed sampling frame which is a list of potential participants that will fit in to the information needed by the researcher. The accurate description of the participants will later be facilitated by the researcher's judgmental selection as a result of the physical knowledge on who will qualify.

Based on the qualitative principles, the researcher will be assured of credible data through the use of a suitable design meant for the lived experiences which according to qualitative principles was the Hermeneutic Phenomenology and the Semi-Structured Interview Guide. The Semi-Structured Interview Guide was later subjected to a pretest in the second stage.

Dependability-Pretesting/Item Analysis of the Semi-Structured Interview Guide and Data Quality Assurance: Stage Two

Dependability method will then be used because it is linked to the reliability of the research instruments. In this study the Semi-Structured Interview Guide will be subjected to a pretest so that it has the capacity of having standardised questions that could easily be answered accurately by the defined participants (Guba and Lincoln, 1989; Denzin and Lincoln, 2000).

Once again based on the qualitative research principles, the dependability method will make the researcher to be assured that he is going to collect dependable data during the process of actual data collection. This is because is because it is a measure of the extent to which the research can be repeated by another researcher and reveal the same findings.

Confirmability-Bracketing of Researcher Preconceived ideas that may influence participant perspectives and Data Quality Assurance: Stage Three

Confirmability method will be used because it allows the researcher to check and recheck the data throughout the data collection.

The Reflexivity process will be used as it shows how the bias can be minimised by the researcher. This will done in the most effective and efficient way through the Bracketing of Preconceived Ideas as a technique. This technique will be followed up by the Member Check as a technique. Both methods will allow the researcher to check and recheck the data throughout the data collection.

Bracketing of preconceived ideas (Epoche) begins with the researcher questioning his own assumptions and ensuring that they come up with strategies that could minimise the bias. This will be achieved by not going into the actual discussion with preconceived ideas that could influence data quality but instead by relying on the validated interview guide.

Member Checking is a process that tries to ensure that observed data from the field is accurate and represents the actual participant views. At the end of the formal conversations the researchers will back to the participants with summaries to ensure that the narratives are not imposed on them. This will ensures accuracy, and authenticity and readiness for transferability to the wider communities.

This will mean that the data can be confirmed by other researchers. (Guba and Lincoln, 1989; Denzin and Lincoln, 2000). The information that will come from the participants will be in accordance with their lived experiences, without interference from the researcher. Therefore, the extent of the findings will be authentic or valid meaning another researcher could get similar findings hence confirmable data quality was assured (Guba and Lincoln, 1994).During the actual face to face interviews, the researcher made sure that participant's data was secured by recording it the actual way in which it was reported on his field notes.

The confirmability method will be used through checking and rechecking of data it is likely that the qualitative data can be repeated by others.

Transferability- Generalisation of study participant findings to wider teaching community on inclusive delivery off content among SEN learners and Data Quality Assurance: Stage Four

Finally, after having considered the three preliminary qualitative principles for ensuring data was of quality the researcher assumed that it was now possible that final accumulated data could be transferable (Guba and Lincoln, 1989; Denzin and Lincoln, 2000).

(B) Data Collection methods and Interview process

The Development of the Code Book

The Development of the Code Book will be the first activity regarding the collecting of raw data. The researcher will begin by identifying concepts (codes) from theories and other research studies. These will then be used to select the data that will be aligned to the specifications of the investigation from the research participants and will be part of the Codebook. These codes arerecorded in the code book and some concepts are part of the interview guides. Other concepts or codes in the code book were used as follow up or probe questions Miles and Huberman, 1994.a; Miles et al 1994.b.) The codes are meant to be assigned to qualitative data that will emerge from the field. A code book is part of the methods and is shown below

The code book with predetermined concepts/codes from Existing Theories used for identifying qualitative items and Sub items from emerging trends and partners in the field for the purpose of analysis

N0.	CONCEPTS/ CODES	DEFINATIONS	SUB-CONCEPTS CODES	STATEMENT FOCUS
1.	Inclusive education delivery (By J.S Farrant)	It is an Education procedure that allows a teacher to respect the individual Needs of learners regardless of gender and SENs	. Special Education Needs . Sex F/M	- Intellectual disability - Hearing impairment - Visual - Impairment - Physical disability
2.	Education is the process of		➢ Learners ➢ Teachers	Corroboration

	imparting knowledge into learners (Kelly,2005)			
3.	Pedagogical Skills (Thorndike, 1911 and Pavlov, 1927) as cited by Edgar Stone,(2015)	Teachers ability to instruct students efficiently and effectively by using management skills in the classroom	➢ Administration ➢ Teaching	➢ Capacity to plan ➢ Initiate and lead so as to develop education ➢ Teaching with departure in both general and specific subjects.

SOURCE: HUBERMAN etal (1994)

All these will be part of Semi Structured Interview Guide.

The development of the Semi Structured Interview Guide

A Semi Structured Interview Guide document meant to help the researcher structure the preplanned questions so that it helps in asking uniform questions to all the research participants has completed before hand. Pretesting method will be used inorder to ensure preparedness for the research process. This will make it easy to use the formal individual face to face interviews. It will therefore easy to collect uninterrupted data based on in depth information because the participants would also be assured of confidentiality, anonymity and being untraceable during and after the study making it easier for them to open up without being recorded. The information will be recorded as field notes because participants will be comfortable (Carey, 2012).

Actual interview sessions and duration

The researcher will begin each of the sessions with the individual research participants through a greeting. The individual participants will then be informed that the sessions will last not less than 40 minutes and not more than 90 minutes.

He will then introduce himself. He will inform the participants that he is a student at the University of Zambia and that he had chosen them to understand topic under discussion as a partial fulfillment of the requirements for the award of the Master's Degree in special education because the topic captured his interest.

(c)Data Analysis methods

The study will use the Interpretive Phenomenology Analysis (IPA) .

a) Interpretive Phenomenology Analysis (IPA)

The study will use the Interpretive Phenomenology Analysis method (IPA) because it is a method that is used to examine the personal lived experiences with a view to make sense out of them The Interpretive Phenomenology Analysis further draws its strength from the hermeneutics (the study of interpretation) (Smith *et al.,* 2009).

There will be three steps needed to be utilised since the primary data needed to be transcribed directly into verbal texts, which was adopted by the present research.

The First Stage (Closed Coding Method based on the Concept-Driven Coding)

The First stage (Closed Coding Method) will involve the use of existing concepts (codes) from theories in order to identify themes and sub themes from the narratives of the research participants. These concepts will be part of the codebook which is also informed by the structured interview guide **refer to appendix 2** for the codebook and **refer to appendix 4** for the structured interview guide. Therefore, when coding in this qualitative research the researcher will begin with existing codes or concepts and this is called the Deductive Qualitative Coding or the Concept Driven Coding.

The researcher therefore, will use defined concepts from the code book as labels which will be used to identify new themes and sub themes from qualitative data. The themes and sub themes will in the

interim be documented in notebooks. The researcher will then use a highlighter to identify the themes and sub themes based on the confirmation from the code book.

The researcher will use the closed coding method because it conforms to the qualitative approach. Further it will allow the researcher to categorise excerpts from existing theories in a qualitative code book inorder to find themes and sub themes from qualitative data that allowed for an in-depth understanding of the phenomenon.

The Second Stage (Sorting Method)

The sorting method will be used as a follow-up to the identified themes and sub themes as the second stage. The researcher therefore will begin by arranging the interview protocols into the major themes and sub themes by way of arranging them in the chronological order. This method will be done because it will allow for the new framework that is going to inform the presentation of the research findings.

The Third Stage (Editing and Intelligent Transcription Method) - Garbage In Garbage Out technique (GIGO)

The researcher will then begin to read through all the information inorder to remove the data that will not be relevant. At this point the exclusion and inclusion criteria is going to be used. Other data that will also not relevant will not be considered in the final summaries.

The editing method will be used inorder to improve the qualitative data by identifying of erroneous data and then improving on it so that it meets the criteria for academic acceptance. This was achieved by a strategy of the Garbage in Garbage out (GIGO).

The Editing Method will allow the researcher to go through each of the interview protocols or note book by way of reading so as to edit the data. This means the study will only record information that provides in-depth understanding and is related to the research question. The researcher, upon having applied sorting method out the data from all the participants based on what will be spoken, will then proceed to read through each transcript. The choice of the content will be justified by what the researcher will desire to know. This is because the researcher will needthe desired information that is going to be useful with regards to the objectives and research questions of the study. Having completed the editing stage, the last stage will involve reading and transcribing the interview protocols. The researcher then transcribes the data from the desired form into Verbatims (Glasser and Strauss, 1967). This was the last stage in the research process.

Overally the Interpretive Phenomenology Analysis (IPA) will beused because it is powerful method for analyzing large amounts of Phenomenological data collected from experiences of participants through semi-structured interviews or focus group discussions interviews (Smith and Osborne 2014). Further, it has the capacity to condense raw data into categories based on valid inference and interpretation.

Based on the principles that fit in the present study, this research is justified by adopting the Interpretive Phenomenology Analysis whose data presentation steps have been replicated.

3. PRESENTATION AND DISCUSSION OF RESEARCH FINDINGS

Overview

This chapter presents, discusses, analyses and interprets the research findings that are located in chapter four. It discusses the research findings in relation to the research questions based on the verbatims of the researched participants. The following are the three major themes that were considered from the interactions at Chalimbana University:

- Inclusive education delivery of content offered
- Types of pedagogical teaching skills acquired by teachers
- Challenges encountered regarding inclusive education delivery of content

The chapter begins by presenting and reiterating an overview of key research findings. It then looks at the interpretation of the summarised key research findings through the identification of similarities and dissimilarities related with existing empirical literature. The chapter then transits into the

addressing the issue of the suggestions for the research implications section and how they influence theory and practice before ending with a summary of the chapter.

Inclusive education delivery and experiences among special education lecturers and students from Chalimbana University: An Overview of the key summary of research findings

The aim of the dissertation with specific reference to the (Primary Academic Argument) was to explore and understand the link between the inclusive education delivery and experiences among special education lecturers and students from Chalimbana University. This is because the issue had been subjected to various Interventions by Government, Ministry of General Education (MOGE) and the University of Chalimbana but it remained unclear as to why the ideal equipment has not yet been actualized in all tertiary levels of education (Muzata, 2021 & Muzata et al, 2022).

In view of the aforementioned (Primary Academic Argument) the undermentioned were established:

Regarding theme one (01) on 'inclusive delivery of education', the study established from both the lecturing staff and the potential student teachers indicated that in full time classes every learner received the same type of treatment regardless of whether or not they were able bodied or disabled.

Furthermore, regarding theme two (02) on 'understanding of pedagogical skills ', it was revealed thatthere are different types of pedagogical skills available that are able to enhance inclusive delivery education. These among others include the following; Role play, debate, Question & Answer (Socratic Method), demonstration, quiz, focus group discussion.

Additionally, regarding theme three (03) on 'challenges on inclusivity delivery of education',include;Special education is not taken as programme which has to be taught from Early hood classes to tertiary level, Special education is not a compulsory subject, Special education is not to be an examinable subject at the lower level of education, Few trained teachers in Special education especially in Sign language interpretation and braille writing, the district is not empowered with assessment centres. Further, the School management are not trained in Special education, more class rooms and lecture have not been built in schools and higher institutions, low funding, and Government does not employmore sign language and brail interpreters in all institutions generally.

Therefore, owing to the aforesaid, the dissertation goes ahead to place the Primary Academic Argument or Research problem by contextualising the findings with other empirical evidence from an international, regional and local perspective.

Interpretation of the key summary of research findings: A contextualisation of reviewed empirical literature

This section explains how the aforementioned research summary of findings fit into the existing literature, theory and practice. It does so by the utilisation of the Backward Mapping Strategy inorder to contextualise the summary of key findings highlighted above for the research project with empirical reviewed literature in chapter two. This helped in the establishment of similarities between the findings of the current research and existing reviewed literature.This facilitated an independent research explanation of why the status quo was like that as a basic scientific requirement. This also helped in the establishment of dissimilarities which is new knowledge between the findings of the current research and existing reviewed literature.This facilitated an independent research explanation of why the status quo was like that as a basic scientific requirement (Petre and Rugg, 2010 as cited in Matakala, 2024).

Emerging 'Research Similarities': A Comparison of Reviewed Empirical Literature

The comparison of the reviewed literature is two-fold and therefore is based on both the empirical evidence and it also captures all the recorded theories. This section begins with the research studies that are related to the topic before transiting to the theories.

The similarities are shown hereunder using the 'Hour Glass Approach'. This shows that approach towards the comparison with empirical literature that tries to establish the what was similar in relation to other studies. It begins with countries outside Africa (global), within Africa and in Zambia.

Global Perspective: Comparative Analysis of Empirical Evidence

Theme one: Inclusive education delivery of content offered

According to According to Arnesen and Simonsen (2009) in the United Kingdom the duet used quantitative approach inorder to collect data that made use of the survey approach inorder to arrive at the truth. The implication is that the resultant data were analysed quantitatively.

The study is similar to the present inquiry because it also established that both the disabled and abled learners were put in the same class and given equal treatment. That means that there was no consideration for the vulnerable groupings. The target group was that of the lecturers of special education.

The aforementioned findings are similar with the present scientific investigation because the lecturers did not receive the adequate professional training to cater for the marginalised students in both cases. The implication is the lecturers are not able to handle marginalised learners due to inadequate training.

Another study by a scholar by the name of Braver (2010) in China in particular Hong Kong also conducted a study on inclusive education based on conceptualization and realization. His model based on the Learning in Regular Classrooms (LRC) also established that lecturers did not receive the adequate professional training to cater for the marginalised students.

The aforementioned findings are consistent with the current research because the education system in both countries appear to adapt a similar view point regarding the marginalised learners.

Theme two: Types of pedagogical teaching skills acquired by teachers

According to According to Markand Weber (2007) in the United States of America (USA) the duet's main aim was to look at inclusive education both in the United States as well as internationally.Inorder to achieve their mandate the duet made use of the mixed methods design that embraced both the quantitative and qualitative approaches. This made use of both semi-structured interviews and questionnaires.

The study established that the pedagogical skills that teachers as well as lecturers who are conducting lessons in both cases make use of the role play and quiz strategies.

The aforementioned findings are consistent with the current scientific investigation because the education system in both countries in particular the Commonwealth countries use similar instructional methods when dealing with student teachers who are studying from tertiary level of education.

Theme three: Challenges encountered regarding inclusive education delivery of content

According to According to Efthymiou et al (2017) in the United Kingdom (UK) the researcher's main aim as a team was to develop inclusive learning relationships in mainstream settings and it was a multimodal perspective. While it looked at best pedagogical practices it also identified some challenges.

One of the main challenges that this study identifies is that there are few special educational trained teachers.

The aforementioned findings are consistent with the current scientific investigation because the education system in both countries in particular the Commonwealth countries have similar cultural backgrounds in terms of how they conduct the training.

In addition another study by Braver (2010) that was conducted in China with specific reference to Hong Kong also came up with similar findings. The aim of this study was to understand inclusive in china on contextualisation as already alluded in theme one above.

Just like the current investigation the study recorded similar findings which also show that there was an element of low funding as well as limited resources. The reason for the recorded similarity is because governments pay a negative attitude towards the Special educational needs for the learners.

The next category away from the global perspective is the African Perspective.

African Perspective: Comparative Analysis of Empirical Evidence

Theme one: Inclusive education delivery of content offered

According to Sarton and Louis (2017) in a study conducted in Abeokuta Federal College in Uganda there was need as an aim of the inquiry for more research on Inclusive Education with good examples of best practices in pedagogical skills towards the learners.

In this study both the able bodied and non-able bodied received same treatment while learning hence the similarity with the current scientific investigation.

The similarity in this finding is ascribed to the gendered perceptions of the teaching society regarding the teaching-learning process across the different cultures.

Theme two: Types of pedagogical teaching skills acquired by teachers

According to Possi and Milinga (2017) in a scientific investigation that was conducted in Tanzania with a specific reference to Dar es Salaam the duet specific focus was on special and inclusive education. The areas earmarked for concern reminiscing the past, building the future educational process.

The duet's finding show similar findings with the current study because in their dissemination of findings they use both the role play and the quiz.

The view of the researcher is that is easily understood by two teaching method are able to be understood by both the visually hearing impaired for both female and male learners.

Theme three: Challenges encountered regarding inclusive education delivery of content

According to Rasheed (2014) in a systematic scientific investigation that was conducted in Nigeria with specific reference to Kaduna the study considered the theme which was based on inclusive education regarding the sub-theme "a Myth or Reality".

His study recorded challenges that are similar to the current investigation which established that there were few teachers looking at special educational needs (SEN) for learners. This was with specific reference to the secondary level of education.

The reason for this similarity in the current study and the Tanzanian study is ascribed to the fact that both are third world countries with similar cultural and perspective backgrounds apart from being domiciled in the same latitudinal location which is 8 degrees to 18 degrees south of the equator for both countries. This perception is with regard to the provision of the learning environment for both the able and non-able bodied learners.

ZambianPerspective: Comparative Analysis of Empirical Evidence

Theme one: Inclusive education delivery of content offered

According to Matafwali (2022) in her investigation regarding inclusive early childhood education in Zambia through a call for policy action there is some common findings in relation to the current study.

Her study just like the present investigation established that was not being taken as a program from Early Childhood Education (ECE) going upwards for both boys and girls in this lower level of primary education. This is similar to the secondary level of education as espoused by the current study.

The reason for the similarity in these findings is because the context regarding the teaching and learning environment is similar.

Theme three: Challenges encountered regarding inclusive education delivery of content

According to Muzata et al (2022) in his scientific investigation regarding inclusive early childhood education in Zambia through a call for policy action there is some common findings in relation to the current study.

There is a similarity in the established findings of this study alongside the current investigation because both established that there were few teachers that were trained in Special Education Needs (SEN). An additional thought is that no adequate support is received by the few trainedSpecial Education Needs (SEN) teachers.

This meant that on ground there were no viable teaching methodology means that would ensure the learning needs for children with Special Education Needs (SEN) are met.

Emerging 'Research Dissimilarities' New Knowledge: A Comparison of Reviewed Empirical Literature

Unlike other research studies at global, regional as well as Africa the perspectives regarding the aforementioned findings were established from a unique population that included potential SEN teachers that were being trained from Chalimbana Univesrity.

Research Implications: The 'Critical Thinking Skills and Application Research Procedure' on how the key findings are likely to inform the conclusion and influence Theory and Practice

Research implications in a doctoral thesis or a masters dissertation always "lead out of" the research findings hence in this study they are proposed conclusions that suggested how 'theory' and 'practice' could add value to both the society and scientific communities. This helped in achievement of the 'academic claim' made in chapter one (01) in particular under the 'significance of the study' that this investigation was going to act as a stepping stone for further research(Petre and Rugg, 2010 as cited in Matakala 2024).It is important to interpret the findings that lead out of the research in terms of how they add value through production of new theoretical knowledge {theory} and problem-solving mechanisms {practice}.The identified theories that guided the investigation helped in laying a strong foundation for theory and practice that are informed by the research implications from the findings and the proposed predictive conclusions (ibid, 2024).

Critical Thinking Research Procedure

The process of theory and practice is preceded by theCritical Thinking Research Procedure. Critical Thinking Research Procedureis the ability to interpret research findings before making judgements that are informed by both the global theoretical and methodological frameworks.This process is supported by the use of the higher cognitive domain levels that begin with Analysis, Evaluation and Creative thinking tools. Taken together the three formed part of the Blooms taxonomy which was propagated in 1955 by Professor Benjamin Bloom. This is usually a criteria for assessing doctoral thesis or master's dissertation and is completed under the conclusion section before the dissemination,presentation and publications of findings (Petre and Rugg, 2010 as cited in Matakala 2024).

Critical Thinking Research Procedure: Proposed Predictive 'Analysis and Evaluation Cognitive Skill' for Conclusion of the study

The predictive conclusion for the study is to expand on the existing theory through the Global Empirical Knowledge Base hence the Scientific Value Addition. In this study this was informed by the Philosophy of Rationalism which was propagated by Rene Descartes. It involved acquisition of knowledge that was informed by reasoning (thinking) in a logical manner inorder to arrive at the truth. Inorder to arrive at the truth the study moved from the known to unknown with a view to expand theory. This was facilitated by the retroductive research logical reasoning which was facilitated by invoking {Theory}.

Theoretical implications in this research project, show the possibility of how the key findings might connect with other theories. Therefore in this study the researcher proposes that the research findings are likely to expand on the existing theory. The reason is that the science integration showed that the qualitative investigation made use of the Retroductive Research Logical Reasoning. This is because the study used a theory that was espoused byStanovich and Jordan in (1998). It postulated the theory of effective teaching behaviour in a classroom when inclusion is perceived positively and teachers have skills and abilities to influence learning of all pupils. When the theory was factored in the current it was easy to see how inclusive education delivery and experiences among Special Education teachers and pupils can be helped as well as see how the findings interacted with the current scientific investigation.

Critical Thinking Research Procedure: Predictive 'Creative Cognitive Skill' for Conclusion of the study

The predictive conclusion with the potential to influence policy formulation by identifying the solution to the problem may be facilitated by repurposing of findings for further investigation and validation that was facilitated by {Practice} (Petre and Rugg, 2010 as cited in Matakala 2024). In this study this was informed by the Philosophy of Empiricism which was propagated by John Looke. By Experience (repurposing of the findings resulted in the 'Secondary Academic Argument') which needed validation by way of Experiment (using interview guides)

Practical implications in this research project show the possibility of how the key findings might benefit the secondary teaching with regard to Special Education Needs (SEN) of the secondary school teaching-learning process as well as informing education policy formulation. In essence this must be

substantiated with evidence (Petre and Rugg, 2010 as cited in Matakala 2024). In this study the researcher had an opportunity to propose that the research findings were likely to provide benefits to the academic community and the social community as well as inform policy respectively.

As a matter of practice in this study the researcher proposes the repurposing of the findings that lead to the practical demonstration of inclusivity in the teaching of the learners with Special Education Needs (SEN) This can be possible because the researcher is allowed to repurpose this information and subject it for further experiments as a way to draw effective contributions (Petre and Rugg, 2010 as cited in Matakala 2024).

The above proposed implications that have arisen from the key research findings are based on insufficient evidence. Therefore, the researcher will outline and demonstrate the ways in which this will be possible (research impact/originality).

Summary

The chapter discussed and interpreted the research findings that are presented in chapter four. The chapter began withan overview of the key summary of research findings,interpretation of the key summary of research findings that was based on the contextualisation of reviewed literature before suggesting the implications that arose from the findings. The implications are finally implemented in the last chapter.

Therefore, next chapter then looks at the conclusion of the whole matter.

4. CONCLUSION AND RECOMMENDATIONS

Overview

This final chapter is an attempt to show that the main research question and the sub-questions, raised in chapter one have been answered.Therefore, the study has attempted to at least fill in the knowledge gap that was identified during the review of literature. In this chapter efforts have been made to remind the reader of the purpose of the study through the restatement of the thesis statement.

This is followed by the provision of the summary of key findings in terms of how they fitted into the general objective of the study and the research questions. This chapter then shows the research impact/originality that the study has made upon the evaluation of both the methodological and the theoretical frameworks. It then proceeds to demonstrate the value addition to the research community and the social community in terms of how they may benefit from the academic contribution of the study. The research then goes on to review the limitations of the study. Finally, the study gives a brief on the proposed study recommendations and ends by proposing opportunities for further research.

Conclusion

The conclusion of a Masters Dissertation or the Doctoral thesis is usually informed by the research implications that invoke Critical Thinking Analysis Research procedure, before any scholarly consideration that act as the academic criteria. This allows the researcher to interpret the findings in terms of how they add value through production of new theoretical knowledge (theory) and problem-solving mechanisms (practice) (Petre and Rugg, 2010 as cited in Matakala, 2024).

The conclusion part must include a section of a Restatement of the thesis statement and the Primary Academic Argument that was investigated. This must be also followed by a section of the summary of key findings in relation to how they fitted into the general objective and the research questions of the scientific investigation (Petre and Rugg, 2010 as cited in Matakala, 2024).

Beyond the summarisation of the key findings the section showing the Research Impact and Originality based on the actualisation of the Practical and Theoretical implications is also included. The other section that must be included is the Scientific and Social Value addition. It is also important that a section showing the limitations of the study be highlighted. Finally, a section that proposes recommendations and prospects for future research is also shown before thefinal dissemination, presentation and publication of the research findings (Petre and Rugg, 2010 as cited in Matakala, 2024).

Restatement of the thesis statement and the 'Primary Academic Argument'

The dissertation aimed to explore and understand the link between the inclusive education delivery of content and experiences among both special education lecturers and potential student teachers for SEN from Chalimbana University (Primary Academic Argument). Despite Government, Ministry of

Education and education institutions at (tertiary/secondary/primary school) interventions including research, there was overwhelming evidence to show that the aforesaid theme was underexplored.

This is because of the empirical dearth of evidence regarding the theme. Further the dissertation was important because it bridged the gap in knowledge with other studies that never considered student teachers of special education.It was, therefore, important to explore the subject highlighted above as it was an under explored area. This led to the formulation of the research problem which demanded for empirical evidence using an ideal integration of science inorder to arrive at the truth.This qualitative research project utilised the retroductive logical reasoning inorder to arrive at the truth as its main science because it allowed the researcher to expand on theory in a new context. Three major themes were explored in order to draw study conclusions as shown hereunder:

Summary of key findings in relation to how they fitted into the general objective and the research questions

The following sub-thematic items were explored by the current study based on a systematic scientific investigation. These included the under mentioned themes.

- Inclusive education delivery of content offered
- Types of pedagogical teaching skills acquired by teachers
- Challenges encountered regarding inclusive education delivery of content

Inclusive education delivery of content offered; theme one (01)

The study established from both the lecturing staff and the potential student teachers indicated that in full time classes every learner received the same type of treatment regardless of whether or not they were able bodied or disabled.

Types of pedagogical teaching skills acquired by teachers; theme two (02)

The study established thatthere are different types of pedagogical skills available that are able to enhance inclusive delivery education. These among others include the following; Role play, debate, Question & Answer (Socratic Method), demonstration, quiz, focus group discussion.

Challenges encountered regarding inclusive education delivery of content; theme three (03)

The study established 'challenges on inclusivity delivery of education', which among othersinclude the following;Special education is not taken as programme which has to be taught from Early hood classes to tertiary level, Special education is not a compulsory subject, Special education is not to be an examinable subject at the lower level of education, Few trained teachers in Special education especially in Sign language interpretation and braille writing, the district is not empowered with assessment centres. Further, the School management are not trained in Special education, more class rooms and lecture have not been built in schools and higher institutions, low funding, and Government does not employmore sign language and brail interpreters in all institutions generally.

The Research Impact and Originality: A Theoretical and Practical Implications perspective based on summary of key findings

The Research impact is the effect that the Doctoral thesis and or Masters Dissertation makes beyond the summarisation of key findings. It makes use of the two most important frameworks inorder to produce this new knowledge. The two generic frameworks that are used to evaluate the Doctoral thesis are the Theoretical Frameworks and the Methodological Frameworks. The whole process is called the research originality (Holloway and Brown, 2012 as cited in Matakala 2024 & Mouton , 2001 as cited in Matakala, 2024, Mouton 2001 as cited in Matakala et al, 2021).

The concept of originality in the doctoral research tries to outline ways in which the contribution towards academic knowledge base can be demonstrated. It is the perspective of the Doctor of Philosophy candidate. Further, in this thesis the originality is marked as the final embodiment of the research project based on the documentation of the researcher's thinking. It is a statement that is accompanied by the act of advancing and clarifying arguments, reasons and evidence for reaching certain conclusions based on the principles of logic of validation in every research thesis (Petre and Rugg, 2010, as cited in Matakala 2024; Holloway and Brown, 2012 & Mouton , 2001 as cited in Matakala, 2024).

All doctoral thesis make an 'academic claim' suggesting that it is hoped that the studies should always act as a stepping stone for further research. This marks the beginning of the research originality in every doctoral thesis.

It is therefore, important that the researcher addressed the issue of research originality in this thesis, not only because it is some form of criteria for assessing quality in Doctoral Research, but also because it ensured that the study made significant contribution to the body of knowledge.

The original contribution to the academic knowledge base in this study is two-fold as demonstrated hereunder;

Theoretical Implications (New Knowledge) and Theoretical Frameworks

Firstly, the study is important because it was able to contribute to the expansion of existing theory. This is because the study was underpinned by as espoused byStanovich and Jordan (1998) who espousedthe 'theory of effective teaching behaviour in a classroom when inclusion is perceived positively and teachers have skills and abilities to influence learning of all pupils'

The study was grounded in the use the 'theory of effective teaching behaviour in a classroom is when inclusion is perceived positively by the learners and teachers have skills and abilities to influence learning of all pupils' as espoused byStanovich and Jordan (1998). It targeted a population of trained teachers in the delivery content to learner with Special Education Need (SEN). This theory which was conducted in Canada states that: "Teachers are more likely to use effective teaching behaviour in a classroom when inclusion is perceived positively and teachers have skills and abilities to influence learning of all pupils." (p.236).

It espoused teacher beliefs and ideologies as being able to work when need arises when dealing with marginalised learners with (Special Education Needs) SEN.The theory is effective when teaching behaviour in a classroom on inclusion is perceived positively and teachers have skills and abilities to influence learning of all pupils. The aforementioned perspective of this study are similar to the findings of the current study. .

However, the current study targeted a population of potential special education teachers from Chalimbana University but with similar views with the theory above (new knowledge). In this study effective inclusive education delivery of the content in a mixed class that includes able and non-able bodied in a class hence deviation from existing theory by coming up with new explanation in a new environment hence the validation (Petre and Rugg, 2010; Holloway and Brown, 2012 & Mouton , 2001 as cited in Matakala, 2024).

It was therefore, called *"Kabango"'s "education effective delivery theory on effective teaching behaviour in a Zambian mixed classroom classroom of both able and non-able bodied when inclusion is perceived positively and teachers have skills and abilities to influence learning of all pupils using local available resources such as training an indigenous learner in sign language"*

Practical Implications (New Knowledge) and Methodological Frameworks

Secondly, beyond the summaries of key findings, the doctoral and/or masters candidate is allowed to repurpose the observed data in a research project by coming up with an intelligent academic guess or opinion (Secondary Academic Argument) that must be substantiated by empirical evidence. The researcher upon the reexamination of the observed data noted that it was possible that it was possible to train indigenous learner of a given class as sign language interpreters.

The researcher was of the view training class members would not only ensure distraction of the delivery of the content but will promote familiarity and cooperation among the learners. This thought was upheld because it would ensure inclusivity for both the visual and hearing impaired learners.

Inorder to validate the repurposed data the researcher used (purposeful selection method) and the (semi structured interview guide method), to identify five indigenous learners at senior secondary level comprising of two males and three female students inorder to conduct formal face to face interviews inorder to demonstrate teaching/learning initiatives can be beneficial in a mixed class of both able and non-able bodied student(Holloway and Brown, 2012 & Mouton , 2001 as cited in Matakala, 2024).

The training of the sign language members who were supposed to facilitate the teaching and learning process in the mixed class for the able bodied and non-able bodied .helped in the achievement of inclusivity. This is when dealing with of of Special Education Needs which was conducted at Mansa

Secondary School. The researcher observed the class were the experiment was being conducted in terms of the feed-back the learners with special education after the introduction of the sign interpreters. After the three weeks of participant observation the researcher concluded that both the children with both hearing and sight impairment benefitted

In essence this entails that the study has come up with the *"Kabango"'s Framework for the Double hearing/visual impaired effective delivery of content in secondary school dispensation when dealing with learners with special education needs in a mixed class"* The researcher feels that this proactive framework can also be imitated by other people in similar conditions.

Scientific/Education Value Addition: to the Academic and Learning Communities

The study or indeed the scientific investigation has significantly contributed to both the Academic and Learning environments. While the goal of most qualitative research is to generalise, people, scholars as well as academicians can learn something from the current findings (Holloway and Brown, 2012 & Mouton, 2001 as cited in Matakala, 2024).

Scientific Value Additions to Academic Communities

The decision to collect data in every research, inclusive the current investigation which was on inclusivity in education is informed by the philosophy of empiricism and John Looke which considers the research experiments. The action verbs from research objectives always inform the type of the research experiments under the methodology and the methods of collecting data.

Globally the Methodological Framework is one of the ways in which the value of the methods that are used in a Doctoral thesis or Masters Dissertation can be evaluated to determine the research impact.

Therefore, after examining the methods used in the current investigation, the perspective of the researcher is that the academic and research value addition was inevitable (Petre and Rugg, 2010 as cited in Matakala, 2024).

A researcher is allowed to come up with a 'Academic Secondary Argument' that is substantiated by empirical evidence in an ongoing investigation. Qualitative researchers such as Immy Holloway, Lorraine Brown, Micheal Huberman and Mathew Miles postulate that the Focus Group Discussions Interview Guides, Semi Structured Interview Guides and Participant Observation Methods as ways or modes of coming up with information can be used to collect data based on the "Academic Secondary Argument" (Repurposed Orbserved Data).

The renowned qualitative scholars argue that repurposing of orbserved data in an ongoing investigation is able to yield problem-solving solutions through the perspectives of the research participants using the Focus Group Discussions Interview Guides. The current study used the Participant Observation Methods inorder to qualify the "Academic Secondary Argument" resulting into the development of *"Kabango"'s Framework for the double hearing/visual impaired effective delivery of content in secondary school dispensation when dealing with learners with special education needs in a mixed class"*

The researcher feels that this proactive framework can also be imitated by other people or scholars in similar learning conditions.

The researcher's perspective is that the method could also be replicated by other qualitative researchers that make practical use of observed data. The researcher also feels that the learning communities can benefit from the use of the new model which can also be imitated by other people in similar conditions. This has been evidenced by the class from which the experiment was done hence the Learning Value Addition.

The decision of arriving at the truth in every research, inclusive the current investigation is determined by the research logical reasoning under the Methodology section.This usually forms the 'science' of every research and it is informed by the philosophy of rationalism and Rene Descartes. In the current qualitative study this is demonstrated through the use of the Retroductive Logical Reasoning which ends with the expansion of existing theory.

Teaching Value Additions for Learning Communities

The current study came up with *"Kabango"'s Framework for the double hearing/visual impaired effective delivery of content in a secondary school dispensation when dealing with learners with Special Education Needs (SEN) in a mixed class (abled/non-abled) was validated. The validation was through the selection of abled children, boy and girl who were selected from amongst the classmates*

of the mixed (abled/non-abled) who were trained in sign language interpretation to act as a model to other pupils both marginalized and abled who were able to sign interpret to other pupils who were his/her classmates. The learning was and is likely to be effective and yield results as the learners would not be distracted.

Therefore this dissertation has contributed to the awakening debate by other countries including the Zambian Government and Ministry of Education on how to ensure inclusivity among learners not only in a secondary schools but also a the tertiary level of educational dispensation .

Limitations of the study

There are some possible limitations in the study. The findings of this study or scientific investigation can be seen in the light of the undermentioned limitation.

Firstly, the researcher had a problem of collecting data from the participants due to the fear of being mentioned before, during and after the collection of data.

However, in order to collect in-depth data the researcher was able to assure the participants that their names would not be mentioned before, during and after the data collection but Pseudonyms would be used and they would remain anonymous and untraceable as stipulated by the research ethics code of conduct.

Proposed Study Recommendations

In view of the important roles that learners play in the development of the nation, the study proposes the following recommendations that are aligned to the study objectives

Recommendation No. 1:- Theme One

- To conduct Continuous Professional Development Training (CPD) amongst Teachers on to effectively disseminate lessons in an Inclusive classroom.

Recommendation No. 2:- Theme two

- To domesticate Kabango's Framework for the Double hearing/visual impaired effective delivery of content in secondary school dispensation when dealing with learners with special education needs in a mixed class"

Recommendation No. 3:- Theme three

To assure that challenges could be reduced the following must be done:

- Special Education should be taught as programme from Early Childhood to Tertiary Education.
- Special Education to be examinable from Primary to Tertiary Institution
- To increase funding in the already existing institutions which offer Special education
- Establishment of assessment centers in all Districts

Suggestions for future research studies:

This study has served as a stepping stone for further research as earlier indicated under the significance of the study in chapter One. Therefore, in view of the aforesaid, the next researcher should conduct research on an institution which offers Special education as a formal programme as opposed to Chalimbana University which offers Special Educations as a Course thus, which is just embedded into a major programme.

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