

**INCLUSION OF LEARNERS WITH ALBINISM IN MAINSTREAM  
CLASSROOMS IN TWO SELECTED SECONDARY SCHOOLS IN LUSAKA  
DISTRICT OF ZAMBIA**

**BY**

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## DECLARATION

I declare that the work presented in this dissertation entitled “Inclusion of learners with albinism in mainstream classrooms in two selected secondary schools in Lusaka district of Zambia” is to the best of my knowledge my own work and that it is original. The dissertation contains no material that has been accepted for an award of degree or diploma by any other university college. However, all the works that are not mine have been acknowledged through citations and reference.

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**CERTIFICATE OF APPROVAL**

This dissertation by Cecilia Tavaris has been approved as a partial fulfillment of the requirements for the award of the Degree of Master of Special Education at Kwame Nkrumah University.

Examiners' Signatures

Signed..... Date.....

Signed..... Date.....

Signed..... Date.....



## **DEDICATION**

This paper is dedicated to my late parents: Ebber Nanyinza Nankamba and Emmanuel Joseph Tavaris who showed me the way to school, and have remained as a source of inspiration in my Academic and Professional Achievements.



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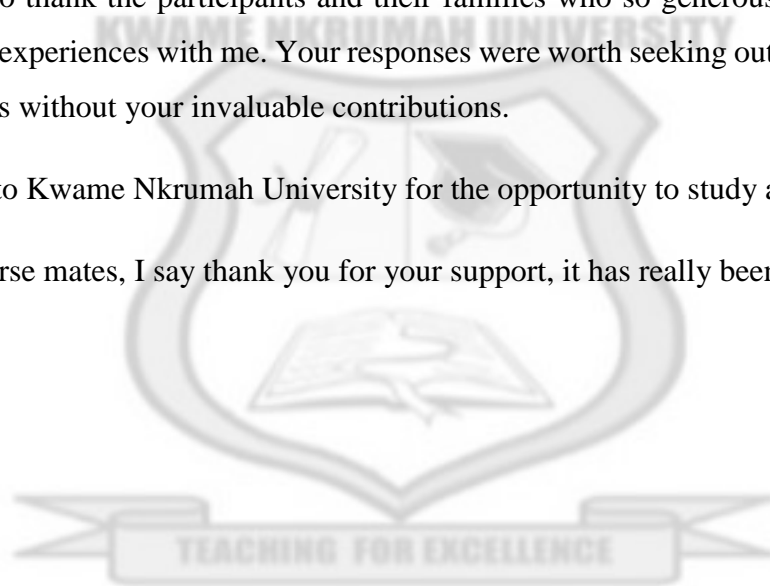
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## ABSTRACT

This study evaluated the inclusion of learners with albinism in mainstream classrooms in two selected secondary schools in Lusaka District of Zambia. The study used the qualitative paradigm and the research design used was case study approach which was taken for the purpose of this study, as the researcher wanted to gain personal insight into the lived experiences of participants. The purpose of the study was to establish the nature of inclusiveness of learners with albinism in two mainstream selected secondary schools in Lusaka district of Zambia. Focus group and individual interviews were carried out by the researcher on a sample of Twenty eight respondents (28) participated in the study consisting of four (4) Administrators, twelve (12) teachers and twelve (12) pupils with albinism selected from two Secondary Schools of Lusaka District.

These learners met the sampling criteria of having albinism, thus having a first-hand experience of the condition. Purposive sampling procedure was used to select the participants. .

I found more positive responses than have been reported in previous studies, indicating that attitudes towards inclusion of this particular group of learners in mainstream schools may be changing over time. Data analysis also showed that administrators and teachers reported greater self-efficacy in teaching learners with albinism and in coping with behaviours associated with albinism.

Behaviorism and cognitivism theories provided a framework for understanding themes influencing the experiences of learners with albinism.

Participants reported inclusion of learners with albinism in main stream schools as both a potential benefit as it showed that most learners with Albinism were comfortable learning in inclusive schools and challenge for learners with albinism for learners without albinism were found to ignore learners with albinism. They saw them as less equals.

From this study several recommendations were made to assist teachers include learners with albinism in mainstream classrooms. The researcher believes the recommendations that emanated from this study will help reduce the challenges faced by learners with albinism.

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Overview**

This chapter presented the introduction under which the following narrative sections appear; background information, the statement of the problem, justification or significance of the study, theoretical or conceptual framework, research question, objectives and conceptual and operational definition of terms and variables.

### **1.2 Background**

The term albinism refers to a group of related inherited conditions which are the result of mutated genes that cause a deficiency or total absence of melanin pigment formed in the skin, hair and/or eyes (Baker, et. al, 2010; NOAH, 2010). The lack of dark pigmentation make people with albinism to have pale skin, sandy coloured hair, light brown eyes; they also suffer from nystagmus, photophobia and poor visual acuity (Baker, et. al, 2010; Lund, 2005). Although persons with albinism may be considered “legally blind” with a corrected visual acuity of 20/200 or worse, most learn to use their vision in a variety of ways and are able to perform innumerable activities such as reading, riding a bike or fishing and some have sufficient vision to drive a car (NOAH, 2010). It was only the stigma surrounding people with disability including albinism that hindered their access to opportunity and participations.

Due to the lack of melanin pigment, people with albinism were vulnerable to direct effect of ultra violet of sun rays which damaged their skin and may have caused skin cancer NOAH, (2010). However, with appropriate health information, eye care facilities and the provision of skin protection creams, albinism can be managed effectively Lund (2007). There are other sun protection strategies which are low-cost, such as wearing appropriate protective clothing and sun avoidance, particularly during the middle of the day when ultraviolet levels peak Baker, (2010).

The establishment of the Education policies to guide the provision of education in Zambia, was more associated with the Education Reforms of 1977, Focus on learning of 1992 and the latest being 1996 Education policy Educating our future. All these policies made attempts among other aspects, to change the way children with disabilities received their Education in Zambia.

The social norms of society demanded a society free of seclusion, segregation and stigmatization of the minority groups at all levels. This had equally penetrated in the education sector where learning in mainstream schools was more favored if it had inclusion characteristics. Since time in Memorial, education services in mainstream schools had been devoid of special education because it was perceived to be an involving task for a teacher to handle special learners and the ordinary learners Carmody, (2004). The dominance of special schools emanated from Europe and North America as early as the eighteenth and twentieth century respectively. These special schools prevailed because children with intellectual special needs were considered to be difficult to educate. During that period, Special Educational Needs (SEN) services were managed by charitable and religious groupings which Snelson (2004) posited that, it was considered not as a right but as a privilege. However, this trend of running education services in parallel modes; special education and mainstream education was embraced with mixed views by education specialists. While some saw teaching of learners with special cases separately in special schools as a good idea, others saw it as not helpful on the part of the special learners when they needed to interact with colleagues in different environments UNESCO, (1994), hence a call for inclusive schools.

Inclusive school system became dominant after several world conferences on the call to have special learners included in mainstream schools. For example, such calls were made during the Education for All (EFA) Conference in 1992 and the Salamanca Framework for Action in 1990s propelled many countries world over to turn from special education to inclusive education. The term 'Inclusive education' was adopted in the wake of an observation by educational specialists that a large number of children from impoverished and marginalized groups and societies were excluded from education systems worldwide Miles, (2009), hence a call for equal opportunity for all. Inclusive education emphasized educational equality for all children regardless of one's physical and psychological characteristics, ethnicity, social class, cultural background, economic status, gender, race, religion, or ability access education in regular schools which should accommodate them within a child centered pedagogy UNESCO, (1994).

When these calls for inclusive learning in mainstream education advanced, the first services to be initiated targeted the blind and deaf. Such services were provided in residential schools. Levin

(1997) asserted that prior to the adoption of the inclusive school system, education for people with disabilities was purely provided through special schools.

From the two isolated special services for the (blind and deaf) that were offered in mainstream schools, little was said about learners with albinism considered as a special case, however, learners with albinism were later put in the group of the visually impaired this was because albinism came with sight challenges. This consideration for learners with albinism was not conclusive as it was not just the sight, they were afflicted with but also their appearance and their fragile skin. Philips, (2009) asserted that, children and young people with albinism were undoubtedly vulnerable in the context of vision as well as their outstanding difference in skin appearance, with a whitish coat which made them easily identifiable in a predominantly black population. However, in schools and societies, such features made them the target of bullying, hate speech and name-calling. This then required that albinism be treated uniquely and special protective measures be devised in mainstream schools in order to create a conducive learning environment for them.

As already mentioned inclusive education in Zambia, was associated with disability and regular school practices and not necessarily with albinism. Nationally there were 107, 271 children with disabilities in regular schools, 198, 194 in 2010 and in 2009 there were 202, 511 such children (6.3% of pupil population) in regular schools (MoE, 2009; 2010; 2013).

In 2013, the highest number of children with disabilities in regular schools were of those categorized to have specific learning difficulties (49, 901), followed by children with disabilities (21, 873) and those with hearing impairment (16, 488) while the least number of children with disabilities in the regular primary school was of children with multiple impairments (2, 804) However, even though it was evidenced that inclusive education improved learning of all students regardless of significant individual differences Kelly, (2015) added to the self-esteem of students Naraian, (2008) on the contrary, the provision of effective education for all children and young people remained a huge challenge in many mainstream schools world over and more so, in Africa Miles, (2009). The table below shows the 2009 to 2013 distribution of children with disabilities by gender and disability at national level

**Table 1:** *Education statistics of learners with disabilities 2009-2013*

Impairment	2009		2010		2012		2013	
	Male	Female	Male	Female	Male	Female	Male	Female
Hearing Impairment	15,430	13,925	15,706	14,512	8,272	7,466	8,003	7,091
Intellectual disabilities	32,752	18,364	19,250	18,040	9,359	8,626	9,616	8,995
Multiple Impairments	5,770	5,420	5,510	5,060	3,440	3,226	3,439	3,147
Physical Impairments	7,515	6,323	7,607	6,053	4,260	3,697	3,832	3,264
Specific-Learning difficulties	39,397	39,332	41,762	41,711	24,511	24,273	25,159	24,742
Visual Impairments	11,868	11,370	12,236	10,947	5,340	4,803	5,576	4,988
Albinism			12,532	12,792				
Total	112,732	94,734	114,603	109,115	55,182	52,091	55,625	52,227

Source: MoE (2012-2016), Educational Statistical Bulletin, Planning Unit, Lusaka

In order to enhance inclusive education, the Zambian government had ratified a number of policy and legal frameworks all in a bid to encourage participation of people with disabilities for the basic level of education in various social activities Snelson, (2012). The notable legal instruments enacted include; The Persons with Disabilities Act of 1996 which disallowed discrimination and

stigmatization of individuals living with any form of disability. There was also, the National Policy on Disability which was enacted with a view of absolute integration of persons with disabilities within the mainstream society. This notwithstanding, the 1996 National Policy on Education (Educating Our Future), tended to show full consent of the importance of people's rights to education equitably.

In the same vein the supreme law of the land (The Constitution of Zambia) under Article 23 (3) spelled out anti-discriminatory behaviors and attitudes against persons with disability.

These and many statutory instruments mentioned above responded to the international instruments and protocols to which Zambia was a signatory and affirmatively ratified such as; the United Nations Convention on the Rights of a Child, Convention on the Rights of people with Disabilities and the Salamanca Statement on Principles, Policy and Practices on Special Needs Education as earlier alluded. However, even if Zambia did not have a policy specifically on inclusive education as indicated by Noyoo, (2000); Mubita, (2009) it still considered to evaluate results of a once active programmed on inclusive education which was called Zambia Inclusive Education Programmed (ZIEP) and used it as a baseline survey for developing a domestic framework on inclusive learning as this programme was likely to have had some positive impact in this sector. Ministry of General Education (2012) reported that, the key programme goals of ZIEP were to:

Improve access to quality primary education for blind and low vision children and children with refractive error as close to their homes as possible, influence MOE policy and practice in inclusive education (IE), improve coordination for inclusive education, develop positive attitudes towards, and increased support for IE

Inclusive schools had thus, for a long time been perceived to be vital in providing education to children with special needs and those without special needs, alike. Croft (2010) posited that putting children with disabilities in mainstream schools was one thing and managing them was another, this has led to the leaners with albinism to shun school. According to Central Statistical Office 2011, in rural areas the proportion of albinos currently attending school **was** higher than those currently not attending school at 34.1 and 33.4 percent, respectively. The percentage of albinos currently not attending school in urban areas (45.2 percent) was higher than those currently

attending school (43.3 percent). In both rural and urban areas, the percentage of albinos who had never been to school was the lowest at 32.4 and 11.5 percent, respectively.

. However, for the sake of policy development and proper documentation of specific needs of various learners with disability a study was necessary to look at inclusive status, challenges and opportunities of learners with albinism in mainstream schools so as to isolate them from being engulfed in the group of learners with challenges of vision and refractive errors but a comprehensive study that would have looked at their other special outstanding conditions which might have affected their stay in mainstream schools.

### **1.3 Statement of the Problem**

In the Zambian education system, learners with albinism are included either in the mainstream classroom or in classes for learners with visual impairments such as blindness. In the case of learners with albinism included in the special classes for learners with blindness, they were compelled to learn braille just like learners with blindness. Muzata & Simalalo, (2020) It was well understood that learners with albinism lacked melanin, a skin pigmentation responsible for color and hence face difficulties with vision besides the challenges in maintaining a health skin. However, what was not yet known was how the inclusion of learners with albinism in mainstream classrooms benefited them in the achievement of their academic goals and how the learners with albinism perceived their inclusion in such classes. Therefore this study, aimed at investigating the inclusion of learners with Albinism in mainstream schools.

### **1.4 Purpose of the Study**

The purpose of this study was to establish the nature of inclusiveness of learners with albinism in two mainstream selected secondary schools in Lusaka district of Zambia.

### **1.5. Objectives**

The Objectives of the study were to:

- Establish the perceptions of learners with albinism towards their inclusion in mainstream schools.

- Find out the nature of inclusive learning employed in teaching learners with albinism in mainstream classrooms.
- Establish the challenges related to the inclusion of learners with albinism in mainstream schools

## **1.6. Research Questions**

- How do learners with albinism perceive their inclusion in the mainstream schools
- What nature of inclusive learning do mainstream schools employ in teaching learners with albinism in mainstream classrooms?
- What are the challenges of including learners with albinism in mainstream schools?

## **1.7 Significance of the study**

The study was of great significance to informing policy and practice. Firstly, to the body of knowledge in the field of Special Education it might enlighten how mainstream schools handle learners with albinism. To policy makers, the study is likely to unveil the management part of inclusive learning and possible ways of mitigating mismanagement. To the body of practice; teachers and school managers the findings of the study will likely to be an eye opener to them in terms of needs of learners with albinism and the possible ways of creating an enabling learning environment for them in order to excel positively in their academic endeavors.

## **1.8 Theoretical Framework**

### **1.8.1. Behaviourism theories of Inclusive Education Practices**

This study was guided by theories of behaviourism and cognitivism that were considered to underpin the theory and practice of inclusive education. Theoretically, behaviourism was one of the classical theories of learning found by J.B Watson in 1913 and also recognized as the oldest Nalliah & Idris, (2014). Behaviourism occurred when consequences were associated with the stimulus or response that was followed by reinforcement to be maintained Ertmer & Newby, (2013). Behaviourism-based inclusive education practices included the application of behaviourism in inclusive education settings, which clearly appeared in the emphasis on student behaviour and performance in manipulating stimulus materials Ertmer & Newby, (2013).

Examples of behaviourism-based inclusive education practices were included in well-known instructional approaches such as explicit or direct instruction Al-Shammari, (2019). The method had shown positive research results with students with special needs in general education classrooms Basic assumptions and characteristics of behaviourism were embedded in many current instructional practices. For instance, some of the best interventions for students with special needs in inclusive education settings included: direct instruction, functional behavioural analysis, and assessment, evaluation, and feedback Hattie, (2008).

Direct instruction was commonly delivered in a teacher-led environment during which the teacher facilitated student learning through targeted lessons. Functional behavioural analysis categorized and targeted specific behaviours and their antecedents to change disruptive behaviours in the classroom, and encouraged positive behaviour changes. For example, the teacher introduced a lesson, taught a structured lesson, monitored student understanding, and received student feedback to ensure understanding. Functional behavioural analysis categorized and targeted specific behaviours and their antecedents to change disruptive behaviours in the classroom, and encouraged positive behaviour changes. A functional behavioural analysis of a student would involve using a chart with specific targeted behaviours monitored for frequency, time of day, antecedents, and consequences. Formative assessment, evaluation, and feedback assess the progression of learning and examine the gaps where remediation or even enrichment was necessary.

It is therefore considered that the Behaviouristic theory was related to several of the best practices in inclusive education. Direct instruction was the primary delivery of instruction in behaviourism within a teacher-centred environment in which the teacher designed and delivered lessons based on the objectives of the students. The behaviouristic classroom environment focused upon conditioned responses, which was the basis of functional behavioural analysis. Since the behaviouristic classroom focused upon condition-responses, assessment, evaluation, and feedback, all are considered ideal methods for testing the transfer and generalization of knowledge gained.

### **1.8.2. Cognitivism theories of Inclusive Education Practices**

One of the major players in the development of cognitivism is Jean Piaget, who developed the major aspects of his theory as early as the 1920's. Theoretically, Cognitivism essentially focused on the attributes of one's thinking, memory, self-reflection, and motivation to learn. Piaget argued

that "during each developmental stage, the ability to learn and the process of learning was different" Evgeniou & Loizou, (2012). The cognitive approach focused on the mental activities of the learner that influenced responses and acknowledged the processes of mental planning, goal setting, and organizational strategies. Cognitive theories placed emphasis on making knowledge meaningful and helping learners be more organized and able to relate new information to existing knowledge stored. In addition, cognitivist approaches emphasized thought processes and their importance in learning, including memory, thinking, reflection, abstraction, and metacognition, which were all needed in the learning process Petersen, (2014). Therefore, cognitivist instruction "must be based on a student's existing mental structures or schema to be effective" Ertmer & Newby, (2013).

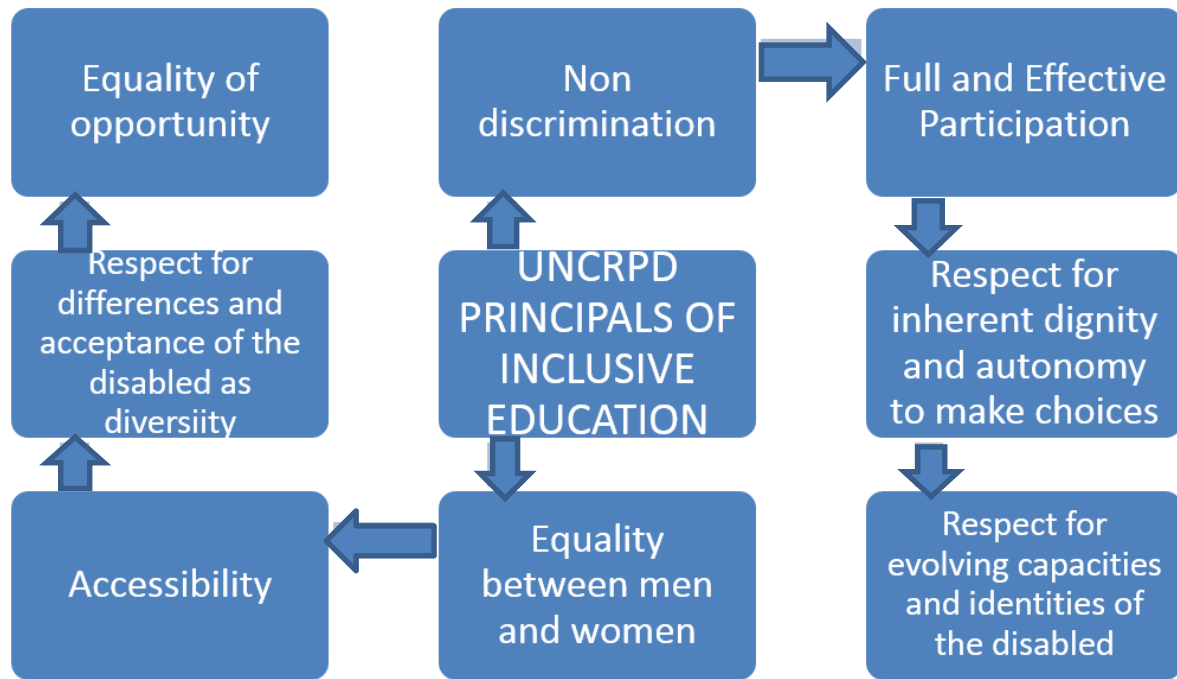
Practically, cognitivism-based inclusive education practices involved the applications of cognitivism in inclusive education settings, which clearly appeared in the emphasis of mental information processing and interactions in guiding student learning Ertmer & Newby, (2013). Students were encouraged to express and connect their prior knowledge, learning experiences, and abilities to learn new information being provided to them. For instance, instructional strategies such as framing, outlining, mnemonics, concept mapping, and advance organizers should be specifically used to support the cognitive needs of students with special educational needs.

This all, emphasized that, for learning to occur successfully, learners were expected to practice the theory of Behaviouristic and cognitivist theory because it was related to several of the best practices in inclusive education. Direct instructional approaches that were structured, sequenced, and led by teachers, and the presentation of academic content to students by teachers was the primary delivery of instruction in behaviourism within environment in which the teacher designs and delivers lessons based on the objectives of the students. The behaviouristic classroom environment focused upon conditioned responses, which was the basis of functional behavioural analysis. Since the behaviouristic classroom focuses upon condition-responses, assessment, evaluation, and feedback to elicit and maintain desired student behaviour. Cognitivism-based inclusive education practices were implemented by applying different instructional approaches focused on learning activities, such as note-taking Boyle & Rivera, (2012), summarizing Wittrock & Alesandrini, (1990), writing to learn, outlining and mapping, and use of the PQ4R method Slavin, (2009). The use of these instructional approaches had shown positive results among

students with special needs in general education classrooms. Other practices used, based on cognitivism, for students with special needs in inclusive education classrooms were various metacognitive strategies, which are evidence-based such as study skills, concept mapping, and reciprocal teaching Al-Shammari, (2019). In line with Hornby, Hattie (2008) also offered specific best practice interventions best used for students with special needs in cognitivism-based inclusive education settings, which included metacognitive strategies all were considered ideal methods for testing the transfer and generalization of knowledge gained. Often times the learning environment was expected to be motivating, protective, encouraged exceptionalities and disability would be eradicated if mainstream was encouraged in the appropriate ways. For example, it holds that persons with albinism could do any job or anything if attitudes were changed, the environment was accessible and work was organised appropriately. Therefore, in line with the current study behavioristic and cognitivism theories of inclusive education were directly related to learning. In order for learners with albinism to thrive in inclusive classrooms, they must be motivated to learn and to be perceived as the same as the other learners

### **1.9 Conceptual framework**

In conceptualizing this study, the researcher adopted the 8 principles of inclusive education as construed from article 3 of the United Nations Convention on the Rights of Persons with Disabilities UNCRPD (26; 27; 28), stigmatization and discrimination can affect access to not only school but generally access to many social amenities – concept of equitable opportunities to everyone in an inclusive classroom to be beneficial. This helps every learner to perceive oneself as an equal individual before every member of a class. This concept was believed to achieve proper inclusion if the status of inclusion was absolute inclusive of all learners. Below is the conceptualized blue print of the current study.



Source: (Wonani & Muzata, (2019)

**Figure 1: UNCRPD Principles of Inclusive Education**

Recent decades have seen increasing emphasis placed on rights and inclusion in relation to disability. The United Nations Convention on the Rights of the Child (UNCRC) (1989), for example, states that every child has the right to education, irrespective of disability and without discrimination of any kind. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (2006) emphasises the rights of persons with disabilities to access lifelong learning without discrimination and on an equal basis with others, through reasonable accommodation of their disabilities (Minou 2011), and not to be excluded from the mainstream of education due to their disability. Like any other human being, individuals with albinism accept themselves to the extent that they are accepted by others; their equality opportunity is closely related to the approval of others (Konarska, 2005). Negative attitudes of others can be a significant barrier to learning and general well-being of learners with albinism. This happens when other learners and teachers stigmatise and treat learners with albinism without respect for differences and acceptance of the disabled and diversity. NOAH (2010, p.2) argues that albinism does not affect brain development, and many albinos can live highly functional, normal lifestyles. Landsberg (as cited in Lansberg, Kruger & Nel, 2005), confirms this by saying the tendency of

stereotyping albinos and other people with visual impairments by assuming that because they are visually impaired they are intellectually impaired as well, should be negated.

Article 24 of the Convention, entitled 'Education', emphasises the roles and responsibility of state governments in providing an "inclusive education system at all levels and lifelong learning directed to...full development of human potential and sense of dignity and self-worth" (UN 2006). This Article includes that persons with albinism should be able to access education on the same basis as their peers and not be excluded from the mainstream of education due to their disability. Individualised support should be available to maximise social, emotional and academic progress which is consistent with the goal of full inclusion (NCSE 2010; UN 2006). According to Gordon, the human rights model of the CRPD goes beyond the social model approach by proclaiming that people with impairments do have enforceable human rights. They no longer rely on "discriminating alms, instead they have legal rights to things like appropriate welfare service and inclusive education" (Gordon 2013, p.756).

Inclusive education is anchored on the premise that; we live in a diverse society where every individual needs to acknowledge the values and differences of each other; and have equal rights in contributing to the progress of society regardless different levels of abilities Uchem, Ngwa, & Asogwa (2014: 48) argue that "the merits of education ... can only be realized if the educational system is such that integrates and addresses the particular needs and aspirations of all citizens within the mainstream educational system; irrespective of physical, socio-economic and political status or background, giving everybody a sense of belonging." This means that a successful and productive educational system is that which is devoid of inequalities, discrimination and exclusion of learners with albinism. According UNESCO (2008), societies characterized by poverty, large inequalities, discrimination and exclusion, are on the wrong path to development; and if education systems are characterized by inequalities, discrimination and exclusion, they contribute to increasing existing social and economic disparities and also deviate from the path of equitable and sustainable development which nations are thriving to achieve.

### **1.10 Delimitations of the Study**

This study was confined to two selected secondary schools in Lusaka District of Lusaka Province of Zambia. Lusaka was selected as a research site because it was one of the areas around Zambia

where most mainstream schools are found and is conveniently located within the research time frame.

### **1.11 Limitations of the study**

In as much as inclusive education deals with a lot of other areas, this study was limited to inclusion of learners with albinism in mainstream schools. Results of this study were not generalized to other parts of the country as those areas may have unique parameters of inclusive education.

### **1.12 Operational Definition of Terms**

**Albinism:** Is an inherited condition where the skin colour enhancing pigment known as melanin is lacking in some of the body parts such as the eyes, skin and hair.

**Inclusion:** is a learning process where learners with different abilities are brought together involving the child with albinism in all school and class activities, including: physical activities, assigning leadership roles such as Prefects or classroom monitors in aiding others.

**Mainstream classrooms:** are classrooms that have mostly learners with no mental or health special concerns however, such classrooms may also have facilities to manage learners with exceptional conditions.

**Secondary schools:** this is the phase in the education continuum responsible for the development of the young during their adolescence, the most rapid phase of their physical, mental and emotional growth. It is at this very education level, particularly in its first cycle, where values and attitudes formed at primary school are more firmly ingrained alongside the acquisition of knowledge and skills

### **1.13 summary**

This chapter provided an overview of the entire study. It presented the background of inclusion of learners with albinism in mainstream schools. The purposes of this study together with the objectives of this study were presented. The researcher further included the set of reasons why she embarked on this particular study and the significance of this study was stated. The theories that guided this study were provided

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1. Overview**

This chapter reviewed related literature on the subject of Inclusion of Learners with Albinism in Mainstream Classrooms. Kombo and Tromp (2002), defined Literature Review as, “an account of what has been published on a topic by accredited scholars and researchers”. In this regard, this chapter had put the study into perspective by starting with the earliest views on inclusion in mainstream schools, it then looked at studies on the nature of inclusion for learners with albinism in mainstream schools and finally it reviewed literature on the challenges of learners with albinism in mainstream schools.

### **2.2 Educational inclusion in mainstream school versus resource Centre: A historical perspective**

During the early 1940's in the western countries in particular there was a growing movement among statesmen of giving an education to children with any form of disability separately in Resource Centers. This was proposed by educationists who believed that people with disability needed an extra attention from their teachers because they tended to be slow to respond to concepts and so it became increasingly difficult to teach them amidst the other ordinary learners.

However, educationists did not foresee opposition of this idea coming from people living with disability. To them, it appeared as a discriminatory practice of giving education to their colleagues in separate classrooms and programs. Soon a company started to end this practice. However, a successful campaign was started just after the Second World War in 1945. People with disabilities started organizing and mobilizing themselves and began to advocate for the end of discrimination and inequalities which they perceived being perpetuated in a manner of offering and education and other social services separately to them.

This saw many countries of the western world begin enacting social policies and legislations against all forms that appeared as barriers against the disabled inclusion in accessing social services from the mainstream public centers and enhance their wellness Noyoo, (2000). These landmark revolutions of the twentieth century marked as the new dawn on the rights perspective, social participation and a new disability perspective Levin, (1994). It came to pass that the phrasing of

the term “inclusion” was put into perspective and entered vocabulary fronts of social activists and media as a continued campaign for awareness of the situation around inclusion of all social services into the mainstream front.

In view of the reality at hand of embracing the disabled in mainstream schools, those staunch educationists who believed that only special centers were best to provide education to people with disability proposed that, then mainstream schools will still need facility that will support the disabled regardless. Eleweke and Rodda (2003) noted with concern that, the success of inclusive classrooms was highly dependent on the adjustments of traditional general mainstream school arrangement of classroom of students in rows, sitting quietly, reading, taking notes and filling in worksheets. On the other hand, the views of McCleskey and Waldrom, (2001) emphasized a change of instructions into what they termed as “very good” instruction which was hoped to be of help to disabled learners in the inclusive classrooms. This notwithstanding, even parents of children with disability had an input in suggesting better ways of embracing their children in inclusive schools and that their participation in mainstream schools in the case of learners with albinism should help educate other children about the condition.

### **2.3 Studies on learners with disability perceptions in learning in inclusive schools**

Clark (2008) carried out a study on the perspectives of students with learning disabilities in an inclusive classroom in New York at Oswego. The general objective of this study was to ascertain whether or not learners with disabilities felt a sense of belonging in mainstream system. The research tools administered were semi-structured interviews, and observation methods and it was a longitudinal study. The study found out that, the participants indicated that, they felt belonging to the mainstream schools. The majority of participants 67% said they noticed that their peers welcomed them in the mainstream schools. On the contrary, studies by Cambra and Silvestre (2003), and Odom (2002) dispels the findings by Clark that learners with disability were well embraced by their peers in New York. These studies, found that despite learning in inclusive classrooms and despite being exposed to common opportunities to socialize with their peers, learners without disabilities were found to ignore learners with disabilities. They saw them as less equals. With the two seemingly differing findings on a common objective, the current study wished to verify this finding in Zambian schools of the inclusion of learners with albinism in mainstream

classrooms on whether or not learners without disability welcomed or distanced themselves from learners with albinism in the classrooms.

A study by Rasheed, (2003) on mainstreaming of learners with disabilities into the ordinary school system in Pakistani found that learners with exceptionalities had high desires of entering such schools. According to them, they said that they found doing similar activities with learners without disability very exciting. However, their biggest challenge was accessing the school buildings as they were not user friendly to them. However, the current study aimed at establishing challenges inclusion of learners with albinism in mainstream schools faced especially in accessing learning materials and other facilities in the Zambian inclusive schools.

#### **2.4 Perceived attitudes of teachers to learners with disability in inclusive schools as compared to teachers in special schools**

A study Lund and Gaigher (2002), on comparative review of teacher care of learners with disability in special schools and mainstream schools, found that, teachers in special schools were considered as outstanding in terms of approach to learners with albinism. The participants in the study were learners with albinism. Teachers in special schools were praised that they had a special attachment to learners and were aware of every learner's visual challenge. Findings further showed that, learners with albinism were more comfortable with teachers in the special school as they received a warm treatment from them. Learners themselves indicated that, unlike teachers in the mainstream schools, those in the special school understood their condition. Realizing that special education is not a compulsory course among teacher training courses, the current study wish to find out from both teachers and learners with exceptionalities on the possibilities of enhancing a synergy between teachers in mainstream schools and learners with albinism as there seems not be studies conducted in Zambia around this concern.

#### **2.5 Studies on the nature of inclusive learning employed in teaching learners with albinism in mainstream classrooms**

Lynch and Lund (2011), conducted a study on the education of children and young people with albinism in Malawi. They found that, all primary class teachers received limited education in special needs as part of their pre-service training course at one of the seven teacher training colleges, and all primary schools had guidelines packaged in a 'Disability Toolkit', which provided

adequate information on accommodating and integrating children with disabilities in mainstream classes. The guidelines have information with regards the causes of losing sight and how it can be prevented. However, there was no inclusion in particular to do with albinism, hence the current study.

## **2.6 The ideal Nature of an inclusive practiced classroom environment with learners with albinism**

While critics of separate education wanting inclusive learning to thrive, they did not realize that they automatically proposed internal modifications of mainstream classrooms to accommodate learners with disability. To this effect after a successful realization a lot was to be placed in mainstream classrooms purposively. For example; Position of sitting was to be given priority and freedom to people with disability to sit where they felt comfortable'; others felt it should be at the front; in schools where clothes were worn; children with albinism in particular were to be allowed to wear any colour of their preference. They were also to be allowed to wear clothing of the protective nature so as to protect their delicate skin against the scorching heating from the sun and also to cover their heads with hats. Furthermore, there was a proposal that because learners with albinism had vision challenges, they need to be a priority in issuing out text books regardless of them being scarce, while the ordinary learners to share where possible. It extended that; they were to be allowed to carry with them text books home for a continued study at their own time. Finally, there were calls to involve learners with albinism in all-inclusive classroom based activities. These may include: including physical; the group felt it important to actively encourage inclusion. Including pupils with albinism when assigning leadership roles so that they feel involved in the school activities or giving them the responsibility of aiding others, in a particular skill.

## **2.7 Teachers' roles in inclusive classrooms with learners with albinism**

Various scholars had written and proposed teachers expected roles in inclusive classrooms. Some of these proposals included: Creating of an ideal environment that encourages learning. This is a move towards creating educational environments; concentrating on understanding better how learners with special needs learn so that they can be better helped to learn and be first and foremost seen as learners (Tomlinson, 1996). It is education system that calls for the school to modify the learning environment to suit the needs of all learners, including those with disabilities such that

they are able to learn in regular schools together with peers. Teachers were expected to end bullying behavior and encourage unity and oneness. There was need of teachers to support learners with disability and those with albinism inclusive to immerse them in school life as well putting up sensitization campaigns on what albinism was about so as to end myths.

## **2.8 School support from staff and peers**

In order to champion inclusive education and see to it that it was managed, there was need for a committed pledge by schools administration to openly support it. This may extend to peers as well. This guaranteed learners with albinism and exceptionalities to feel belonging to such a supporting environment. Schools with inclusive classrooms needed to create capacity that embraced these people so that the management of it becomes possible. Harry (2003) posited that, an ideal inclusive learning environment was one that had deliberate policies around the concerns of learners with exceptionalities so as to close the doors of excuse in failing to manage inclusive learning.

## **2.9 Need for itinerant teachers**

For a long time, Itinerant teachers (Its) have been reliable in attending to learners with disabilities in major western countries. These are specialist teachers who are often attached to institutions or homes with disabled children who may access learning from the comfort of their homes. The Itinerant teachers were often highly qualified in matters of handling children disability and often times offered expatriate consultancy on such related matters. In Europe ITs were expected to visit children they support at their local mainstream school, giving them instruction on how to use a low vision device such as a monocular telescope or a magnifying glass and to help them access the curriculum Lynch and Lund (2011). It was therefore, expected that schools that may not manage to employ IT would have them on standby especially on a contractual basis to be screening their learners with disability on special arranged times.

In a case study by Lynch and Lund (2011) on a particular IT based in a Southern District of Malawi, it was found that, he was the only IT in his district, with 13 schools in his zone. Although this particular IT had a specialized bias in visual impairment he also could take care of children with hearing challenges, learning exceptionalities. He also could attend to two pupils with Down syndrome and dwarfism. What was interesting is that, he monitored 23 children, all in mainstream schools, including 4 children with albinism and 8 with cataracts. However, currently there are no

studies done in Zambia to look at IT personnel in helping mitigate possible learning challenges of inclusion of learners with albinism in mainstream schools.

## **2.10 Challenges of learners with albinism in mainstream classrooms**

The study by Ndomondo, (2015) which was carried out in Temeke District of Tanzania on challenges and opportunities of learners with albinism in regular schools, observed that students with albinism have poor school achievements in the regular schools; as a result the Teachers in Inclusive Schools in Temeke District started recommending them to special schools. This motive was encouraged by popular beliefs that teachers in special schools were highly specialized in their training to handle and teach learners with exceptionalities. This and other similar studies did not explain whether or not mainstreams schools had particular deficiencies from managing learners with albinism, hence the gap the current study wishes to fill up.

Another baseline study by Lifumbo (2016) which was carried out in Lusaka District of Zambia on implementing inclusive education for persons with disabilities had examined conditions under which inclusive education was most likely to be achieved in Zambia. It had identified processes that may hamper or promote inclusive education at the local level. Particular attention was given to how teachers and students with disabilities account for the social processes, meanings and social relationships in the provision of education. The study tackled the issue of learners with disabilities and inclusive education in general. This study did not explain whether or not mainstreams had particular from managing learners with albinism, hence the gap the current study wishes to fill.

From the above discussed literature, it had been discovered that, many studies have generalized disability without much specific studies on particular type of disability and its interplay on inclusive learning. This leaves less information on particular disability conditions like albinism. Therefore, the gap this study wishes to fill up is the scanty information presented on inclusion of learners with albinism in Zambian mainstream classroom.

## **CHAPTER THREE: METHODOLOGY**

### **3.1. Overview**

This chapter discussed the methodology that was used in the study. It presented the research approach and design, target population, sample size, the sampling techniques, research instruments, and data collection procedure, data analysis procedure as well as ethical issues that was considered before the research was undertaken and even after the study. Chilisa and Preece (2005) posited that methodology was a broad term involving all strategies that described how, when and where data was to be collected and analyzed.

### **3.2. Research paradigm**

This study used Interpretivism paradigm an overarching qualitative, because this supports the view that truth and knowledge are established at an individual level and that researcher cannot separate themselves from their own beliefs. In information systems interpretive research is “aimed at producing an understanding of the context of the information system and the process whereby the information system influences and is influenced by its context”(Berntsen et al., 2004) The interpretive paradigm is concerned with understanding the world as it is from subjective experiences of individuals. They use meaning oriented methodologies, such as interviewing or participant observation, that rely on a subjective relationship between the researcher and subjects.

### **3.3 Research Approach**

In this study, a qualitative research approach was used to collect data. According to McMillan and Schumacher (2010) qualitative research was concerned with processes and meanings. Researchers in this field, studied things in their natural settings, attempting to make sense of, or interpret phenomena in terms of meanings people brought to them. There was an emphasis on gathering data in real life situations or natural settings (McMillan & Schumacher, 2010). This was aimed at collecting detailed information on inclusive learning of children with albinism in mainstream classrooms. Use of this research approach, had provided the researcher with opportunities for establishing theories on the research problem based on the findings. It gave the researcher, an opportunity to search in more detail for a fundamental theory that had adequately explained the inclusion of learners with albinism in mainstream classrooms

### **3.4 Research Design**

Creswell (2009) described a case study as comprehensive investigation with a boarded structure which was aimed at obtaining data to give the understanding and make meaning of the situation. The definition of case study was independent of particular procedures negotiated. It was rather dependent on the individual case that the researcher took interest in exploring Stake, (2005). It could therefore be argued that case study was not a procedural option but what the researcher intended to explore for better understanding of the particular phenomena under study. According to Robson (2002) and Hitchcock and Hughes (2004), case studies were likely to share the following characteristics:

- They usually employed multi methods of data collection and analysis
- They involved individuals / actors / organisations in a particular context / setting
- They were empirical in the sense that they collect data to analyse events / phenomena in a particular case.

The presentation of the case tried to capture the richness of detail of the situation. Case study design was well aligned with the interpretive paradigm as it also aimed at capturing the individual and subjective experiences negotiated by the individuals Stake, (2005). For this study, that was hoped that had helped to give a basis for analysing the prevailing situation and assisted to draw recommendations for could be future decision-making and prospective research about the implementation of albinism in mainstream classrooms.

### **3.5 Population of study**

Bryman (1988) defined population as the universe of units from which the sample is drawn. The participants who made a population for this study were the learners with albinism, school administrators of mainstream schools with inclusive learning classrooms, teachers who teach in the inclusive classrooms with learners with albinism in the mainstream schools of Lusaka District.

### **3.6 Sample Size, Categories of participants and sampling procedure**

Sampling refers to methods of gathering information from a number of chosen people randomly or purposefully Kombo and Tromp, (2006). A sample also refers to the number of participants

selected to constitute a desired sample. It was carefully, selected in order to be representative of the whole or entire population. Kasonde-Ngandu (2013), sees a sample, as a subset of the population taken to be representative of the whole study population. Sampling itself was a process of drawing a sample from a population.

### 3.6.1 Sample Size

In this study, the sample size of all participants in total was twenty eight, the sample size of learners was twelve (12) senior secondary school learners with albinism. That was six (6) per school. While the number of teachers who teach in inclusive classrooms with learners with albinism were (12) that was, six teachers from each sampled school. The total number of school administrators were four (4) that was two per school. I took into consideration the aim of my study along with Seidman's (2013, 54) recommendation that the purpose for having few participants is to "present the experience of the learners with albinism in compelling enough detail and in satisfactory depth that those who read the study can connect to that experience, learn how it was constituted, and deepen their understanding of the issues it reflected."

### 3.6.2: Categories of participants from the study sample

**Table 2:** *The table below provides a full sample category of the participants of this study*

Categories of participants	Sampling Technique	Number
Sample schools	Purposive Homogenous	Two government secondary inclusive schools,
Learners with Albinism	Purposive Homogenous	The total number of learners with Albinism will be 12.
Administrators	Purposive Homogenous	4 that is 2 per school
Teachers	Purposive Homogenous	The total number of teachers will be 12 that is 6 per school
TOTAL SAMPLE		28 respondents

### **3.6.3 Sampling procedure**

#### **3.6.3.1 Sampling of schools**

The secondary schools within Lusaka district were sampled purposively. This was because school A was selected for this study because it has the highest enrolment of learners with albinism in Lusaka District. The school has an enrolment of 1600 learners and 15 of those learners have albinism and school B was selected because it was known to have learners with albinism targeted by this study. Both schools are situated in the township. The targeted learners and the other participants were the ones known to have the needed information for the study.

#### **3.6.3.2. Sampling of participants**

The learners who participated in the study were purposively sampled. This was because learners with albinism were appropriate for this study because the selected participants were in a position to discuss issues concerning the inclusion of learners with Albinism in Mainstream Classrooms. This strategy was supported by McMillan and Schumacher (2007) who stated that the power of logic of purposive sampling is that a few cases studied in depth yield many insights about the topic. Inclusion of Learners with Albinism in Mainstream classes

#### **3.6.3.3 Sampling of teachers**

The teachers in the sampled schools were purposively sampled. Only those who had been teaching in mainstream classrooms with learners with albinism were targeted for purposes of experience in managing such classroom environment.

### **3.7 Data collection instruments**

The following instruments were used in this research to collect data from learners, school administrators and teachers

### **3.8 Interview guides**

An interview is a list of the questions or themes that will be explored during an interview, and provides a systematic way of approaching the issues under study (Patton, 2002). “The qualitative research interview is a construction site for knowledge. An interview is literally an interview, an

inter-change of views between two persons conversing about a theme of mutual interest” (Kvale (2004). These one-on-one sessions were framed by open-ended questions that required participants’ responses. This method proved to be an effective research instrument for gathering deep insights about how people experience, feel and interpret the social world Mack et al (2005). In-depth interviews with learners with albinism, class teachers, deputy head teacher, and head teacher were conducted. An interview guide with themes was used, giving room for flexibility. Open-ended and probing questions were used to facilitate free responses in the participants’ own words.

### **3.8.1 Focus group discussion**

Krueger (1994) defines a focus group discussion as a well-planned discussion carefully designed to gain information and experiences of a defined area of interest in a free environment. The researcher facilitated the discussions that occurred in a meeting that the researcher convened at the learners with albinism schools. Focus group was used to enable the researcher to explore the experiences of those Learners with albinism in mainstream schools, and to empower group members in the process. The interview format used was that of a semi structured interview, which aimed at interviewing the participants on more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question and answer format. The researcher facilitated the focus groups following the steps below as proposed by Krueger (1994):

- The researcher introduced herself and welcomed the participants.
- Group members introduced themselves.
- An overview of the topic was given.
- Ground rules were established.
- Uncertainties/ concerns from participants were checked.
- Questions were asked by the researcher as guided by the interview schedule, which appears in Appendix 2. Before the end of each session, the researcher thanked the group for their participation, stressed how helpful the discussion had been and also reaffirmed confidentiality.

The discussions took an average of 1 (one) hour for each group. This prolonged engagement with the participants was aimed at identifying recurring themes.

### **3.8.2 Document analysis guide for school policies on managing inclusive learning of learners with albinism in mainstream classrooms**

A document analysis guide was used in form of a table whose format was adopted from National Policy Document on the Characteristics of an Inclusive learning environment as a basis of the expected requirements for a favorable management of inclusive learning of learners with albinism. Electronic sources were searched from databases such as, Google Scholar, Google and, Academic Search Premier. By definition, a document is any substance that gives information about the investigated phenomenon and exists independently of the researcher's actions. It is normally produced for specific purposes other than those of the research but the researcher can use it for cognitive purposes (Corbetta 2003). This is to say that some of the documents the researcher used in this study were not produced for the purpose of this study. They were books, reports and policy documents related to inclusion of learners with albinism in a main stream classroom. Based on Yin (2003, 87), document analysis helped me to collaborate or argue evidence from other data sources. For example, I was able to link data collected from interviews to data provided in National Educational policies (1972, 1977, 1996) and National Policy on Characteristics of an inclusive learning environment and other relevant sources. The other rationale for using document analysis is advance by Corbetta (2003) who pointed out that documents have advantage over other technique because they are as non- reactive as such are not subject to a possible distortion as a result of the interaction between the researcher and the respondent like in interviews. As such, document analysis added on to the accuracy of data collected. The quality of data collected is cardinal for credibility. The documents provided greater insight to this study by supplementing on data obtained through interviews and Focus Group Discussions.

### **3.9 Trustworthiness of Instruments of the study**

According to Lincoln and Guba (2001), Credibility is the confidence that is placed in the truth of the research findings. Credibility establishes whether the research findings represent plausible information drawn from the participant's original data was a correct interpretation of the participant's original views. To ensure that there was credibility in the research, the researcher

conducted a member check by sending all transcripts of the interviews to the participants for feedback, enabling them to correct the interpretation and challenge what they perceived to be wrong interpretation. Finally, the findings was presented to the participants in another meeting to confirm the theory

### **3.10 Data collection Procedures**

#### **3.10.1 Procedure for collecting data from teachers and school administrators**

The researcher used a voice recorder to audio tape participants' responses. Recordings were later transcribed for use in data analysis and they assisted the researcher to familiarize herself with the data of the study during theme and categories formulation. Interviews helped to understand human behavior and added value to this study. Open-ended-ness of the questions were used in the semi-structured interview sessions to provide more comprehensive data Denzin & Lincoln, (2005).

According to Henning (2004), to construct a meaningful reality, there must be a collaborative and comprehensive dialogue between the researcher and participants. The core aim of the semi-structured interviews format was to create a rapport between interviewer and interviewee to comprehend different experiences in interviewees' lives instead of obtaining explanations for some behavioural features in their lives Denzil & Lincoln, (2005). This aim best suited this study as it aimed to obtain the understanding of different experiences from different participants sharing a similar condition Denzin& Lincoln, (2005)

#### **3.10.2 Procedure for collecting Data from Learners with Albinism**

Participants answered questions narrating their experiences as teachers and learners with albinism in their schools. No time limit was set for the interviews, participants responded freely and the researcher was able to probe for clarity. One question lead to another and more information was gained without limiting the interview. The interviews started as conversations and intensified to more specific questions related to their experiences with albinism. According to Cohen, Manion and Morrison (2007), interviews are useful when the researcher is aware that she has no personal understanding of a particular phenomenon under study, and therefore relies on participants' narrations for understanding. Cohen *et al.* (2007) maintain that an interview is the most flexible tool for data collection as it allows for in-depth understanding of a phenomenon studied.

In depth interviews were conducted conveniently at the participants' schools in the comfort of their classrooms and offices, ensuring that the sense of the school situation, which the study was based on, was not lost. All the sessions were arranged in a way that was not interfering with teaching and learning. Three different interview guides were used in this study: learners with albinism, administrators and class teacher

### **3.11 Data analysis**

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense and recap, and evaluate data. According to Shamoo and Resnik (2003) various analytic procedures “provide a way of drawing inductive inferences from data and distinguishing the signal (the phenomenon of interest) from the noise (statistical fluctuations) present in the data”.. Durrheim (1999) states that data analysis is aimed at converting information into answers. This process in this study was ongoing throughout the research process. Regarding data analysis Merriam (2009) maintains that “Data analysis was one of the few facets, perhaps the only facet of doing qualitative research in which there was a preferred way.” The preferred way as Merriam (2009) put it was analysing data during the stage of data collection instead of waiting until all data is collected. The data from the interviews were analysed by using thematic analysis. This approach involved grouping of the emerging themes from the responses generated on each question during interviews (Patton, 1990). This was possible because interview guides were prepared based on the objectives of the study. Questions employed in the interview formed the central themes on which the analysis was based. The responses on each question were grouped according to the emerging themes. The process was repeated until all responses were grouped according to the themes or sub-themes that emerged from the study.

#### **3.11.1 Data analysis from learners with albinism**

To analyse data from learners, themes were used to align common responses after transcribing the notes and running through audio recorders. Then the data was analyzed thematically

#### **3.11.2 Data analysis from teachers and administrators**

The researcher followed this preferred way in analysing data from the research participants from the first interview. Data analysis strategy used by the researcher was carefully considered to make

certain that the design was consistent in a sense that analysis had matched the type of data, the purposes of the research, and the research paradigm Durrheim, (1999). The research paradigm for this study aimed at gathering in-depth information. The chosen strategy undertook whilst cautiously adhering to ethical regulations set for this study.

- In order to analyse teachers' and administrators recorded perceptions using a tape recorder on the general inclusive nature of learners with albinism in mainstream classrooms their responses were grouped according to emerging themes.
- The second step was re-reading the data, identifying and highlighting meaningful phrases, statements or words that seemed to be important for the phenomena being studied.
- Each significant statement was noted.
- Different statements were organized into clusters of themes. Common or similar themes of meanings were identified and grouped together.
- The researcher tried to find links between the themes and then described and summarized them.
- Regularities and sets of similar ideas were grouped into sub-themes and were then compared Van Manen, (1990).

### **3.12 Ethical consideration**

Ethics are rules that suggest expectations about the most correct conduct towards experimental subjects Vadum & Rankin, (2004). The researcher concealed utmost privacy on the rights of participants. To this effect, clearance was sought from the ethics committee as attached in appendix of Kwame Nkrumah University. Also permission was requested from the relevant officials from the Ministry of General Education at district level (DEBS) of Lusaka District and then finally, from the school head teachers where the study was conducted. Furthermore, consent was sought from the participants who were then informed in advance about the contents of the interviews and open-ended questions that required participants' responses which were used to collect information for academic purposes.

All explanations about the purpose of the study was made to participants engaged in this study and informed consent was obtained from those who agreed to participate in the study in order that they get the instructions of the entire research activity and later on participant sampled schools

alphabetic letters to avoid any speculation whatsoever. Since the sampled schools were two in number they were labeled schools A, B. For the teachers who were interviewed as well as learners, for their identification purposes, pseudo-alphabetic names of their schools and learners were used as tags of evidence

All the necessary authorization such as documents, letters of permission to conduct a study from Kwame Nkrumah University and for the district where the research was done from were appended. For data collection instruments and picture captions for document review may be sought from the addendum in the appendices.



## **CHAPTER FOUR: PRESENTATION OF FINDINGS**

### **4.1 Overview**

This chapter presents the findings of the study. The findings are based on the views of the research participants from selected inclusive secondary schools of Lusaka district. The study was purposed to establish the nature of inclusiveness of learners with albinism in two mainstream selected secondary schools in Lusaka district of Zambia. The data is presented in themes according to the research questions on which the study was premised. The five research questions below guided data collection and the presentation of findings:

1. How do learners with albinism perceive their inclusion in the mainstream and special classes?
2. What is the nature of inclusive learning is employed in teaching learners with albinism in mainstream classrooms?
3. What are the challenges of including learners with albinism in mainstream schools?

### **4.2 How do learners with albinism perceive their inclusion in the mainstream classrooms**

The researcher wished to establish how learners with albinism perceived the idea of learning in an inclusive school. This was hoped to be the starting point in an endeavor to establish the nature of inclusiveness for learners with albinism in schools. To answer this research question; twelve (12) learners with albinism were interviewed as well as twelve (12) teachers who handled inclusive classrooms.

#### **4.2.1. Learners with Albinism perception of their inclusion in the mainstream classrooms**

To collect views from learners with Albinism on their perception of their inclusion in inclusive schools, the use of the qualitative approach was put into practice, participants were subjected to in depth interview sessions for them to give their detailed perceptions over the same, hence the following assumption was drawn.

The data revealed that, all the 12 learners from the two selected schools agreed to the statement that inclusive schools were friendly to learners with Albinism to interact with fellow learners and teachers. This meant that all 12 participants with Albinism were in confirmation that their inclusive

schools were indeed friendly for interaction fully. According to one of the participants who responded to this statement stated:

*I think learning in an inclusive school is not a bad thing when your friends respect you and you know each other well. I think I used to be shy when I started in grade 10. Now I have become used and they have become used to me. I even have more friends than I had in grade 10. It is a good thing. I can encourage other children who are like me to also come and learn here.*

#### **4.2.1.1 Learner verbatim on their inclusion in inclusive schools**

Learners with albinism were interviewed in person on a one-to-one basis besides in order for them to freely express themselves in qualitative terms how they found their inclusion in inclusive schools to be. Various responses were given. Below are the verbatim of some respondents of the learners.

##### **Participant 1:**

*I find no problems with learning in a class where there are not many people who have my condition of skin. I learn very freely without any problems*

##### **Participant 2**

*Ok with me, being in a classroom with other pupils who are not like me it is not a problem. I have been at this schools since 2018 in Grade 10, now am in grade 12 so it is just a normal thing and the school has accepted me.*

##### **Participant 3**

*Learning in a class where I am the only one looking like this is a normal thing. In my case, I was even considered to be a prefect. I even work well with other prefects and pupils who do not have a skin like mine they listen to me when I want to punish them. It is just normal and okay.*

From the verbatim excerpts above, it shows that most learners with albinism were comfortable learning in inclusive schools. The responses depict other participants whose verbatim excerpts have not been written. There appears to be positive attitudes towards the inclusion of learners with albinism in the two selected secondary schools.

#### **4.2.2. Teachers perception of inclusive classroom with learners living with Albinism**

Teachers' perception of inclusion of learners with albinism into mainstream settings were extremely positive and teaching staff agreed that mainstream schools are important and necessary in society. All 12 respondents affirmed and agreed that inclusive classrooms at their schools were friendly to learners living with Albinism. This showed that all the sampled secondary schools had a well inclusive environment for learners with Albinism.

##### **Participant 1**

*The learners with albinism are just like learners without albinism who learn in mainstream schools*

##### **Participant 2**

*I treat her as normal as any other pupil with a skin pigmentation*

##### **Participant 3**

*I consider all learners to be the same, both with albinism and without albinism are treated just like any other learner in class.*

##### **Participant 4**

*In our school, learners with Albinism are prioritized in terms of classroom teaching. For example, we teachers who teach in classes where there are learners with Albinism, we have been told to write using big fonts on the chalk board in order that learners with Albinism don't find challenges with certain letters or words.*

## **Participant 5**

*Inclusive schools have no problem in terms of managing ordinary learners alongside learners living with Albinism, however, in some instances monitoring is something that has to be provided. There is some sort of bullying experienced by some Grade 8s who newly join the school, but those who have stayed at the school who might be in Grade 10, 11 and 12, are already used to some names they are called by their friends and they have come to live with such and may not be emotionally hurt as compared to how Grade 8s might take such bullying. Thus, there is huge need to constantly engage the learners in counseling services so as to help them endure and accept the environment.*

The teacher verbatim showed that, teachers had a welcome approach to the inclusive schools. Teachers from all the sampled schools responded positively and clarified instances when learners with Albinism faced challenges especially Grade 8s who needed counseling to endure the teasing like the senior secondary colleagues who did not easily find teasing offensive due to a longer stay at the inclusive schools.

### **4.3. Inclusive nature of the inclusive schools**

The data on the table below was given by 12 teachers and 4 school administrators during interviews. Under this research question the researcher wished to establish the manner in which inclusive schools implemented and guaranteed the inclusive environment. The listed six became the emerging themes and thus compiled after responses which were given by respondents had reached saturation with commonness popularizing.

**Table 3: Inclusive nature of inclusive schools and classrooms**

S/N	NATURE OF INCLUSION
1	Learner interaction is inclusive
2	School has ordinary infrastructure used by all
3	Mixed class allocation: learners with albinism and ordinary ones
4	Classroom facilities inclusive and suitable for all
5	School rules and regulations applicable equally
6	Positions of responsibility for learners equally allocated

**Source:** *Interview schedules with teachers and school administrators (2020)*

Below are some verbatim of teachers and school administrators with regards the inclusive nature of their schools.

#### **4.3.1. Teacher Verbatim on inclusive nature of inclusive schools towards learners with Albinism**

Teachers who taught in inclusive classrooms shared their views with the researcher with regards their perception of inclusive nature of inclusive classrooms and how learners living with Albinism fitted.

Respondent 1:

*Our learners with Albinism fitted well in inclusive classrooms. They have friends and are friends of the other ordinary learners. So I think they are well fit in our inclusive classrooms.*

Respondent 2:

*The relationship between ordinary pupils and learners with albinism is good. Their peers have embraced and accommodated them.*

Respondent 3:

*Learners with albinism and ordinary learners are considered equal because all pupils are considered and treated equal, for example all learners are given the same opportunities, exposed to the same school curriculum, taught by the teachers with equivalent expertise.*

Respondent 4:

*Our school accommodate all the learners and there is no discrimination*

Respondent 5

*he enjoys himself very much when his two classmates accompany him home. He says they sometimes discuss their assignments together because they are in the same class.*

There was an understanding and recognition from the ordinary learners to the learners with albinism. Learners with albinism have friends in class and interestingly they are seen as pupils who are academically bright, and as a small group they appear to do the best they can to help each other. As articulated by one participants above

The teachers demonstrated good understanding of the nature of inclusion of learners with albinism, they were able to give the full insight of inclusion of learners with albinism in their schools. During the interviews, participants from school A and B, when asked about the inclusive nature of inclusion in their schools had this to say;

**Deputy headmaster (school A) Participant 1**

*In our school we have a full inclusion policy. This looks beyond skin color, creed, and intelligence and may other social considerations. In sort we are a fully inclusive school.*

**Deputy headmaster (school B) Participant 2**

*I can affirm that we are an inclusive school. Among some striking features that show that our school is indeed fully inclusive include: classroom allocation of pupils; which is a mixed class allocation. This in itself presents*

*us as a fully inclusive school because inclusion is basically defined by ability to mix regardless of background.*

### **Teacher (school A) Participant 3**

*Our school has always been known to be an inclusive school for a long time. For example we place learners in classrooms randomly. There is no special criteria, except sitting arrangements after random class allocation is what appear to come with a priority however, it is for the simple fact that learners with Albinism sometimes have challenges of sight. So we have a policy of making them sit on desks that are in front in order for them to see clearly and learn well in their inclusive classrooms.*

The above presented verbatim school administrators and teachers showed that, schools had various parameters which showed the inclusive nature of the schools.

#### **4.4 How are learners with albinism supported to learn effectively in inclusive classrooms?**

- Making them sit in strategic points

The researcher wished to know the approach which the schools took in order to support learners with albinism to learn effectively. Twelve (12) teachers and Four (4) administrators were engaged in interviews. One of the teachers who teach in a mainstream schools were learners with albinism learn said:

*There are many different ways in which we support the learning of our learners with albinism. Among them include, the strategy of making them sit in front of the class near the board. As you may already be aware, people living with Albinism have sight challenges. They do not see clearly on some distance. Therefore, as a school we decided to be making them sit on desks that are right in front so that they see clearly what the teachers write.*

- Social interaction

#### **4.4.1 Manner learners with albinism were helped to learn effectively in inclusive classrooms**

Philips (1997) carried out a study in New Zealand and explored the social interactions and relationships between three primary school aged students with severe developmental disabilities and their peers in three regular classrooms. The study used traditional behaviourist special education diagnosis and intervention approach that promoted successful social interactions between a boy with a severe disability and his school peers. She was interested in the impact of classroom layout on interaction. In the first phase in 1995, the participant sat at the back of the classroom away from other students, in 1996, the participant sat close to other students. The study recorded an increased numbers of interactions in the final phase. Consistent with (Philips 1997), my study identified classroom arrangement as a factor that influenced social interaction and development of social relationship between learners with albinism and ordinary learners. A class teacher indicated that learners with albinism had a special location in the classroom which is occupying the front seats. In explaining the classroom arrangement, the teacher said,

##### **Teacher participant 1**

*“We reserve the front row for learners with albinism because of the vision impairment, so that we give them chance to see clearly.*

##### **Headmaster Participant 2**

*In our school, learners with Albinism are prioritized in terms of classroom teaching. For example, teachers who teach in classes where learners with Albinism are, have been told to write using big fonts on the chalk board in order that learners with albinism don't find challenges with certain unclear letters or words.*

##### **Teacher Participant 3**

*Yes, learners with albinism don't see the board properly, they sometimes then go stand or sit in the front. They can see what is written on a paper when its brought nearer.*

The verbatim above by some school administrators and teachers clearly showed how schools strategically arranged their school programmes and activities where by learners with albinism were encouraged to sit at the front of the classroom and allowed to move close to the chalkboard if necessary, teachers wrote in bold, clear, letters on the chalkboard to best suit and accommodate learners with Albinism.

#### **4.4.2 Teachers verbatim on giving positions of responsibility to learners with albinism**

- **Teacher Motivation**

Including pupils with albinism when assigning leadership roles so that they feel involved in the school activities or giving them the responsibility of aiding others, if they show a particular skill often motivates them to stay in an inclusive school

##### **Participant 1**

*Learners with Albinism are as normal in terms of ability as their ordinary counter parts. Therefore, to show them that we see them similar as their ordinary counter parts, we deliberately give them positions of responsibility including: prefect positions, classroom monitors, sports captains just so, that they fit in accordingly.*

##### **Participant 2**

*The learner with albinism has been a monitor since grade 8 and she has been chosen as a prefect this time around*

##### **Participant 3**

*This learner is involved in jets club, she does extremely well because she is very committed with school programmes*

The teacher verbatim showed that, learners with albinism were welcomed by the teachers in main stream schools. Teachers from all the sampled schools responded positively and clarified the leadership roles which are given to the learners with albinism in inclusive schools.

#### **4.4.3 Counseling services are a motivating practice to learners with Albinism in inclusive schools which raises their esteem levels**

- **Teacher Support**

The data indicating the responses as well as the verbatim below, show how learners with albinism were supported by offering them counseling services by the teachers to learn effectively in inclusive classrooms

##### **Participant 1**

*One of the important services in our school that has worked well for us, has been the provision of counseling services to our learners living with albinism. Once we notice one having a bad mood, we recommend them for counseling. It happens that, they open up and offload all their emotional stress and anger then they purge their emotions and get better by the end of the counseling session.*

##### **Participant 2**

*I counsel them not to isolate themselves because learners with albinism at our school have been saying their extreme sensitivity to sunlight is an additional factor that contributes to the physical and social isolation. This counseling brings about positive self esteem*

##### **Participant 3**

*We encourage them that they are also the same like any other pupil. We try by all means to treat them as any other ordinary pupil so as not to make them have self-pity*

Lund and Gaigher (2002) stated that self-image and self-worth in learners with albinism who are enrolled in a special school is enhanced by support and teachers' positive attitudes. Findings in this study revealed that self-worth, self-image, and self-esteem are basically determined by the normals around the learner with albinism. Hence learners with albinism are given counseling services that are addressed by the participants above.

#### **4.5. What are the challenges of including learners with albinism in mainstream schools?**

To collect data for this research question, learners with albinism, teachers and school Administrators were engaged in interviews. The results showed that to their high contribution that learners with albinism have challenges they go through. These include: Name calling by ordinary learners to learners with Albinism, Self-segregation of learners with Albinism from the ordinary learners in school, Learners with Albinism are not comfortable with aggressive people and Myths associated with interaction with Albinos which leads to stigmatisation and this is a source of avoidance to interact with learners with Albinism by ordinary learners. Unpredictable mood swings for learners with Albinism in certain situations, which led to learners with Albinism become emotionally affected. The listed were critical challenges revealed by the respondents that were found in inclusive schools. This is supported by Ashley, (1992) who found that learners with albinism are faced with various factors which affect them in inclusive settings.

##### **4.5.1 Nature of challenges associated with learners with Albinism in inclusive schools**

Some established challenges that were given by learners themselves, teachers and school administrators as the classic challenges associated with the inclusion of learners with Albinism in inclusive schools are presented below.

- Name calling

Name-calling was mentioned by almost all the learners with albinism who were interviewed in this study. Most of the participants reported that they have frequently been subjected to name-calling, especially when they were new in the school. They indicated that this mainly occurred at mainstream schools they attended. Few participants indicated that they are still subjected to name-calling, especially when they meet pupils who are not in their classrooms. The name of “mwabi” meaning an albino person, supersedes them all. NOAH (2005) argues that name calling, teasing and insensitivity results from the lack of knowledge, curiosity, a genuine desire to learn and an inability to pose questions constructively. Humiliation and other discriminatory acts resulted in anger and loneliness. This is attested by some of the following responses:

*There are learners who call me ‘umwabi’, I reported them and the teacher who hit them. They have stopped teasing me.*

Various responses were given by participants with regards challenges associated with placing learners with albinism in inclusive schools. Below are the verbatim given by learners, teachers and school administrators with regards challenges associated with inclusive schools having learners with albinism and ordinary ones. All the participants in this study endured being called deforming and derogative names by not only their teasing peers but also adults.

### **Pupil participant 1**

*What I don't like in our school are some boys who would bully me sometimes. So I hate those manners and I usually report them to my teachers. But again it's not every boy who tease me but very few.*

### **Pupil Participant 2**

*I have no problem with skin colour, what hurts the most is the names they call me. It hurts and irritates so much so that sometimes I just sit by myself in the class and say nothing to anyone*

#### ● Self-Segregation

Everyone has inherent dignity and the right to have their dignity respected and protected” (Gaigher et al 2002). The participants’ rights and dignity were evidently infringed upon and this contributed to segregate themselves from ordinary pupils and this makes them have low self-esteem. The low self-esteem from participants was also due to the difference of their skin colour which is highly visible and prone to stereotypical evaluations. Their social relations are poor because they feared rejection from other “normal” learners during sports and extra-mutual activities. This is attested by their responses:

### **Pupil Participant 1:**

*I usually do not like to be around some pupils who are so aggressive to others. Such people do not make me happy because they easily call us names and so I find it happy to be where I am alone or with my friends with Albinism because we are often happy ourselves.*

## **Pupil Participant 2**

*They ask me why my eyes move so fast, I don't like these questions especially if I am in a crowd. They make me feel small because I can't tell if they want to know or they just want to make fun of me.*

- **Discrimination**

Labels used to describe a person's skin colour points to discrimination and stereotyping even between people of the same race (Gabriel, 2000). Learners without albinism showed cruelty and prejudice towards Learners without albinism only because they were different from them. This appeared to be painful to the Learners without albinism because like all other children they wanted to feel loved and accepted by their peers. These findings align with what was found by Gaigher *et al.* (2002) in the study of learners with albinism in a special school in Limpopo, that most of the challenges learners with albinism experience at school do not result from physical differences but from the manner in which others respond to those differences. One administrator said:

*One day one of the learners with albinism was waiting for her mom by the school gate to take her home and an ordinary pupil went past and said hello cursed girl. She didn't understand what that meant but she was hurt because she somehow knew he was teasing her and she cried the whole day at school. She told the teacher who managed to punish the other pupil. .*

### **4.5.2 Verbatim of teachers and administrators on challenges of including learners with albinism in mainstream schools**

- **Stigmatisation**

Participants revealed that a feeling of being stigmatised evoked certain emotions like anger and hatred. Failure to regulate these emotions could be detrimental to successfully overcoming prejudice (Miller and Kaiser, 2001).

## **Teacher (School B) Participant 1:**

*Usually our learners with albinism get emotional easily as they think they are a center of focus by everyone around them. They easily get hurt whenever the ordinary learners make a statement that appear like attacking them. First of all the ordinary learners have been warned by the administration never to call or give bad names to those with albinism so it's very rare that such name calling would arise but in a very few occasions such really upset them.*

### **Head teacher (School A) participant 2**

*As a school we believe interaction is what makes our learners pick extra knowledge that they do not learn in classrooms. Such as social knowledge and others. However, our learners with albinism rarely interact with their peers unless in their small groups themselves. This gives us a challenge as administration because we wish our learners would interact freely but in the case of our learners with albinism they prefer to segregate themselves and be in their small groups.*

#### ● Emotions

Along with the external influences of society every person has a vital and essential emotional response to their personal experiences with albinism. These personal responses shape who we are and how we adapt to albinism (NOAH.) A strong emotional response was a normal part of living, growing, and intellectual development. Suppressed emotions often turned inward and caused stress, depression and physical maladies. Emotional response to albinism will occur throughout life because of the many challenges and frustrations the condition presents and the many societal influences. Most of the learners with albinism are not comfortable with aggressive people.

### **Deputy Head teacher (School B) participant 2**

*Our learners with albinism are quite unpredictable sometimes in terms of social interaction. In some moments they get overtake by mood-swings. It would happen in such a way that, in a split of*

*second, a pupil who was jovial and all over the place, would just follow a teacher and complain over some random thing. Sometimes, a child would leave the class and act in a mood that was not there in the first place. So the issue of mood-swings is really a challenge we find among our learners with albinism.*

The data presented above with emerging themes and the actual responses given by teachers, pupils and school administrators have all given scenarios that make it challenging to have learners with albinism in inclusive schools. Various aspects take over and disturb the social mood of the school.

#### **4.6 Summary**

The chapter has presented the findings as gotten from the participants. The chapter firstly presented findings on the how learners with albinism perceive their inclusion in the mainstream and special classes, it then presents findings on the inclusive nature of mainstream schools with learners with albinism. Further the chapter, presents findings on the inclusive practices which the mainstream schools employ to ensure acceptable inclusion of learners with albinism. Also presented are findings on how learners with albinism are supported to learn effectively in inclusive classrooms. Last but the least, the chapter presents the challenges of including learners with albinism in mainstream schools. The next chapter presents the discussion.

## CHAPTER FIVE: DISCUSSION OF FINDING

### 5.1. Overview

This chapter presents the discussion of findings based on the research field findings of this study as presented in chapter 4. The discussion is presented in thematic form according to the research objectives. The discussion is linked to existing literature on inclusive schools that have learners with Albinism. The discussions shall either confirm or disqualify earlier findings and claims of other scholars on similar matters of inclusive classrooms some of which could have already been mentioned under the literature review section.

The four research objectives below guide the study and the discussion of findings:

1. Establish the perceptions of learners with albinism towards their inclusion in mainstream and special classes.
2. Find out the nature of inclusive practices employed in teaching learners with albinism in inclusive classrooms.
3. Establish the challenges related to the inclusion of learners with albinism in mainstream schools

The findings are discussed using themes which emerged from research objectives listed above. These objectives gave a framework to this study through which field findings were sought and has now shaped the direction of discussion of the findings. The earlier policies and studies which were done from various parts of the world provided empirical evidence and validated findings of this study in this discussion chapter.

### **5.2 Establish the perceptions of learners with albinism towards their inclusion in mainstream classes.**

This objective sought to establish how learners with albinism perceived the idea of learning in an inclusive school. This was hoped to be the starting point in the endeavors of establishing the nature of inclusiveness of schools. To answer this research question; 12 learners with albinism were interviewed as well as 12 teachers who handled inclusive classrooms.

### **5.2.1. Learners with Albinism perception of their inclusion in the mainstream classrooms**

To collect views from learners with Albinism on their perception of their inclusion in inclusive schools, they were interviewed in person on a one-to-one basis in order for them to freely express themselves in qualitative terms how they found their inclusion in inclusive schools to be. From the verbatim presented in chapter four (4), it showed that most learners with Albinism were comfortable learning in inclusive schools. First of all, it should be appreciated that, education is a right with no prejudice to a particular child or adult, creed no skin colour. It is a universal human right therefore, from this background, it is important that necessary steps are taken into consideration by school managers in order to enhance the learning process of children with Albinism in Zambian inclusive classrooms. This settles the debate raised by a study conducted by UNESCO (1994) where some respondents found inclusive schools to be good and other found it not to be a good thing. UNESCO (1994) reported that, while some saw teaching of learners with special cases separately in special schools as a good idea, others saw it as not helpful on the part of the special learners when they needed to interact with colleagues in different environments, hence a call for inclusive schools.

Furthermore, in relation to the theory guiding this study, “The Behaviorism theory”, which holds that, behaviourism occurs when consequences are associated with the stimulus or response that is followed by reinforcement to be maintained (Ertmer & Newby, 2013). Thus, what makes learners with Albinism stay on in an inclusive learning environment is simply that which inspires them; the response from learners without Albinism towards them; the response and attitude of teachers towards them when they have an issues. Literally, having learners with Albinism in an inclusive school is a matter of psychology that retains their interest to stay on, hence the theory remaining instrumental to the interpretation of this study.

### **5.2.2. Teachers perception of inclusive classroom with learners living with Albinism**

Teachers who taught in inclusive classrooms shared their views with the researcher with regards their perception of inclusive nature of inclusive classrooms and how learners living with Albinism fitted.

The teachers verbatim in chapter 4 showed that, teachers had a welcome approach to the inclusive schools. Teachers from all the sampled schools responded positively and clarified instances when learners with Albinism faced challenges especially Grade 8s who needed counseling to endure the teasing just like their senior secondary school colleagues who did not easily find teasing offensive due to a longer stay at the inclusive schools. Thus it is imperative that, the classroom teachers or literacy facilitators appreciate the problems of albino pupils, students and adults so as to be able to manage those challenges facing the albinos in their learning situations. This observation by teachers is in tandem with what Croft (2010) posits that, putting children with disabilities in mainstream schools is one thing and managing them is another. Indeed, inclusion has no impact without the managed skills of teachers and school administrators. These become immediate stakeholders in the successful management of inclusive schools. They are the one who make sure that learners accept or denounce the idea of inclusiveness. Once teachers in inclusive schools take up their extended roles of counselors, confidant and parent surrogate, learners with Albinism would definitely find such learning environment welcoming and favorable to belong to.

Various scholars (Kelly, 1999; Croft, 2010; UNESCO 1994) have written and proposed teachers expected roles in inclusive classrooms. Some of these proposals include: Creating of an ideal environment that encourages learning. Teachers are expected to end bullying behavior and encourage unity and ones. There is need of teachers to support learners with disability and those with albinism inclusive to immerse them in school life as well putting up sensitization campaigns on what albinism is about so as to end myths.

On the other hand, teachers perception and what they finally do in classrooms and schools with inclusive approach remains not only as a result of the observed outcomes but it confirms whether or not teachers are responsive to the universally agreed approach of transforming the world into an accepted inclusive global society. Schools need to take up an active role to embrace this reality then society will further this objective too. These land mark revolutions of the twentieth century marked as the new dawn on the rights perspective, social participation and a new disability perspective (Levin, 1994). It came to pass that the phrasing of the term “inclusion” was put into perspective and entered vocabulary fronts of social activists and media as a continued campaign for awareness of the situation around inclusion of all social services into the mainstream front. Therefore, teachers who are well informed will endure to encourage learners with Albinism to find

inclusive schools as their second home which guaranteed them of love, acceptance and normal learning.

### **5.3 Assess the nature of inclusive learning employed in teaching learners with albinism in mainstream classrooms.**

The second research objective, wished to establish the inclusive nature of the sampled inclusive schools. Interviews were administered to key informants and six (6) key aspects became the emerging themes. These include: full inclusion, mixed classroom allocation of pupils, placement of learners in classrooms randomly, except sitting arrangements after random class allocation is what appear to come with a priority however, it is for the simple fact that learners with Albinism sometimes have challenges of sight. Consideration of all learners as equals. Allocation of positions of responsibility to learners equally as long as such a learner is perceived with leadership qualities. Effecting of punishments is according to the provisions of the school Pinal code. These findings demonstrate that school administrators and teachers had various parameters which showed the inclusive nature of the schools. To a larger extent, this is a sign that the school environment in inclusive schools is conducive for learning. The approach which the inclusive schools took in order to support learners with albinism learn effectively was a significant one considering that learners with Albinism experienced certain learning difficulties especially with regards their sight, skin and social factors as espoused by (Kalimapos, 2013). The findings of this study are in confirmation with what Harry (2003) posits that, an ideal inclusive learning environment is one that has deliberate policies around the concerns of learners with exceptionalities so as to close the doors of excuse in failing to manage inclusive learning. The verbatim as presented in chapter 4 by some school administrators and teachers in the inclusive schools clearly showed, how schools strategically arranged their school programmes and activities to best suit and accommodate learners with Albinism. Eleweke and Rodda (2003) noted with concern that, the success of inclusive classrooms was highly dependent on the adjustments of traditional general mainstream school arrangement of classroom of students in rows, sitting quietly, reading, taking notes and filling in worksheets. Indeed that is exactly, the Zambia selected inclusive schools have positioned and prepared themselves in the endeavors of managing inclusive education.

The inclusive nature of the two schools which included: full inclusion, No segregation, mixed class allocation, ordinary school infrastructure and materials. These findings are in tandem with

the findings established by Lifumbo (2016) who carried out a study in Lusaka District of Zambia on implementing inclusive education for persons with disabilities. It was in this study were an examination of conditions under which inclusive education was most likely to be achieved in Zambia. It identified processes that might hamper or promote inclusive education at the local level. Particular attention was given to how teachers and students with disabilities accounted for the social processes, meanings and social relationships in the provision of education. This was a significant study in that it highlighted aspects that are so central in ascertaining the status of inclusive schools. In this study too, perceptions of teachers and learners are so significant in ultimately establish whether or not inclusive schools involving learners with Albinism are viable or not.

Furthermore, other researchers' findings still confirm with the findings of the current study in more close terms. Scholars like Eleweke and Rodda (2003) observed that, the success of inclusive classrooms was highly dependent on the adjustments of traditional general mainstream school arrangement of classroom of students in rows, sitting quietly, reading, taking notes and filling in worksheets. On the other hand, the views of McCleskey and Waldrom, (2001) emphasized a change of instructions into what they termed as "very good" instruction which was hoped to be of help to disabled learners in the inclusive classrooms. In as much as disability is not strongly associated to learners with Albinism in this study however, its consideration for an extreme special person might still be used to justify the adoption of the concept inclusion as learners with Albinism are taken as inclusions into the mainstreams schools. This notwithstanding the theories guiding this study, the "Behaviorist and Cognitive theories" emphasis that managing a school from this background where teachers and school administrators utilize concepts of behaviorism and cognitivism, the understanding and managing of learners becomes a matter of interpreting learners behaviour and present the right response (punisher or stimulus) just so that the behaviour being presented are rightfully handled from onset be it from mainstream learners or included learners (learners with Albinism). These two theories are speaking well with the study.

#### **5.4 Establish the challenges related to the inclusion of learners with albinism in mainstream schools**

Under this objective, the key issue was to establish possible challenges associated with inclusive school environments with learners with albinism. Key informant were learners, teachers and

school administrators. They were engaged in interviews as well as Focus Group discussion in the case of learners with Albinism. 8 learners with Albinism were interviewed, 10 teachers and 4 school administrators

### **5.5.1 Challenges associated with learners, teachers and school administrators with Albinism in inclusive schools**

Some established challenges that were given by learners with Albinism, teachers and school administrators as the common challenges associated with the inclusion of learners with Albinism in inclusive schools. As presented in chapter four, various challenges associated with placing learners with Albinism in inclusive schools were established. These include: Name calling by ordinary learners to learners with Albinism, Self-segregation of learners with Albinism from the ordinary learners in school, Learners with Albinism are not comfortable with aggressive people and Myths associated with interaction with Albinos which leads to stigmatisation and this is a source of avoidance to interact with learners with Albinism by ordinary learners. Unpredictable mood swings for learners with Albinism in certain situations, which led to learners with Albinism become emotionally affected. The listed were critical challenges revealed by the respondents that were found in inclusive schools. This is supported by Ashley, (1992) who found that learners with albinism are faced with various factors which affect them in inclusive settings.

A myriad of myths and superstitions surround the condition of Albinism and usually, it leads to stigmatization, rejection and a lack of understanding about albinism (Baker et al., 2010; Braathen and Ingstad, 2006). This is why according to the verbatim of learners with albinism some ordinary learners choose to call the Albinos as “fake muzungu” because in the first place, they do not understand the biological interpretation of Albinism. This Myth transcends through various cultures locally and internationally. Findings on name calling relating to “Muzungu” (a white person) are also confirmed by a study that was conducted in Tanzania by Brocco, (2015) he found out that, learners with albinism were labeled as Mzungu (white person) ichiwa (ghost) in School by peers. Thus Brocco’s study confirms the current study findings that indeed superstitions are still significant sources of stigmatization on learners with albinism as normal students fail to relate to this skin pigmentation effect. There is great need to sensitize normal students in inclusive schools to accept their colleagues with Albinism because it is only their skin colour which is

unique, everything else is as normal as the ordinary learners. This kind of stigma has to end at all cost. Society also needs to be informed about the biological interpretation of albinism unlike the myths that transcends cultural communities.

Furthermore, among the challenges established by this study faced by learners in inclusive schools in Zambia they seem to confirm findings established by Cambra and Silvestre (2003), and Odom (2002). These studies, found that despite learning in inclusive classrooms and despite being exposed to common opportunities to socialize with their peers, learners without disabilities were found to ignore learners with disabilities. They saw them as less equals. This strongly was exhibited through name calling of learners with Albinism by ordinary learners. Portraying of bully attitudes by ordinary learners towards the learners with Albinism. This led to closure by learners with Albinism who engaged in the habit of interacting among themselves away from others ordinary learners.

## **5.6 Summary**

The chapter has discussed the findings as presented in chapter four under presentation of findings. The chapter firstly discusses findings on the how learners with albinism perceive their inclusion in the mainstreams, it then discusses findings on the inclusive status of mainstream schools with learners with albinism. Furthermore, the chapter discusses findings on the inclusive practices which the mainstream schools employ to ensure full inclusion of learners with albinism in mainstream schools. Also discussed are findings on how learners with albinism are supported to learn effectively in inclusive classrooms. Last but not the least, the chapter discusses the challenges of including learners with albinism in mainstream schools. The next chapter presents the conclusion and recommendations of the study.

## CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

### 6.1. Overview

This last chapter consists of the main conclusion that has been drawn from this research. Based on the main findings of this study, recommendations are drawn and it also proposes avenues for further study.

### 6.2 Conclusion

This case study anchored on finding out the Inclusion of Learners with Albinism in Mainstream Classrooms in Two Selected Secondary Schools in Lusaka District of Zambia. This was hoped to later ascertain how learners with Albinism fit in Inclusive schools and know their possible challenges and for the school in general. The following were the main conclusions from the findings:

Firstly, it was concluded that, learners with Albinism found learning in an inclusive school to be motivating and a normal thing. This was followed by observed ways in which the learners with Albinism were found coping in the school environment. Also their perception pertaining to their stay and learning they showed positive attitude towards belonging to Inclusive schools. Thus, the learners found learning in an inclusive schools as normal scenario as most of them were found interacting freely with other normal learners.

The study also revealed that the inclusive nature of schools with learners with Albinism was such that, full inclusion characterized the classroom allocation. Learners were assigned randomly to classrooms without any special considerations. Positions of responsibility were given to every learner who demonstrated leadership qualities and this saw learners with Albinism given positions of responsibility on merits. The conclusion reached at was that, this nature of inclusiveness exhibited by schools towards every learner was attributed to schools' defined inclusive policies and practices adopted for a long time.

The study further revealed that the nature of inclusive practices employed in teaching learners with albinism in inclusive classrooms included: putting learners with Albinism in front desks of the classroom. This practice was adopted due to the fact that learners with Albinism often experienced sight problems. The study concluded that, schools were aware of this sight challenge which

learners with Albinism often experienced, thus, their inclusive practice employed during teaching was a better and important practice if inclusiveness was to be viewed in objective terms.

Last but not the least, it was further found out that the schools and learners with Albinism experienced some challenges with regards implementation and enduring in an inclusive environment respectively. The impact of these challenges were felt by the teachers, learners with Albinism and the school administrators as most of them were found in the school environments every day and in the case of teachers, their work would have been affected if learners with Albinism did not sit in the front rows as understanding of concepts was going to be compromised later on fail, while learners with Albinism the impact were more on them as they were individuals who experienced the impacts of inclusive schools, hence needed to find everything working to suit their situations.

### **6.3 Recommendations**

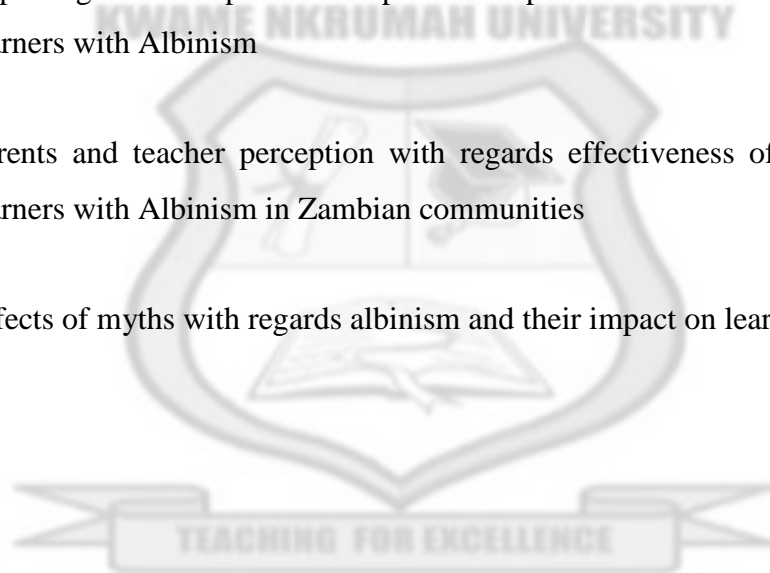
In view of the observations made in this study, the following recommendations were made so as to help improve inclusive schools in managing learners and the learning environment.

1. School administrators should put up policies that would further protect learners with Albinism from being bullied by their counter parts. As this would increase the stability of inclusiveness in these schools.
2. Class teachers should play an active role in classrooms of implementing the seating arrangement policy as observed in inclusive schools. This would help emphasise the need to have learners with Albinism take up the front sits as a tradition and they would never be displaced by any other ordinary learners as it will be a known situation. Hence, teachers need to take up this challenge every time they go to class and ensure this practice is done.
2. Learners with Albinism should be encouraged to make friends with their counter parts without albinism. This would help them reduce on experience the stigma when bullied. Their friends without albinism would help them fit well and adjust unlike being close friends only with their fellow learners with Albinism.

#### **6.4 Proposed topics for future studies**

The studies on inclusive education with regards to learners with Albinism, seem to be inconclusive and other areas might be explored as well in the endeavors of examining the state of inclusiveness. Below are some of the proposed areas researchers might take up for future research.

1. Establishing an inventory of actual language and treatment which learners with Albinism find hurting as used by other learners and teachers
2. Exploring inclusive practices in public and private schools that encourage learning of learners with Albinism
3. Parents and teacher perception with regards effectiveness of inclusive schools for learners with Albinism in Zambian communities
4. Effects of myths with regards albinism and their impact on learner school interaction



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## APPENDICES

### Appendix A: Interview Guide for Teachers who teach in mainstream classrooms with an inclusion of learners with albinism

#### KWAME NKRUMAH UNIVERSITY

#### SEMI-STRUCTURED INTERVIEW GUIDE FOR TEACHERS

##### Dear Respondents

I am a Postgraduate student at Kwame Nkrumah University pursuing a master of education degree in Special Education. I am conducting a research on “*Inclusion of learners with albinism in mainstream classroom*”. Feel free, open and honest in your responses as well all answers you give will be treated confidential.

##### **WHAT IS THE STATUS OF INCLUSION IN MAINSTREAM CLASSROOMS?**

How do you describe the status of inclusive education for learners with Albinism in this school?

How do learners with albinism cope in mainstream classrooms?

How do ordinary learners relate to learners with albinism?

How do the mainstream classroom facilities support learners with albinism?

What mainstream teller made classroom facilities are there to support learners with albinism?

## **WHAT IS THE NATURE OF INCLUSION IN MAINSTREAM CLASSROOMS?**

What policies do you have as a school that promotes and protects learners with albinism?

How are classroom programs and activities structured considering the presence of learners with albinism?

What school and classroom responsibility do learners with albinism get involved into?

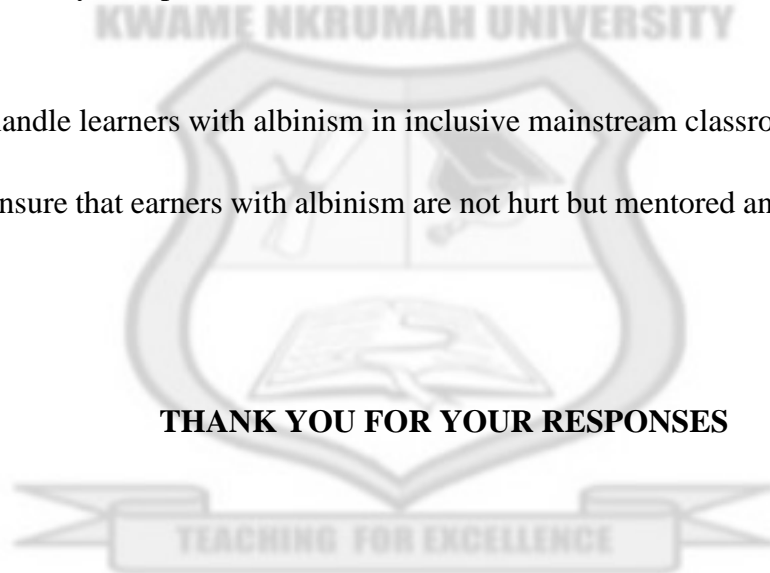
## **WHAT CHALLENGES DOES INCLUSION OF LEARNERS WITH ALBINISM COME WITH IN MAINSTREAM CLASSROOMS?**

What challenges do you experience as a result of inclusion of learners with albinism in mainstream classroom??

How do you handle learners with albinism in inclusive mainstream classrooms?

How do you ensure that learners with albinism are not hurt but mentored and counseled on a social issue?

**THANK YOU FOR YOUR RESPONSES**



**Appendix B: Interview Guide for learners with Albinism**

**INTERVIEW GUIDE FOR LEARNERS**

**FOR RESEARCH QUESTIONS NUMBER: TWO AND THREE**

Nature and Challenges of inclusion of learners with albinism in mainstream classrooms

I would like to have a discussion with you on the inclusion of learners with albinism in mainstream classrooms.

**WHAT IS THE NATURE OF INCLUSION YOU ARE SUBJECTED TO IN MAINSTREAM CLASSROOMS?**

How do your teachers attend to your needs in mainstream classrooms?

What type of teaching style do your teachers use when teaching in your mainstream classrooms?

How are you engaged in classroom discussions and group works when your teachers give a task?

**WHAT ARE THE CHALLENGES OF INCLUSION OF LEARNERS WITH ALBINISM IN MAINSTREAM CLASSROOMS?**

What major challenges do pupils with albinism face belonging to a mainstream classroom?

What are challenges related to teacher teaching styles in mainstream classrooms?

What are challenges related to fellow learners in mainstream classrooms?

**THANK YOU FOR YOUR RESPONSES**

## Appendix E: Informed Consent Form

### Kwame Nkrumah University

**Dear Respondents,**

This serves to give you an understanding of the purpose of this research and procedures that will be followed. You are being asked to sign this form to indicate that you have agreed to participate in this research.

**Purpose:** you are invited to participate in a research study on ‘Inclusion of learners with albinism in mainstream classrooms’. The information generated from your participation will assist in establishing the inclusive status of mainstream school. I am conducting this research in partial fulfillment of the requirement for the degree of Master of Education in Psychology from Kwame Nkrumah University.

**Participant Selection:** You were selected as a possible participant because of your experience in inclusive classroom.

**Explanation of Procedure:** If you voluntarily decide to participate, you’ll be asked questions during focus group discussions. Focus group interviews will be recorded using a digital voice recorder. Participation in this exercise is voluntary. You are free to decline to participate in this exercise.

**Discomfort or Risks:** All Data collected from this research is treated with utmost confidentiality. Be assured that names will remain anonymous and untraceable in this research. The rights of participants are protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

**Declaration of Consent:** I have read and fully understood this document. I therefore, agree to participate in this exercise.

Signature of Respondent \_\_\_\_\_ Date \_\_\_\_\_

## Appendix F: Introductory Letter



KWAME NKURUMAH UNIVERSITY

DIRECTORATE OF RESEARCH AND POSTGRADUATE STUDIES

P.O.BOX 80404, KABWE, ZAMBIA

Website: [www.nkrumah.edu.zm](http://www.nkrumah.edu.zm)

PHONE:0977897325/0967507131

TEL/FAX: 021 5-223223.

March 10, 2020

TO WHOM IT MAY CONCERN

**Introduction Letter: Tavaris Cecilia (Student No. 1201800117)**

This serves to introduce the above named as bona fide student of Kwame Nkrumah University in Kabwe. She is a Postgraduate Student in the School of Education and pursuing **Master's Degree in Special Education**. Ms.Tavaris is working on the topic "**Learners With Albinism In An Inclusive Classroom In Two Schools Of Lusaka District**" in her research, which is partial fulfillment of the Master of Education in Special Education Degree requirements for graduation. As part of her research, she will need to collect information regarding her subject of interest from **institutions such as yours**, as well as from the general members of the public. She has chosen to visit your institution for this purpose. The data she will gather will strictly and purely be used for academic purposes only, i.e. to enable her write a research paper that will culminate in a Master's dissertation which will be submitted to the University upon completion.

Any favourable assistance rendered to her will be highly appreciated.

Thank you in advance.

Yours sincerely,

Dr. Hachintu Joseph (Phd)

**Director: Research & Postgraduate Studies**

