

Lesson preparation for inclusive teaching of learners with disabilities from grade 1 to 7 at Kankumba Primary

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ABSTRACT

Inclusive approach calls for schools to make appropriate curriculum changes to the learning so that each classroom is able to address the learning needs of all children, including those with disabilities. An inclusive education requires good lesson preparation by teachers and involves putting in order all relevant materials considering the concepts of adaptation, accommodation and modification. It appears that the aspect of inclusive lesson preparation for learners with disabilities has not been taken seriously and this could be the major contributing factor to poor performance. However, this article will explore lesson preparation for inclusive teaching of learners with disabilities from grade 1 to 7 at Kankumba primary school in Rufunsa district, Zambia. The study adopted a case study design and it employed qualitative approach to collect data. The participants were purposely selected and the sample comprised 18 participants that were categorized as follows: The Head teacher (1), Parents (5), Class Teachers (6), children with disabilities (6). The major findings of the study revealed that teachers did not prepare lessons inclusively. Some indicators for lack of inclusive planning were the absence of inclusive methods in lesson plans, whereby teachers only planned group work and lecture methods without indicating how the learners with disabilities would benefit. The selection of teaching and learning aids did not depict inclusion for learners with disabilities. The study further revealed that lack of proper inclusive lesson delivery and inclusive lesson preparation was exacerbated by lack of knowledge on inclusive lesson preparation by teachers. It was recommended that in-service teachers need capacity building in inclusive lesson preparation and a further review of how inclusive lesson preparation can be intensified in teacher education curriculum.

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INTRODUCTION

The idea of Special Education for learners with disabilities was started by the Voluntary Organization pioneers (missionaries) in Zambia in 1905. The aim of missionaries was to offer pastoral care to the disabled and give them literacy and numeracy skills for evangelism purpose (Chitiyo and Muwana, 2018).

In order to promote special education, the Zambian government has adopted policy documents aimed at enhancing inclusion and participation of people with disabilities in various social activities (Matafwali, 2007). The Ministry of education (1977, 23) recommended for special education and specified the need for integration and adaptation of the mainstream education. It also recommended curriculum to meet identified and specified diverse educational needs. Furthermore, recommended for adequate funding to bring special education to reality.

The 1992 Focus on learning policy document, came out clearly through mobilization of resources for the education of all, including children with disabilities. The third policy, Ministry of Education (1996) was more concerned to special education needs compared to previous two policies. The major issues looked at were flexibility, responsiveness to educational needs, and enhancement of quality education for all. Others were to provide quality education to children with disabilities, improve and strengthen supervision and management of special education across the country (Ministry of Education, 1996). Zambia also signed and ratified international conventions on special education such as Salamanca Conference held in 1994 and the Dakar Framework for all Action which adopted a World Declaration on Education for All (EFA) in 2000. Even then, teaching learners with disabilities in inclusive set up has been a challenge because nothing much has been outlined in the three policies concerning lesson preparation to suite all children with disabilities in a classroom situation.

Zambia introduced the concept of inclusive education in 1997 through Inclusive Schooling Program (INSPRO). Inclusive approach calls for schools to make appropriate Curriculum adaptation to the learning so that each classroom in a school is able to address learning needs of all children, including those with disabilities (Ministry of Education, 1996). Inclusive education involves the aspects of lesson preparation, this include putting in order all relevance materials considering the concepts of adaptation, accommodation and modification (Muzata and Mahlo, 2020). However, it appears that the aspect of lesson preparation for learners with disabilities has not been taken seriously.

Planning effectively in education concerns selection and sequencing of learning content and methodologies that take place in the curriculum, syllabus, and schemes of work and lesson plan stages. In education planning starts at curriculum stage, Taneja (2012) a curriculum includes the totality of experiences that pupils receives through the manifold activities that go on in the school, in the classroom, library, laboratory, workshop, playgrounds and in the numerous Informal contacts between teachers and pupils.

According to Muzata (2018), on teaching file, the key documents that are expected to be found are plans of lessons already taught, schemes of work, records of work and other necessary documentation such as assessment records. A lesson plan is a detailed written account of what a teacher would like to happen during a lesson or class period and contain the concept or objective, time frame, the procedure, instructional materials needed and teacher's evaluation (Muzata and Mahlo, 2020). However, there is no one format to follow for lesson planning but it is important to take into account students with disabilities, interests and stages of development when preparing. A lesson plan enables the teacher to follow correct steps and procedures in teaching (Muzata, 2018).

Inclusive lesson preparation is a unique way of planning which caters for all learners including those with disabilities in the same classroom, from the same teacher with available resources to enable everyone access the curriculum. In support Muzata and Mahlo (2020), some of the concepts in inclusive planning are curriculum differentiation, availability, accessibility and adaptability. In contrary, Muzata, Simui, Mahlo and Ng'uni (2021) argued that most teachers have difficulties in differentiating the curriculum in inclusive setting because of their weak background during college and school experience. Curriculum differentiation is having the skills of meeting every child with learning needs so that each child can participate in the same curriculum. The skills in curriculum changes and implementation may include curriculum modifications, accommodations and adaptations to facilitate inclusion of learners with disabilities in the school system.

Curriculum accommodation and Modifications are terms which are used interchangeably in inclusive setting. Muzata and Mahlo (2020) explained curriculum accommodation as changes made that helps a student overcome or work around the disability, it covers accommodation in school infrastructure. Adjustments in infrastructure include use of sound roofed rooms, wide doors, improving ventilation and

lighting in classrooms. While modifications are changes to the existing curriculum made to favor the learning needs of learners who cannot benefit from the curriculum as ordinary as it is structured (Muzata and Mahlo, 2019). If something is modified, it means it changes a bit of its shape but not so much to water down its originality for example change from use of a print map to an embodied map and also allowing a student who has trouble writing, to give answers orally. Others are modification of furniture desks, tables and chairs to suit everyone. In case of upstairs building installation of lifts, stair rails, ramps may be necessary for accessibility.

Muzata and Mahlo (2020) explained adaptation as an amendment and improvement process of what is taught and the methods of teaching so that all learners are accommodated in the learning environment for example, reducing tasks, Replacing tasks, individualized teaching and others. It is important to ensure that some modifications are made whether to the learning environment or the curriculum are done to enable learners with disabilities access the curriculum. However, Inclusion is only real when learners with disabilities participate actively in learning and attain a sense of achievement out of it.

Statement Of The Problem

Lesson preparation is a crucial activity in inclusion of all children in the teaching and learning process. Most of the studies carried out did not look at lesson preparation. Some of the latest studies conducted by Muzata and Mahlo (2020), looked at teachers' knowledge of the concept of curriculum adaptation for learners with special educational needs and the strategies used to adapt the curriculum. It is not known whether and how teachers prepare inclusive lessons for learners with disabilities included in the mainstream classrooms at Kankumba Primary School. If the issue of lesson preparation in inclusive schooling is not treated with the urgency it deserves, pupils will be denied the opportunity to receive quality education. Therefore, for inclusive education to be real, lesson preparation should be inclusive of learners with disabilities in order to meet their needs. Hence this study is meant to establish how lesson preparation is done in inclusive education.

Research Questions

The study was guided by the following research questions: (1) How prepared are teachers for inclusive lesson planning that involves learners with disabilities?; (2) How do teachers perceive the significance of inclusive lesson preparation?; (3) How do teachers implement planned inclusive plans when teaching learners with disabilities in an inclusive classroom?; and (4) What are the experiences of teachers in planning inclusive lesson plans?

Theoretical Framework

This chapter presents the theoretical framework of the study. The theory used was social disability model by Rieser (2000). The social model of disability was formulated with the aim of integrating learners with disabilities rightfully into an inclusive society (school) from a human right perspective. This model was developed with the aim of promoting the following aspects and these are modification and adaptation of the curriculum, holistic development of learners, formal and informal education, teacher as a resource, financial and material resource and barriers faced by learners with disabilities in inclusive education.

This theory was adopted because it highlights strategies to use in order to accommodate learners with disabilities in an inclusive set up. Not only that but also how teachers can use adaptation strategies in lesson planning. According to Muzata and Mahlo (2019), modification and adaptation of the curriculum in inclusive setting relies on the school responsibility to adjust and adapt the curriculum in order to meet the needs of learners with disabilities. A modified curriculum for learners with disabilities should incorporate the use of different materials and teaching strategies. For example, a modified curriculum should have activities for daily living, mobility, skills, ICT and ATs, orientation and the aspects of braille reading and writing. Its main purpose

is to guide instructional programs, activities, learning experiences and provide consistency in the expectations, contents, methods and learning outcomes among pupils with diverse learning expectations.

Nambela and Penda (2019) reported that the model promotes holistic development in areas such as physical, social, emotional, spiritual, academic and intellectual. This implies that although the learners may be with a disability in one way or another, the model supports that learner's need development in all areas of their lives. The third aspects incorporated in the social model include formal and informal education. According to Rieser (2000) the model promotes the idea of providing formal and informal education to all learners. Ministry of Education, Science, Vocational Training and Early Education (2013), says under formal education learners receive Knowledge and skills from academic subjects while under informal education, learners receive knowledge and skills from extra curricula activities such as sports, clubs and many others (Expanded core curriculum).

LITERATURE REVIEW

Lesson preparation in inclusive education is a crucially important sector in Zambia's national education policy. Teaching and learning are highly complex and pervasive phenomena, and therefore in a formal setting they have to be well structured for efficiency and effectiveness. A successful formal teaching and learning process requires proper selection and arrangement of teaching items or materials. Selection and sequencing of learning content and methodologies take place in the curriculum, syllabus, and schemes of work and lesson plan stages. Thus, the distinction among these educational terms is largely on the degree of generalness, specificity and the stage at which it occurs.

Lack of or inadequate of lesson plans contribute towards poor academic performance of pupils as asserted by Owolewa (2007) that a teacher without a lesson plan would not be able to disseminate his or her ideas in logical way or manner. Guga and Bawa (2002) support that such a teacher end up achieving less. Poor strategies used in inclusive teaching such as inappropriate and ineffective methodologies and delivering skills, lack of monitoring such as checking schemes of work, lesson plans and records of work, lesson observations and not assessing pupils might lead to poor academic performance of pupils. All these are components required to be planned for in the inclusive teaching of learners with disabilities.

Ntumi (2016), in a study of the challenges of preschool teachers in implementing the curriculum in the Cape Coast Metropolis, found that among the many challenges teachers faced were failure to understand the curriculum. The concept of curriculum adaptation which is required to be applied during implementation is not well understood by special education teachers in general. Muzata and Mhalo (2019) argued that special education teachers understood the concept of curriculum adaptation; they used different strategies to implement the revised curriculum. The strategies included giving extra time during exams and test, giving different assessment tasks, reducing tasks, replacing tasks, omitting tasks and individualized teaching. However, there were still teachers who did not use the outlined strategies when teaching learners with special education needs.

Good lesson preparation starts with teacher involvement in curriculum development in most countries. Ahmadi, (2015) observed that in Nigeria, among the many factors affecting Lesson preparation and implementation is the non-involvement of teachers indecision making and curriculum planning. Teachers evaluate the curriculum every day when they are planning to teach, and assess their learners' progress. Due to lack of teacher involvement makes it difficult for them to fully understand the concept of inclusion and plan for lessons effectively.

Most special education teachers complain of not been involved in the CDP this make them fail to realize the significance of the individualized education program and how it could be used to implement the

curriculum in teaching learners with special education needs and this also applies to teachers who are not specialized. According to Muzata and Mahlo (2020) some teachers confuse the concepts IEP (Individualised Education Plan) and IEA (Individualized education activities) because they do not know how to go about it. The IEP is a very important strategy for effective implementation of the curriculum to learners with special educational needs. Thus special education and general teachers are expected to know how to prepare the IEP and apply it in their implementation of the curriculum. Muzata (2017), note that there is often not enough time in the school day to effectively teach due to factors such as over enrolment, lack of enough teachers and materials among others.

Chikopela and Ndhlovu (2016), in their study identified the experiences that teachers were going through in inclusive setting. Classes are overcrowded, teachers finding challenges to explain to pupils some concepts in sign language. Some classes are overcrowded over 90 to 100 plus learners per class in some cases. In such classes teachers complain of having less time to attend to individual needs making it more demanding teaching in an inclusive setting. This is because the teacher has to do more other work in addition to teaching (Mandyata, 2002). He or she has to teach Activities for Daily Living (ADL). In addition the teacher has to collaborate with other professionals such as health workers and children's parents. When we put all these functions together it is evident that teaching children with disabilities in inclusive setting requires good attention.

Mandyata (2018) postulates that due to lack of understanding of disabilities. Most teachers, they do not accommodate learners with special needs in inclusive learning. Most ordinary teachers generalize all disabilities and do not distinguish between them. As such, they treat different disabilities in the same way. For example teachers may fail to distinguish between blindness and cerebral palsy. Therefore, Bwalya (2014) commented on the service that a one-size-fits-all education system may not address specific and individual needs of learners with disabilities. Whether classes are overcrowded or not, it is not clear if such is taken into consideration during lesson preparation in inclusive setting.

METHODS

This study adopted a qualitative approach to study lesson preparation in inclusion of learners with disabilities at Kankumba Primary School of Rufunsa District – Zambia. The choice of this approach was influenced by the desire to discuss the concept of inclusive lesson preparation as it is practiced at this school. Creswell (2014) defines Qualitative research as a systematic collection, analysis and interpretation of data in order to provide descriptions and accounts of social events and objectives of research in their natural settings. This type of research involves description of the culture and behavior of humans being studied.

The study used a case study design to explain and define how this would facilitate data collection, with a focus on understanding lesson preparation in inclusive setting. Lambert & Lambert (2012) explain that —the term case study has to do with the fact that a limited number of units of analysis (often only one), such as an individual, a group or an institution, are studied intensively|. The purpose of using case study was that, it brought out deeper insights and in-depth understanding of lesson preparations in inclusive setting at Kankumba Primary School.

The study consisted of 18 participants all together and was segmented as follows: The Head teacher (1), Parents (5), Class Teachers (6), children with disabilities (6). Purposive sampling procedures was used to select (6) teachers and (5) parents of children with disabilities. It was also used to select (6) children with disabilities and (1) Head teacher. Heterogeneous Purposive sampling was specifically used to select the samples which provided the actual information and rich in-depth information to address the purpose and objectives of the study.

The research instruments which were used in collection of data in this study were as follows; Observation Checklist, document analysis, open ended Interviews and focus group discussion schedule. The main instruments used were Observation Checklist followed by other complementary instruments such as document analysis, interview schedule and focus group discussions. The use of more than one method of data collection was to strengthen the credibility of the data collected (Creswell, 2014). Data analysis was done thematically; themes emerged from the interviews with teachers and focus group discussions with learners and parents.

In this study, Guba's (1981) three criteria were applied. The three elements are: (i) credibility, (ii) transferability, (iii) dependability. These three elements were used in order to show transparency. According to Guba (1981) triangulation ensures that the research findings are credible. Triangulation encompasses the application of diverse methods, such as observation, focus group discussions and individual interviews, which form the major data generation strategy for qualitative research. In line with the above guide, the current study deployed the following data generation approaches: focused group discussion, interview schedules, document analysis and observation checklist.

RESULTS AND DISCUSSION

The findings of this study have been guided by the presented research questions as follows; (1) How prepared are teachers for inclusive lesson planning that involves learners with disabilities? (2) How do teachers perceive the significance of inclusive lesson preparation? (3) How do teachers implement planned inclusive plans when teaching learners with disabilities in an inclusive classroom? (4) What are the experiences of teachers in planning inclusive lesson plans?

Teacher preparedness for inclusive lesson planning

The ability to understand and prepare inclusive lesson plans is critical to the success of inclusion. It is very difficult for someone to get the benefit of inclusive education unless he/she has the ability to prepare and implement it. From interviews conducted with teachers, in trying to understand how far participants know about inclusive planning, the following were the views:

We teachers do not understand what inclusive lesson planning is and the content which should be included in inclusive lesson planning. During our teacher group meeting little is mentioned about how to prepare inclusive lesson plans even then in colleges little was mentioned on how to plan inclusive lesson plans so it becomes difficult when you start work to prepare and implement inclusive lesson plans.

Furthermore, the other participant contributed by explaining on the meaning of inclusive lesson planning, T1 had this to say:

Eee inclusive lesson preparation involves preparing lessons well and making sure all pupils attend the lessons without been absent. This is what is called inclusive lesson preparation.

When participants were asked how prepared teachers were for inclusive lesson planning for children with disabilities, the HT expressed disappointment. His expression was as follows:

Unfortunately teachers who teach in inclusive classes mostly teach without preparing inclusive lessons specifically for children with disabilities. Sometimes they bring their scheme of work, records of work and lesson plans to be checked. So I can confidently confirm that these teachers don't prepare inclusive lessons for teaching learners with disabilities.

Based on data collected, participants appeared not to understand what it means by inclusive lesson preparation. It is therefore very difficult for teachers to prepare inclusive lesson plans because they don't understand it well instead they prepare general lesson plans. Lack of information on how to prepare inclusive lesson plans makes teachers not to prepare inclusively as they don't know what to put on the lesson plan.

This appears to be why Muzata, Simui, Mahlo and Ng'uni (2021) argue that any teacher who does not prepare well his or her work does not perform to the expectations. The Ministry of education (1996) supports that to the greatest extent possible attention should be given to the educational needs of exceptional children by modifying appropriate curricular and teaching materials. Every individual, regardless of personal circumstances or capacity, has a right of access to and participate in the education system if the learning environment is enabled. Therefore, this can only be possible if teachers ensure that they prepare inclusive lesson plans by recording all the necessary work for learners with disabilities for instance, the lesson plan should cater work for the able children and for learners with disabilities. Not only that but also children with disabilities should be given enough time to complete their task and this should reflect on the lesson plan. The number of children with disabilities should be indicated on the lesson plan this will enable the teacher to understand the type of activities to give the pupils with disabilities.

Importance of inclusive Lesson Preparations

The second objective was to establish whether teachers understood the importance of inclusive preparation or not.

In an interview, T4 had this to say on importance of inclusive lesson preparation:

Inclusive lesson preparation is very important because the teacher is able to decide what a learner is going to learn. Not only that but also it gives an opportunity for a teacher to cater for each and every learner as s/he prepares for materials for the lessons.

According to TR 4 inclusive lesson preparation is very important because it helps a teacher to decide what a learner is going to learn.

Equally T2 supported that:

Yes, inclusive lesson preparation would ultimately lead to effectiveness and quality of the teacher and improves classroom learner performance. The pupils with disabilities also feel part of the system as they are part of the lesson preparation.

Furthermore, TR1 indicated that lack of inclusive lesson preparations is one of the major causes of low performance for most pupils with disabilities. This was said by TR1:

I also teach without preparing inclusive lessons, but every time I teach without lesson plans, I have observed that I don't flow in a systematic way. I also notice that concentration levels go down on my pupils as they start making noise. Without preparing inclusive lessons in advance, class management and lesson delivery really is difficult. Due to this the performance of pupils with disabilities is affected.

Furthermore, participants indicated that lack of inclusive lesson preparations was one of the major factors that had made most pupils with disabilities not to perform well. This was attributed by one of the interviewed TR

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From the findings, it was clear that participants acknowledge the significance of inclusive planning but be mourning the lack of being prepared in it. Participants noted that inclusive planning helps not to leave anyone behind, an adage synonymous with the SDG 4 on inclusive and lifelong learning for all. Where teaching of learners with various disabilities is concerned, inclusive planning would help in behavior control and or generally class management. Classroom management is a likely challenge in any inclusive classroom that houses divergence in both learning and personality characteristics. Teachers require an inclusive approach to effectively teach learners the skills they intend to. Inclusive approach to teaching requires

planning as well as matching the subjects of the core curriculum to skills to be taught (Simalalo, 2017). There are positive outcomes to inclusive planning and teachers in this study were quick to mention that it helps to enhance positive academic performance for all learners because each learner's needs are considered in planning and subsequently in implementation. Inclusive planning is important because it enables pupils to concentrate and stay focused thereby reducing on time wasting making it easier for classroom management. Muzata (2018) says good planning promotes logical and sequential presentation of concepts by the teachers to the learners and by so doing every learner will have the opportunity to learn within the same classroom environment. In turn this will enable teachers to decide what the learner is going to learn and how they should learn. Teachers will decide the range of teaching materials and involve pupils and parents to prepare the required materials. However, findings from this study suggested that teachers were not only lacking in knowledge on how to prepare inclusively but also did not understand the importance of inclusive lesson preparation.

Implementation of planned inclusive plans when teaching learners with disabilities in an inclusive classroom

Participants were asked how teaching methods had contributed to academic performance of students. Participants asserted that teaching methods contributed to academic performance as they enhanced teaching and students' accurate understanding of the lesson and enabled the teacher to impart relevant knowledge and skills.

(Tr5) said:

Teaching requires a variety of teaching methods to address different levels of learning and students' intelligence. Proper teaching methods greatly enhance pupil's concentration and interest towards the lesson. Because of work overload coupled with few teaching and learning materials such as text books we fail to use a variety of teaching methods our pupils develop negative attitudes towards learning and fatigue by teachers makes it difficult for pupils with disabilities to perform well. Most of the students had poor academic background and the use of limited resources had worsened the situation.

According to TR5 when teaching, it is very important to use variety of methods when teaching.

Equally TR3 added that;

Students have different abilities and same teaching methods do not work for every student, and so a teacher who does not vary the teaching methods will worsen the performance of students.

During lesson observation it was observed that the school lacked some teaching and learning materials, for example four pupils shared one book. When teachers were asked whether teaching and learning materials were enough, some participants had this to say;

We have a problem with teaching and learning materials, the books are not enough to cater for all the learners in most subjects mostly one book is shared among four pupils which is difficult for them to learn properly. Shortage of books and other materials make it difficult for us teachers to plan and teach inclusively. For instance, there are no latest Cinyanja books for grade 7; the few books which are there are old one.

The general findings were that teachers did not use a variety of teaching methods there by contributing to poor academic performance of children with disabilities in inclusive set up. For instance teachers did not use demonstration method, group work, project method, field trip and other methods. They mainly concentrated on lecture method which is teacher centered unlike to learner centered methods. The teachers were rigid as they could not allow pupils to be in groups and let them interact with others freely. It was observed that the school lacked some teaching and learning materials such as books and also the classes were over populated making it difficult for them to plan and implement inclusively.

Furthermore, when asked whether teachers apply individual attention while teaching to contribute to good academic performance of children with disabilities.

TR 6 had this to say;

Sometimes I can feel like concentrating to students who are under performing but because of the high number of population in class I fail to attend to them, sometimes I just give them home work. Sometimes I fail to even call some pupils to sit in front because I forge ahead. It is also difficult for me to omit some content, replace or differentiate the work because I don't normally have enough time to do such and so I feel it is a share waste of time.

The researchers also conducted document analysis to see whether class teachers were using inclusive lesson plans. The researchers checked through the six teaching files submitted by the six teachers and some observations made were that some details on Lesson plans were missing. Some of the missing details were Individual Pupils Activity (IPA) for children with disabilities. It was also observed that simplified activities were not highlighted on lesson plans for particular disabilities; out of the five checked lesson plans only one lesson plan had simplified work indicated while the other four lesson plans had none. It was also observed that extra activities for fast learners were not indicated on lesson plans. Other records such as student profile records depicting the actual information of each child concerning the disability and the entire background were not available. Furthermore, documents such as (Individualized Education Program) IEP were also not available in the file.

TR1 commented that:

Most of us teachers are not specialized and so we lack knowledge on how to prepare inclusive lesson plans. For example, we don't even know how to prepare an IEP and how it works to enable us deliver the lessons properly for individual learners with challenges.

Participants were asked to explain whether they prepare separate work for children with difficult in disabilities. TR 6 explained that:

No I don't prepare separate work for children with disabilities because of lack of time to do so. Lack of power (electricity) and free accessibility to computer room makes it difficult for me as a teacher to type and print out separate work needed for children with disabilities.

To find out whether teachers prepare simplified work for children with disabilities, TR 1 also argued that:

I don't usually prepare simplified work for children with disabilities I just prepare work once for all children. The reason is that I have work overload with a lot of responsibilities making it very difficult for me to prepare simplified or extra work for children with disabilities.

The findings show a low understanding and application of the concept of inclusive preparation. This means that participants could not understand inclusive lesson preparation. For example, the participants indicated that they do not know how to prepare IEP and IAP, allocating of different activities to different groups, preparation of different materials and simplified work to suit the level of children with disabilities. Furthermore, teachers do not easily access computer room for them to prepare their work using computers as the rooms are always locked. With clear guidelines based on the different types of disabilities, teachers should be able to effectively prepare inclusive lesson plans by providing content of the right level of children with disabilities.

Another important issue was the inadequacy of teaching and learning materials. The school was receiving donated materials from donors such as World Vision while other materials were made locally within the area. However, these were not enough to cater for all the pupils at school making it difficult for teachers to deliver and affect the entire provision of education for learners with disabilities in inclusive classes.

When asked to explain on monitoring, participants indicated that teachers' lesson preparations were mostly monitored internally by the head teacher and senior teachers. Among documents checked are lesson plans, schemes of work and records of work, even if monitoring was done little, nothing was mentioned to do with inclusive lesson preparation. Not much has been done in terms of physical observations in classes to see how class teachers prepared and taught. In the case of external monitors they come once a year. One of the PWD in FGDs asserted that:

During the period of my learning at this school, I have only seen the Headmaster twice in our classroom. I have never seen people from DEB office to come in our classroom to monitor but I have seen some officers from World Vision who comes to check our learning.

Participants were further asked how monitoring inclusive lesson preparations had contributed to academic performance of students. Participants indicated that monitoring provided teachers with information on how the quality of service could be improved and how performance of learners could be improved. They indicated that it also clarified areas of difficulties and the teacher could be given advice by monitors and be helped to grow professionally by motivating them.

One of the participants TR 1 had this to say:

Since the time I started working I have been having difficulties in teaching in inclusive Classrooms, my morale and self-esteem in front of children is so low that it is really difficulty to teach. After a lot of visitations by World Vision monitors who are trying to improve literacy level of children in selected schools in the district. I am slowly gaining confidence because of their advices. I remember at one particular time monitors from the World Vision together with Officers from PEO offices visited my classroom. After teaching we went through the comments step by step nicely. This really helped me grow professionally more especially on inclusive lesson preparation.

The observation made was that the materials used when teaching were not enough for example one text book was shared among several pupils, making it difficult for the teacher to deliver properly. Other materials such as computers are not only few but difficult to access them. Even though teachers try to make some local teaching and learning aids they don't reach the required standards. It was also observed that teachers do not use a variety of teaching methods and strategies when delivering the lessons in classrooms. Application of different teaching methods contributes to academic performance as they enhance teaching and students' accurate understanding of the lesson and enables the teacher to impart relevant knowledge and skills. This is in line with Muzata and Mahlo (2020) who suggested that the teacher must not use one method, but a variety of them because each individual learner has unique needs which are different from others. For instance teachers did not use demonstration method, group work, project method, field trip and others. They mainly concentrated on lecture method which is teacher centered unlike to learner centered methods. However, the current curriculum MOGE (2013) supports that teachers should be flexible in delivering lessons through using variety methods. It was also observed that teachers were rigid as they could not allow pupils to be in groups to interact with others freely.

The researchers checked through teaching files of some teachers, the results indicated that most teachers did not understand what inclusive lesson preparation is although they gave an impression that they had some ideas. Some information was missing in the teaching files and the lesson plans had no key details, for example documents such as IEP were missing, independent Activities and methods were not indicated. However, out of the five checked lesson plans only one lesson plan had separate work indicated while the rest were not indicated. This is to the contrary to what was reviewed in the literature by Muzata and Mahlo (2020) that for every lesson to be taught successfully and for pupils to understand well, a well-balanced

lesson plan must be used to cater for all children including those with disabilities. It was also observed that records such as student profile depicting the actual information of each child concerning the disability and the entire background were not available in the teaching files.

Inclusive lesson plans should be adjusted and adapted in order to meet the needs of learners with disabilities. This is in line with Muzata and Mahlo (2019) which states that inclusive planning should be incorporated by the use of different materials and teaching strategies including activities for daily living (ADL), mobility, skills, ICT and ATs, orientation and the aspects of Braille reading and writing. This should also include instructional programs, activities, learning experiences and provide consistency in the expectations, contents, methods and learning outcomes among pupils with diverse learning expectations.

Experiences of teachers in planning inclusive lesson plans

In this quest, one of the participants TR 1 stated that:

Most of the time, the computer room is always locked. This makes it difficult for us ordinary teachers to access the computers for planning purposes. Not only that but also pupils do not access the computers freely especially the primary section. However, I would say that the school has no power we depend on the generator and this is expensive to run. The school has also shortage of text books in some subjects which make it difficult to prepare lessons inclusively. For primary

school teachers it is really difficulty or nearly impossible to prepare inclusive lessons properly due to shortage of learning and teaching materials.

Another participant TR 3 had this to say about special education allowances, extra duty and responsibility allowances:

We do not get any allowance at the end of the month for teaching children with disabilities something you cannot believe, our morale of teaching is so low making it difficult for us to deliver effectively.

To further explain on experiences faced by class teachers on inclusive lesson preparations at Kankumba Primary School, the researchers carried out lesson observations and ticked some difficulties in the observation checklist. Some of the difficulties experienced were that most lessons observed were only theory and not practical in all primary classes. Most of the lessons observed the teachers did not use a variety of learning and teaching aids for example most of the primary schools had few charts stuck on the walls, no audio CDs and e books among others. Most of the lessons observed teachers were limited they were just teaching from abstract.

Furthermore some participants explained experiences they went through which hindered inclusive lesson planning. Participants indicated lack of teaching and learning materials had adversely affected inclusive lesson preparations, which might have led to low performance of pupils with disabilities. This was in line with one of the participants TR 4 who had this to say:

This issue of teaching and learning materials is affecting us negatively. For Example in one of the meeting, we liaised with administration so that even learners at primary school could have free access to computers. I tell you, the grade 7 results in Technology studies are mostly not good, some of the learners do not even know what a computer is such pupils cannot perform well during exams.

All the four teachers reported that preparations have been difficult in inclusive education because content in the curriculum may be appropriate to one group of children with special needs but not to the others and this needs skill by teachers when preparing lessons, Ts explained that:

In most cases planning becomes difficult because what may suite children in a particular area may not suite children in other settings, there is also little emphasis on the pre academic readiness skills in children: eye hand coordination, letter word recognition and figure discrimination. However, lack of information on children

with disabilities in our classrooms makes it difficult for us to have focused attention. We have them in our classes but we don't know what type of disabilities they are. Pupils are often enrolled in schools without any assessment data making it difficult to target children with disabilities.

Another teacher recounted as follows:

I feel I can give more attention to the child by moving around to where the child is sitted and try to assist the child in the areas lagging behind for example, holding the hand to assist the child to write and also giving the child enough time to complete the task (TR 1).

The teachers showed little understanding about different types of disabilities. Teachers in inclusive classes seem not to understand the range of disabilities. It was also reviewed that almost all teachers did not apply the needed strategies when teaching, for example writing clearly on the board and paying attention to slow learners. Only one teacher mentioned of placing some learners with hearing difficulties in front. Another teacher also observed that having children with disabilities in a class which is full, makes him feel tired such that s/he fails to prepare inclusively for the other day.

Teachers expressed themselves in a worrisome manner as they stated that Lack of teaching and learning materials could have given them a rough experience and hindered them from inclusive preparations. This is supported in a study done by Muzata & Mahlo (2020) observed that availability quality of textbooks and other teaching and learning materials makes it easier for teachers to apply curriculum adaptation, accommodation and modification in order to attend to all the pupils in inclusive setting. However, this study further revealed that most of the time the computer room was locked, making it difficult for teachers to access the computers for planning purposes. Not only that but also pupils did not access the computers freely especially the primary section, some of the reasons attested to this were that the school had no power and depended on the generator which is expensive to run. Because of the mentioned reasons primary students had difficulties to learn practical lessons such as ICT and some students have never seen how a computer or lap top looks like.

In addition, the research revealed that most class teachers were not paid allowances and that could have led to low motivation to prepare lessons inclusively at Kankumba Primary School. When teachers are demotivated they have no zeal to prepare inclusive lessons and provide the

needed care for teaching children with disabilities. This is reflected in the sentiments of Muzata and Mahlo (2020) who pointed out that teachers who are highly demotivated could contribute to deterioration of their commitment to work as a result student academic achievement are low. Class teachers teaching inclusive classes were highly demotivated due to lack of special education allowance, responsibility allowance and double class allowance. However, this has been further worsened by Covid 19 in the sense that classes which were already many have further been divided so as to allow reasonable space in their sitting arrangement thereby adding more extra work on teachers.

CONCLUSION

This study draws a number of lessons about what may be prevailing in many inclusive schools. The lack of skills among teachers not only to teach learners with disabilities in inclusive classrooms but also to plan for their learning is worrying. It would be meaningless to place a learner with a disability in a classroom without his or her learning being planned for and resources well thought for the learners' learning. Although circumstances in terms of scarcity of resources maybe understood, teacher creativity in thinking of how best they can ensure that learners with disability in a class can benefit from a lesson would go a mile ahead for the success of inclusion. The lack of skills in inclusive lesson preparation further points to how teachers are prepared for inclusive education teaching in teacher education institutions. The need to review teacher

training curriculum to be in tandem with the inclusive education policy should be a serious agenda for review of teacher education curriculum. The sample of an inclusive lesson plan attached demonstrates what teachers should do as they plan. The teachers need to have knowledge of the learners in the classroom, those with disabilities and the types of disabilities they have. The teacher then needs to explore individual learners' needs and plan how such needs can be met during lesson implementation.

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