

Views of Parents on the Education of Their Children with Disabilities in Two Selected Provinces of Zambia

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Abstract

This was a study on the views of parents on the education of their children with disabilities. Parents are vital in the life of their children, they are in support of them even beyond their childhood. They know their children and monitor them closely in all areas of their lives such as academically and contribute greatly to its growth. In most cases these children are educated without listening to the views of their parents about their education. Their perspective cannot be overemphasized because it informs education planners on best practices of educating learners with disabilities which meets their academic needs. Thus the objective of this study was to establish the views of parents for children with disabilities concerning the education of their children and establish best ways of educating their children basing on their views. The study was qualitative and conducted in schools in the two provinces of Zambia that is central and Lusaka among parents of children with disabilities with the sample of 50 parents who were chosen purposefully from the following five (5) schools namely; CALEB School/Centre and Nkwashi Primary School and Kapiri Day Secondary in Central Province. St Lawrence and Nangongwe Primary School in Lusaka Province. Semi-structured interview guide was used to collect data that was analysed thematically. Ethical clearance was sort from the university ethics committee before the commencement of the study. The objectives of this study were achieved because firstly the views of parents for children with disabilities concerning the education of their children were established, secondly, through this study parents established the best ways of educating their children basing on their views and personal experiences.

Keywords: Parents, Views, Children, Disability, Education, School, Provinces, Ways

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1. Introduction

The government of Zambia aims to give education to all children with disabilities as their right. In 1996 the government instituted the “Educating Our Future” policy in which it pledged to give education to the children with disabilities by: providing enough trained teachers, improving monitoring, modifying school infrastructure, providing enough resources, improving the process of identification, assessment and placement, designing appropriate curriculum and ensuring access to information and communication technology (Ministry of Education, 1996). In view of the above, the purpose of this study was to establish the views from parents of children with disabilities on how their children are being educated. This was with the ultimate aim of helping educators plan on how to educate their children more effectively. The aim of this study was to establish the views of parents for children with disabilities on the education received by their children basing on the following two objectives of establishing the views of parents for children with disabilities concerning the education of their children and to establish the best ways of educating children with disabilities basing on their parents views.

The children with disabilities who were found in the study schools at the time of the study comprised of children with hearing impairment those who were deaf and hard of hearing. children with epilepsy, intellectual disabilities or slow learners, dump, with speech problem, with autism. Children with learning disability such as reading difficulties, writing difficulties and memory problem. Children with communication disability, with down

syndrome, with memory problem, with attention deficit hyperactivity disorder, with cerebral palsy, emotional and behavioral disorder, with spina-Bifida and physical disability,

The views of parents on how their children with disabilities are being educated were both positive and negative. The views of parents are important because they give guidance to educators on the best way these learners ought to be educated. However, in most cases parents are not consulted to check their views on how their children with disabilities need to be educated. This is supported by Junaidi and Dewantoro (2020) who stated that, parents' views affect the education of their children if not taken into account. The growing number of learners with disabilities are being educated in various schools or institutions in the country. Hence there was need to get the views from parents of how their children are being educated. There was need to take into account their concerns, dreams, wishes, expectations about how their children's education is done: For example parents grieve, lose their hopes and dreams about the education of their disabled children as reported by (Junaidi and Dewantoro, 2020).

Depending on the views of each varying parents the institutes can plan basing on these views on how to help their children as well as these parents. This would result in institution developing greater understanding and empathy for parents of children with disabilities. For in-stance, parents concern could be about the safety of their children who are vulnerable due to such as physical disabilities who get injured while using equipment or when being transported from home to school, those being injured and those with health condition. This could lead to parents to overprotect their children by even withdrawing them from schools. Nonetheless, if schools are aware about these views of parents their plans would be to ensure that schools are safe and they would assure parents about the safety of their children with disabilities.

The parents may also have concern about the attitude of others towards their children in schools those who are bullied by peers. In this case the school can plan to educate peers who are not disabled to have positive attitude towards children with disabilities and teachers can act as role model through their positive attitude towards learners with disabilities and other learners can emulate this type of behavior.

The other view could also be based on parents' attitude towards their children because of the various reasons such as the money they might be spending on their child in terms of education which they might wish to use it for personal needs. In this case the school could plan to counsel parents by giving them true information on what a child could be able to do and what they could not do just like anyone else so as to help them look beyond their child's disability to his or her abilities and realize that they are not wasting their resources.

The other concern of parent could be that of worrying about their child who have communication problem such as the deaf, those with speech which is difficult to under-stand such as those with cerebral palsy and autism and because of communication problem they may have difficulties to relate or make friends with peers without disabilities. The school in this case could plan to help parents understand on how their children would be taken care of by teachers in their schools.

There are various views from parents of children with disabilities which have not been listened to which this study aimed at and to listen to and many more others which would help educators to plan on how to effectively educate children with disabilities.

1.1 Statement of the problem

Parents of children with disabilities have various views on how their children are being educated. These views need to be listened to in order to help educators to educate their children effectively. For instance the parents for children with disabilities are only reported having physical and psychological distress related to caring for their school going children (Leung and Li-Tsang, 2003). Educators only educate their children without listening to their parents' views. Probably this could be due to having no research being conducted on the parents' views as such they have remained unknown and not documented. Hence the need seen by researchers to undertake the study in order to establish the views of parents on the education of their children with disabilities.

1.2 Purpose of the Study

The purpose of this study was to establish the views from parents of children with disabilities on how their children are being educated.

1.3 Objectives of the Study

This study was guided by the following objectives:

- 1) To establishing the views of parents for children with disabilities concerning the education of their children
- 2) To establish the best ways of educating children with disabilities basing on their parents views.

1.4 Research Questions of the Study

- 1) What are the views of parents for children with disabilities concerning the education of their children?
- 2) What are the best ways of educating children with disabilities basing on their parents views?

DATA ANALYSIS

In this study reliability thematic analysis was used to develop codes and it was chosen because it falls under qualitative research. The qualitative data for this study was captured using interviews. The data that was collected was edited and coded. During editing data was checked to ensure every question had an answer; to see if all questions were answered accurately; and if instructions were interpreted adequately (Sikazwe et al., 2003). Coding process was used for organizing the data by text and writing a word representing a category in the margins (Rossman and Rollis, 2012). Coding was also used to code participants own words. Attribute coding was used to code features of participants and materials being studied. The parents were coded as Parent A,B,C. then schools were coded as school A, M, S,Z, C. for example using this code coding was done as follows at school A, Parent "A" . Data was then presented through themes and subthemes. Verbatim and paraphrased responses were used when presenting data. For instance verbatim involved using respondents own words. Data was organized, accounted for and explained and sense was made out of it in terms of participants' definition of the situation (Cohen et al.2007). Data was analyzed according to the purpose of research and in line with the research objectives in order to give meaning to the collected data from respondents. Then the themes and subthemes were reviewed, refined or checked in order to confirm if they were relevant to the research objectives. Thereafter themes and subthemes were labeled and finalized or spelled out to what exactly the themes consist of, and were described in detail. Then the findings were written down as findings.

2. Findings

The presentation of qualitative data that was generated at the five case study schools are presented in line with the objective of the study. Presentation of these findings is structured around the questions asked in the semi-structured interview guide. The questions were under the subthemes of views of parents for children with disabilities concerning the education of their children and best ways of educating their children basing on parents view

2.1 Views of Parents for Children with Disabilities Concerning the Education of their Children

From School Z

The views of parents was discovered during this research concerning the education of their children as reflected in the responses from the parents in the study schools. The responses from school Z

Parent "A" view was that "I am very happy to see my child with hearing impairment learning rather than just staying in the compound doing nothing because education is helpful during the upbringing of our children". Parent "B" narrated that "I am happy due to the fact that my child who is unable to speak was accepted to be in school and is learning like any other child who is not disabled, in my opinion education in this way is adding value to the live of my child because it is being offered to all learners without segregation". Parent "C" reported that "I no longer worry over my child because the school at which my child is learning she is being taught good morals, good behavior and a lot of things which will make my child become independent and have self-resilience and get out of poverty in future". Parent "D" said that "My child has hearing impairment and at school where I took him is learning through the mode of sign language which is his mode of communication and learn good morals such as respecting elders and learning how to be religious by going to church to seek the face of God. In this way my dream about my child is being realized in line with my perspective concerning my child whom I wished to learn in this manner". Parent "E" stated that she was not worried about how and what her child learn at the school where she is enrolled because the parent observed that it helps the child to be happy than the way she was previously before she started going to school and in return she was equally happy.

Parent “F” voiced that I am happy about the way he is handled and educated at school where he is learning from and he is doing fine academically and that my child will not a burden to the family in future. Parent “G” narrated that, I was looking for long for a school where to take my child which can make him finish school and be self-reliant and the school I choose was suitable my child is doing fine although worried because the school is a bit far from where I stay my child might be attacked by bad people. Parent “H” re-sponded that, my child receives his right of being educated like any other child without disability in society. So far he has advanced in the use of sign language, eating habits, cleanliness because the teachers teaches him well at the school where he is found. Parent “I” said “My child is taught well for example he is able to do gardening, sweeping and washing plates and clothes and not being isolated which he never did before he start-ed going to school. The school has really helped me in overcoming the negative cultural beliefs about our disabled children”. Parent “J” narrated that, “The education being offered to my child is good because my child has learnt social skills such as playing with friends. She has also learnt cookery thus the school has added value to the life of my child”.

The responses from School C

At school C the following were the responses from the parents when they were asked about their views as parents concerning the education of their child with disabilities. Ten parents were inter-viewed and their responses are shown in Table 2:1

Table 2: 1 views of parents from School C

Parent	Response
P “A”	“My child learns very well at school and talks about what he learns and sing a song everyday like Sunday Monday, Tuesday Wednesday Friday Saturday and is able to count numbers from one to five. He is able to interact with siblings at home this is because teachers who teach my child are trained to teach this type of a learner. In my opinion this type of education being received to my child is of great help and adds value to his way of life”.
P “B”	“My child has attention deficit hyperactive disorder and is learning very well at school where he is enrolled. I really appreciate the government for giving chance to my child to learn which was not going to be possible on my own because financially I am not sound I only depend on what I sale which is only used for home consumption”.
P “C”	“My child is a slow learner and my views are that because of being enrolled at school my child has improved very much in terms of social skills and is able to identify notes for money, wash plates sweep in the home. I am just worried the child academically has covered very little and I am not sure if my child will do well academically this year”. The parent went on to say that, “I am not told how far my child who is a slow learner will go in terms of learning and is in the same grade while the friends are progressing to the next grades and makes me worry more about the future of my child because culturally the blame will be on me for not educating my child I will be a laughing stock”.
P “D”	The school has helped my child who is a slow learner change so much and I never expected this change, I am happy whenever I see him drawing pictures, reading and doing house chores such as sweeping and cooking. I am happy the way she is treated at school she never complains of such as being beaten. What worries me only is that she is slow in understanding concepts.
P “E”	“My child is a slow learner and my views I hold about the learning of my child is that, the government has done well to allow my child to go to school. Whenever I observed my child interacting with all family members at home which the child never did before she started attending school where the child was only free with the mother it makes me thank teachers who are teaching her. The second reason is that the child is able to give us her school report form which showed me how responsible she has become”.
P “F”	“My views are that my child should continue with school with her down syndrome condition because at school she learns good manners, how to clean the home and oneself. I am happy because my child learn at her own pace unlike the first school were classmates were laughing at him because of being slow which made me withdraw her from that school”.
P “G”	“My child is being taken care of at school with his hearing problem, teachers teach him using sign language. Though the child’s security in terms of movement from home to school and vice versa worries me because of the mushrooming of junkies in our community nowadays it’s not safe for my child’s movements”.
P “H”	“My view is that my child is a slow learner but is able to learn independent living skills such as singing, cooking, sweeping and is in capable hands because there is huge different the way she was and now because teachers are able to teach my child what I am unable to teach. For example my child likes singing which she has learnt at school”.
P “I”	My view is that, “While my child is learning he should be given materials that fits his thinking level which is low and education of my child should be tailored towards survival skills of which he has not been given fully and I am worried because his future will be compromised. On the other hand I have been made glad because my child is able to play with friends at school, home and church”.
P “J”	My view is that, the school has been of good help to my child because though being slow is able to do activities like cutting edges of the yard at home. However, academically he is not progressing he is not gifted intellectually and it makes me worry because the community will blame me for poor upbringing of my child even if I am doing everything possible to help him”.

From School A

These were responses from School A. The inter-interviews were also administered at School A to five parents of children with disabilities in order to symphony their views concerning the education of their children.

Parent “A” echoed that, “At school the education for my child with autism is good in terms of teaching her and he is good at gardening but materials are not adequate for her to grasp all that is being taught for example tailoring materials are lacking for my child to grasp the skill accurately”. Parent “B” narrated that, “My view is that, the school where my child is learning teachers are few and learners are many who need individual attention.

There is no physiotherapy at school such that my child miss classes whenever I take her for physiotherapy to the hospital. On the other hand the child has improved ever since I took her to school in terms of paying attention to me which she never did before". Parent "C" explained that, "Since my child is put in one class with other learners with different conditions I am worried if my child will receive enough attention from the teachers because my child only makes sounds with no word being produced and has mobility problem and I have not provided a wheelchair for my child. However, I have observed that he has started recognizing people which is a great improvement he never did before he started school".

Parent "D" reported that, "My child is four years old and has epilepsy, he cannot walk properly, he is unable to talk but can hear. I am expecting the school to help him in his condition because even if I have brought him to school for the first time I remain worried because whenever my child is at-tacked he needs proper care I don't know if it will be provided by teachers".

Parent "E" stated that, "I don't know if teachers will pay full attention to my child with epilepsy especially when in attack. The other thing that worries me is that there is no counselling sessions for me in order to explain exactly about what makes my child fall into attacks. Lastly I am worried because I have not found lasting solution for my child's sickness".

From School S

These were responses from School S. There were fifteen responses from fifteen parents for children with disabilities from School S and their responses are reflected below. These parents were asked about their views concerning the education of their children.

Parent "A" stated that my view is that "My child is twenty-two years old he has problems in mathematics subject and is highly tempered but he receives support from school. The school handle him well and we fail to do that at home. In terms of mathematics they really try all types of methods but he is not just good at it".

Parent "B" Echoed that, "My child is twenty-six years old and has reading problem which has affected him with other subjects she is only good at cooking, gardening, washing. The school accepts her in her situation. In terms of education she benefits in terms of skills".

Parent "C" Reported that, "My child is in grade three he is ten years old he is deaf. Teachers teaches him using sign language at the school where he is he always passes number one. How-ever I stay extremely far from where the school is. On my part there is a cost of taking him daily to school".

Parent "D" Stated that his child was twenty-two years old and was a slow learner as well as deaf. He reported that, his view about her education was that it was not impressive because the child achieved very little academically.

Parent "E" views was that, "My child is fifteen years old and is deaf and learns well and is able to interact with others very well. The only worry is that when the child is at home he has no one to talk to in his mode of communication which is sign language".

Parent "F" Reported that, "My child is nine years old and has cerebral-pulsy and the problem he has is seen when he is walking he has no balance, he also fails to write and speak properly but very intelligent academically. I am not worried my child will do well academically with support from teachers".

Parent "G" Reported that, the child of ten years old was deaf and short tempered, the teachers were using sign language when teaching this child and that the parents were happy in the manner in which the child was handled at school.

Parent "H" Reported that, "Umwana wandi tomfwikisha elyo ali nemyaka ikumi limo". Meaning "My child has impairment of hard of hearing and he is ten years old". "Bakafundisha balabafundafye bwino balapundisha pakufunda pakuti omfwe ifyo balefunda neci cilansansamu-sha". Meaning "Teachers who teach my child speak louder as they teach so that the child could hear what they are teaching and this makes me happy".

Parent "I" Stated that, "My child is nineteen years old he has a problem of hearing what people are saying but teachers who are at this school are good and she is doing fairly good academically my view is that this school has all it takes in terms of caring for my child".

Parent “J” Expressed that, “My boy child is twelve years old with cerebral palsy, he is unable to hold the pen properly but is able to read words though not clear. The school where I took him at first he was not fully cared for by teachers such that I had to change the school and bring him here where the teachers are caring for him. For example, teachers told me that my child is intelligent though he cannot write and they give him notes for all the subjects”.

Parent “K” Reported that, “My child is sixteen years old and is more active he does not stay at one place or sit down for long period of time but the teachers are doing their best to help him but it’s only my child who has a problem”.

Parent “L” Submitted that, “My child is eleven years old and is deaf and he is learning using sign language and as a parent I am very happy now I know my child will be independent. I was worried when my child was at the first school where there were no teachers to teach her using sign language which forced me to transfer her to the current school”.

Parent “M” Narrated that, “My child is seventeen years old. When people are speaking normally he is unable to hear what they are saying unless they speak louder. She is able to learn at school because teachers who teach her are trained and while teaching her they speak louder and I am happy because my child future is bright. However, I have observed that my child is learning together with the young children of about nine to eleven years old as compared to her age to me it does not seem to be fine”.

Parent “N” Mentioned that, “My child is eleven years old and he is a slow learner. He has been made to learn with others who are not slow learners. I am worried if my child will go far in her education may be skills can be of help to him”.

Parent “O” Unveiled that, “My child is twenty-three years old and is a slow learner but she is able to learn at school because teachers who teaches her are trained on how to teach her. However, I am worried because my child is learning together with the young children as compared to her age I think it should be addressed”.

From School M

These were responses from School M. The inter-interviews were also administered at School M to ten parents of children with disabilities in order to establish their views concerning the education of their children.

Parent “A” conveyed that, “My child is thirty years old and has no strength and cannot walk up-right and shakes while walking, at the hospital I was told he has cerebral palsy. She has been at the school for many years and the school has been of help she is able to read, write and interact with others and as a parent I am happy about it. Nevertheless, I am worried my child is not progress to other grades I want to take her to skills institutes to learn tailoring”. Parent “B” reverberated that, “My grand child is slow in doing things and is fifteen years old. At the first school the child could not do well academically then I brought her at this school where she has improved in terms of interaction but still she is unable to read and write. I want to ask teachers to talk to her so that she can go to skills training and learn cookery because in terms of school she is not gifted and is growing old”.

Parent “C” whispered that, “My child stutters and has memory problem, he is seventeen years old. I removed him from the first school where he was just in grade one without progressing and I lost hope for education of my child. Then I brought him to this school where he reached grade seven and has passed to go to grade eight because teachers are trained to teach him and I am happy about this decision which I made”. Parent “D” conveyed that, “My child is fifteen years old, she has a stroke and sustained a general body weakness but she can hear and talk and has difficulty in terms of writing and she is slow but my child is able to do the skill of cookery”.

Parent “E” responded that, “My child is twenty-one years old with speech problem and with low intellectual abilities and gets frustrate when he fails to speak in the similar manner in which other learners are speaking and he is not benefiting from the kind of education being offered to him because academically he has performs poorly”. Parent “F” stated that, her child was aged fifteen and had epilepsy and was reported to be very intelligent but unable to socialize and this makes the parent worry and hoped that the school would help her child in terms of socialization. Parent “G” submitted that, “My child is eight years old and is slow in grasping skills and instructions, she does not socialize and easily forget what is learnt and I am worried if my child will benefit from school”.

Parent “H” reported that, “My child is seventeen years old and is a dyslexic child or child who is unable to read. My child has been learning for ten year but he cannot read anything I am surprised because even when I buy

books for him he cannot read but they are many in that class and his friends read books which their parents buy for them". Parent "I" stated that, "My view over the education of my child who is seven years old is that my child has a lot of problems when it comes to learning where my child records of performance are just fails in terms of writing, reading, counting and spelling of words its now two years of learning, I think the actual end of his education at this school is not clear. My child is only good at interacting with others learners and friends in the neighborhood".

Parent "J" indicated that, "My child is fifteen years old and the right leg and arm do not work well he cannot walk properly because the leg is stiff and the hand cannot hold anything. At first he was at an ordinary school where he felt dis-criminated and despised but I kept on encouraging him. Now he is at a special school he is happy to learn from this school where he is not discriminated and despised".

2.2 Best Ways of Educating their Children Basing on their Views

The interview was conducted in order to establish best ways of educating their children basing on the views of parents. The parents suggestions are reflected in their responses from these Schools Z, C, A, S and M. For instance:

These were responses **from School Z**. Parent "A" suggested that "The school is working very hard in teaching my child to become independent and self-reliant should continue because it's helping me in upbringing of my child in an acceptable way". Parent "B" suggested that "My wish is to see to it that the government and schools continue to accept and educate all children with disabilities like the way they are doing it to my child in order make them self-reliant, independent and get out of poverty". Parent "C" suggested that, "It would be good for us parents to start having lessons and learn from teachers on how to care for these children at our homes. Secondly the government should build more schools for our special children because currently they are very few because these schools help us greatly in preparing our children for their independent future life". Parent "D" suggested that, "There is need for me as a parent for a child with hearing problem to be taught or have lessons of sign language which my child uses when communicating at school so that I can be of help to my child in terms of academic work and skills training. This is because there is always communication breakdown because the sign language that learners learn at school is different from the sign language being used at home. As a family at home we fail to communicate fully when the child is at home in the area of academic work".

Parent "E" suggested that "Let the government help us educate our children by building more boarding school as their right to be educated in a conducive learning environment and promote security in our country for our disabled children from those who may attack them". Parent "F" suggested that, "Let government upgrade the school from primary to a secondary school be-cause I am happy in the manner in which my child is learning at this school which has made my community not to laugh at me. Secondly, the government should introduce survival skills such as tailoring, carpentry, gardening and all entrepreneur skills in the schools which are not having them because the skills aim at making our children independent which fulfils their right to be educated". Parent "G" suggested that, "The government should train and produce more teachers for learners with disabilities who are of great help in educating our children with disabilities and are at the centre of bringing joy to our homes and the children themselves". Parent "H" suggested that, "The learning time should be increased because my child had been affected negatively because the learning time is limited it is just for three hours thirty minutes from 07:00 hours to 10:30 hours and my child is in grade nine and might be affected academically and fail to pass to grade ten".

Parent "I" suggested that, "The school should be turned into a boarding school and it should be up-graded to grade twelve and survival skills should be introduced so that they run side by side with academic work in order to fully prepare my child for the future life. These suggestions will be for our own good as parents as well as for our children". Parent "J" suggested that, "I am very satisfied concerning the education that my child is being offered because my child is becoming self-reliant. Thus this school should be turned into a boarding school because of the presence of junkies who may mistreat and abuse our children on their way to school and should be upgraded to grade twelve".

These were responses **from school C** Parent "A" suggested that her child need to be taught survival skills such as gardening, agriculture and tailoring which will make her independent. Parent "B" was of the suggestion that "The school should intensify teaching my child skills such as tailoring and catering which will help her to survive". Parent "C" suggested that, "The school should provide transport to combat security in terms of commuting f to school and back home because it makes us worry as parents especial when our special children are young. We can be tasked as parents to raise money for the purchase of a vehicle such as a bus to ferry our children when going and coming back from school it can be of benefit to our families". Parent "D" expressed

that, “My suggestion is that since my child is slow in terms of learning and doing things the school should teach me on how to handle my child from home and in public places the way they handle her at school in order to overcome the embarrassment from the society”.

Parent “E” suggested that, his child should only be taught survival skills because he is becoming of age and to be recommend to go for skills train-ing institutions and acquire skills for his future survival. Parent “F” pointed out that, teachers of his child should only teach him practical skills only as a meaningful education and it’s her right to receive meaningful education that would make him be independent in future. Parent “G” suggested that, “Since the child’s security in terms of movement to school and back home worries me I suggest that there is need to address the transport problem by the school so that children could be collected and brought back home safely. The school could request for a vehicle from the government by applying for community development fund”.

Parent “H” suggested that, there was need to teach survival skills to her child. Parent “I” suggested that, since his child was old enough not to be in school there was need to go for skills training at skills training institute than being kept in school for long. Parent “J” testified that, “My child is not gifted academically and he is not progressing and it makes me worry I suggest that his teachers should teach him practical skills only”.

These were responses **from School A**. Parent “A” submitted that, there is need for the school to ask help from well-wishers so that her child can benefit in terms of skills because she could not man-age to provide what is needed for the child to ac-quire the skills for his survival in future. Parent “B” suggested that “There is need to have more teachers and classrooms in order to attend to individual needs of my child and group them ac-cording to disabilities in separate classrooms for them to be given appropriate help in line with their needs. There is also need for the presence of medical services such as having a physiotherapist so that my child will stop missing lessons”.

Parent “C” reported that, “The child need to be given more attention as her right by the teacher since he could not use words and secondly, bear with him in terms of mobility as he struggles when moving from one place to another and these can bring peace of mind to me as a parent”. Parent “D” suggested that, “Since my child is four years old and has epilepsy, is unable to talk but can hear and cannot walk properly, I am expecting the school to help him in his condition by bringing medical services in school”. Parent “E” suggested that, “The teachers should pay attention to my child with epilepsy especially when in attack and create counselling sessions for me and explain exactly what makes my child fall into attacks”.

These were responses **from School S**. Parent “A” My suggestion is that “The school should teach me ways they use to manage him when he is ex-pressing his high tempers. In terms of mathematics they really try all types of methods but he is not just good at it but they should continue may be one day he will perform well”. Parent “B” suggested that, “Looking at her age, let the school recommend her for skills training which is the type of education that would add value to her life now and in future for instance where she would be given chance to choose to do such as home economics because of having interest in the skills of cooking which she is good at rather than keeping her at school. Parent “C” I suggest that, “The government should build a nearby school to where I stay and send teachers to this school who knows sign language and relieve me of the problem of transport cost I am experiencing now”.

Parent “D” suggested that her child who was 22 years old and was a slow learner as well as deaf need to be given practical skills such as tailoring which could help her survive in future. Parent “E” echoed that, “The school should continue helping my child who is 15 years old and is deaf to learn well and interact with others. The only worry is that when the child is at home he has no one to talk to, I propose that the school should come up with workshops where they could teach us some basics of sign language with my fellow parents who have similar problems in order to address the problem of loneliness of my child at home”. Par-ent “F” said that, “I have positive feeling about the education of my child who has cerebral pulsy that he will make it in life and the school should help my child in this direction as it a right to do so. The only worry is that I have no money to buy him a tablet which can help him overcome the problem of writing. He is affected in terms of not having subjects’ notes. I suggest that the teachers can assign a fellow pupil to write notes for him for the time being I am looking the money for buying his tablet”.

Parent “G” reported that, the school should con-tinue using the mode of communication suitable for their deaf child and continue helping her overcome her temper tantrum. Parent “H” rec-ommended that, “Bakafundisha abalefunda um-wana wandi bafwilefye ukukonkanyapo ukubom-ba bwino pakuti umwana wandi akapwishe isuku-lu bwini bwino likamwafweko kuntanshi”. Mean-ing “Teachers who teaches my child should con-tinue

doing their good works which will make my child perform well academically and complete the education up to grade twelve and it will help him in future”.

Parent “I” Stated that, “The school should continue taking care of my child who cannot hear properly because education being offered is meaningful to my child and highly appreciated because it is given to her as her right”. Parent “J” suggested that, “These special schools are some of the schools for our children where they learn better and teachers understand them and usually brings about development to the lives of our children and for this reason government should build more of these schools for our children”. Parent “K” suggested that, “The teachers should identify specific tasks that can help my child not to move about and calm him down such as the use of cartoons, playing games, music and more tasks”.

Parent “L” recommended that, “The school is a good school for my child since my child is learning, however, I need to be taught some basics of sign language so that I can understand my child, teach her and encourage her to work hard at school when she is at home”. Parent “M” suggested that, “My child is older than those she is learning with I am requesting from the school administrators if they can create two separate classes for those who are older and younger ones because it would make their learning environment or classroom conducive”.

Parent “N” suggested that, her child who is a slow learner should be put in one class with those who are slow learners so that her child could benefit from education. Parent “O” suggested that, “It is not good to mix learners who are very old with those who are very young, in this case let my child be in one class with those who are older so that my child could benefit from education”.

These were responses from School M. Parent “A” suggested that, “I want the school to help me counsel my child so that I can take her to trades to learn tailoring which will help her to be independent because she has grown old but she refuses and cries a lot whenever I tell her about going to skills training institutions”. Parent “B” suggested that, “The school should help me so that my grand child can go to skills training institute to learn cookery which will be of benefit to her since she can’t read and write”. Parent “C” suggested that, “The school should introduce skills at this school such as gardening and welding and this could empower my child to be independent”. Parent “D” suggested that “My view is that the school need to introduce skills such as welding, cookery and gardening for the disabled children like my child in order for them to benefit from education being offered to them”.

Parent “E” suggested that, “The school should just introduce skills such as cookery, carpentry for the sake of our children. The school should apply for community development funds and set a work-shop and home craft block and ask government to give them teachers to teach the survival skills to our children”. Parent “F” suggested for a sickbay to be built by the government for the school so that her child with epilepsy can be attended to by being given medicine in order to improve in terms of health. She stated that this would be important because the school is housing children with disabilities and some of them have health problems like my child.

Parent “G” suggested that, “I will be grateful if the teachers can help my child even to socialize as her right to be educated and not the way she is at present she always wants to be alone even if she is not intelligent and easily forget what is learnt”. Parent “H” suggested that, “The school should start teaching skills to our children such as gardening, carpentry, of business such as selling and buying because my child is very good at selling goods when I send him during the weekend and if it is developed by teachers in our children it will be of beneficial kind of education to my child”. Parent “I” suggested that, “My child should be taught survival skills which will be meaningful to them because when educating children with disabilities while learning they should not learn in the same manner like those without disabilities, learning should be different from ordinary learners who have no disabilities”. Parent “J” suggested that, “My child whose right leg and arm do not work well and cannot walk properly because the leg is stiff and the hand cannot hold anything now that he is at a special school need encouragement from teachers so that he could have high self-esteem”.

3. Discussion of the Findings

This discussion is based on the objectives of this study and its findings.

3.1 Views of Parents for Children with Disabilities on the Education of their Children

Basing on the findings of this research on the views of parents for children with disabilities on the education of their children it was discovered that there were both positive and negative views.

3.1.1 Positive Views

Positive views are views in which parents expressed satisfaction concerning the education being offered to their children with disabilities.

The views from most of the parents from what they responded when the interview was administered to them were positive and they expressed that; they were happy in the manner in which their children with disabilities were being educated in the study school because the education being offered was good and helped them in the upbringing of their children because their children were not segregated and discriminated. This aligns with the findings of Mittler (2000), who highlights the importance of inclusive education in promoting equality and social integration. The finding revealed that, parents expressed satisfaction with the quality of education provided. They appreciated that their children were not segregated or discriminated against.

Parents expressed that education added value to the life of their children, they were taught good morals and religious values, which is consistent with Kauffman and Hallahan, (2011) who discuss the broader role of special education in fostering ethical and moral development in learners. This finding revealed that parents were happy because education instilled good morals and religious values in children as needed by parents.

The other view from parents was that, education being offered gave hope and they perceived that their children's future was promising that of being self-reliant, independent and not living in poverty. This finding supports the views of Turnbull, et al. (2010), who argue that special education can significantly enhance the life outcomes of individuals with disabilities. In this manner, parents perceived that education would help their children become self-reliant and independent, reducing the likelihood of living a socio-economic status.

Parents appreciated teachers and school administrators for teaching their children who were deaf in their mode of communication and by speaking loudly while teaching those learners with hard of hearing. Parents felt that their dream of seeing their children though disabled but educated was a reality come true. It gladdened their hearts to see their children being educated and becoming happy which was not the case before they started school. This observation is in line with the work of Smith, (2015), who emphasize the critical role of trained special educators in facilitating effective learning for learners with disabilities and teachers were commended by parents for their specialized skills in communicating with deaf students and accommodating those with hearing impairment as well as addressing needs of those with other disabilities. However, in this study the parents appreciated the school administrators who were not noticed by Smith.

Education made parents believe that their children will not be a burden to any family members or anyone in communities and society. They felt that their children received education like any other child without disability as their right. This finding is in accord with the research of Wehman (2013), who discusses the long-term benefits of special education in fostering independence and self-sufficiency. The understanding concerning this finding was that parents believed that education would prevent their children from becoming burdens to their families and society thereby reflecting long-term positive impacts. However, Wehman did not notice that education being offered was their right as acknowledged by the parents in this research.

Parents observed their children being offered a skill of personal hygiene, the social skills of socializing with others, achieving personal development and becoming responsible which they lacked before they started school. Some parent viewed that the school where their children were learning from had all it takes to care for the disabled learners. This is consistent with the work of Guralnick (2001), who emphasizes the importance of early intervention and education in developing social competence and self-care skills in children with disabilities. The understanding of this finding was that, parents noted that their children developed personal hygiene skills, social skills, and being responsible which they lacked before attending school. Though Guralnick did not notice the value of children being responsible as noticed by the parents in this study. In addition these parents perceived that the school had all it takes which meant that the school had the necessary resources, facilities, and possibly trained personnel to effectively cater to the needs of disabled children and this view suggests a degree of trust or satisfaction with the school's capabilities in handling disability inclusion of which the re-search by Guralnick did not bring to light.

The perception of parents changed from the negative cultural belief of believing that disabled children cannot be educated to believing they are educable. This change echoes the research of Heward (2012), who discusses the transformative impact of inclusive education on societal attitudes toward disability. The current researchers' argument was that, the shift from negative cultural beliefs to recognizing the educability of disabled children is significant to the life of children with disabilities in terms of education because it touches on cultural and societal change in the acceptance of individuals with disabilities starting with the families to society at large.

They appreciated the government for according an opportunity to their children to be educated as noted by Mitchell (2010), who discusses the impact of governmental policies on inclusive education. Parents appreciated the government's role in providing educational opportunities for their children. The argument from the researchers' point of view was that this support is crucial for the sustainability and effectiveness of special education programs,

They experienced that, teachers were able to teach them skills and many things what they were unable to teach their children and noticed these type of teachers that they were not ordinary but those specialized on how to handle their children. Bateman and Linden, (2012) in their research findings noted that, teachers who are specializes in special education are crucial in addressing the specific educational needs of each child with disabilities. The finding brought out the view that, parents appreciated individualized support pro-vided by teachers to their children, which aligns with the findings of Linden resulting from principles of individualized education plan and attention.

The other view indicated that though parents had children who were slow when learning academic work they were taught daily living or independent living skills which were a great benefit to their children and relief to them. This finding was in accord with the findings of Smith, (2019) who stated that, when children receive a blend of academic and practical skills education, parents often feel a sense of relief and optimism about their children's future. The understanding of this finding was that, what relieved parents worry was the blended learning of both academic and skills.

Some parent viewed that the school where their children were learning from had all it takes to care for the disabled learners.

The data was analyzed that, positive views ex-pressed by most parents might be due to the quality of education programme, being offered and having the specialized teachers in special educa-tion at the centre of education programme. For instance, Pijl and Frissen (2009) argued that, quality of schools programmes depends more on teachers. Friend and Cook, (2007) supported that special education teachers play a vital role in ad-dressing the unique needs of children with disabilities. The other reason could be that, the parents were happy because government fulfilled the pledge of grant a right to education to all learners regardless of their status as enshrined in the educational policy educating our future (Ministry of Education, 1996). Nevertheless, it is stated that, at times policies do not bring about change in daily educational practice in schools but if it focused more on supporting teachers in implementing the policy and policymakers steer only on headline so that change can be realised on the ground (Pijl and Frissen, 2009).

3.1.2 Negative Views

Negative views are views in which parents ex-pressed dissatisfaction concerning the education being offered to their children with disabilities.

Some parents' views were negative because they were worried about the safety of their children during their movement from home to school and vice versa while other parents were worried about the cost of transporting their children to school daily. This concern is supported by the findings of Friend and Bursuck (2015), who discussed how the logistical challenges of transport-ing children with disabilities to school often pre-sent significant barriers to their education. This study revealed that parents expressed anxiety over the safety of their children during transit between home and school which was not noticed by Friend and Bursuck but the cost of daily transportation as another significant concern.

Parent revealed that some schools offered good education than others because they rejected, dis-criminated their children and did not communicate using sign language when teaching children who were deaf and that was the reason they with-drew them from those schools and bring them to the study schools and these parents were happy about their decisions of transferring their children. This finding is in line with the findings of Epstein (2011), who emphasizes the importance of effective communication in classrooms, especially for deaf children, and how its absence can lead to discrimination, exclusion and academic difficulties. The current researchers were in support of this finding and that it needs immediate attention in those type of schools so that learners who are deaf can benefit from education.

Some parents were worried about the future of their children especially those who were slow and could not do anything academically and they thought in future the society would blame them for a failure to educate their children. This is echoed in research by Wehman, (2013) who noted that parental concerns about the future independence and societal acceptance of their children with disabilities are prevalent and impactful on educational decisions they make for them. The augment is that parents of children with severe academic

challenges were worried about their children's future and societal blame for perceived educational failures. In this case the schools need to address this issue through the assessment and evaluate the current curriculum and include the missing component for these category of learners in order to make parent not to take a blame on themselves. It simply means that, all children including those who have severe special needs were supposed to have a balanced curriculum without exception.

Others parents were worried about their epileptic children in terms of handling them when in attack. This is reflected in the research by Jackson and Ryndak, (2014), who highlights the critical need for schools to have medical services and trained personnel to manage chronic conditions like epilepsy. The current researchers' strongly supported this finding from parents of epileptic children to be of a great particularly concern about the adequacy of handling their children during seizures while at school because these children need medical attention as suggested by Jackson and Ryndak.

Some parents held the view of wanting the education of their children to be tailored to survival skills because if these skills are not given the future of their children would be compromised. This findings is congruent to Loreman, et al. (2010), research who emphasizes the necessity of life skills training for learners with disabilities to en-sure they can achieve a degree of independence and self-sufficiency. The finding revealed that, there was a strong desire among parents for education systems to focus more on survival skills, which are essential for the future independence of their children. Even though some learners were reported having being taught survival skills there is a great need to pay a particular attention even to those learners failing to learn them. The researchers' argument is that, blended learning is also essential to these type of learners.

Some learners were failing to learn survival skills due to lack of learning materials for example tailoring skill. The researchers argued that, some parents expressed concerns about the limited availability of specialized resources and equipment necessary for their children's education. This issue was in accord with the research by Mastropieri and Scruggs (2017), who emphasize the need for adequate resources to support diverse learners. This disparity is highlighted in the work of Florian and Rouse (2009), who discuss the challenges of resource allocation in education set-tings. The argument is supported by researchers concerning what some parents expressed concerning resource constraints, indicating that while some subjects are well-equipped, others lack essential learning resources and schools need to balance this scenario. This findings simply means that to get started with learning of skills materials should be made available.

There was a strong desire among parents for education systems to focus more on survival skills, which are essential for the future independence of their children. This approach is advocated by Loreman, et al. (2010), who argue that holistic education is essential for the overall development of children with disabilities. The findings showed that some learners did not benefit much from academic work as compared to survival skills in line with their future survival as a view from parent who are with these children even after school life.

Some parents thought that there were few teachers who were specially trained to handle their children and that their children need support greatly from teachers who are trained in special education. A shortage of specially trained teachers and the necessity for specialized teacher was emphasized by parents, reflecting the importance of having educators who are well-prepared to address the diverse needs of students with disabilities. This is supported by the research of Westwood (2018), who emphasizes the critical role of teacher education in special needs education. As stated that the ministry will give attention to educational needs of children with special needs by training an adequate number of teachers in special education (MOE, 1996). The training was for the purpose of equipping teachers sufficiently in order to teach the learners with disability effectively and meet their needs. The argument from researchers was the government has fulfilled its pledge however, there is a great need to train more teachers in special education as requested by parents in order to attend to all learners with disabilities adequately by filling up the deficiency on the number of teachers who are required. Thus, the government needs to train substantial number of special teachers.

Other parents thought that some schools had no medical services like physiotherapy which made their children miss lessons. The view is strongly supported by current researchers who argued that, concerning the absence of essential medical services like physiotherapy was a significance concerns because parents felt that these gaps adversely affected their children's education, health and overall well-being. The research by Friend, (2018) also highlights that medical personnel play a critical role in assisting the delivery of effective education to children with disabilities. Thus, the government needs to open medical centres equipped with medical personnel in schools where these learners are learning from.

Some learners did not learn well because the different disabilities were taught in one classroom and made it difficult for teachers to pay attention to each learner's special need and parents said there was a great need for

separation of these disabilities in order to give attention to each child. Some parents held the view that disabled children who were old needed to learn alone and not together with the young one in order to create a conducive learning environment. This finding is in line with Ainscow et al., (2006) who viewed that safe learning environments is crucial for the well-being and education of children with disabilities. This research findings brought to light that parents advocated for classroom settings and age-appropriate grouping by indicating that mixed-disability classrooms and age-inappropriate groupings hindered effective learning and they advocated for separate class-rooms to better cater to each child's needs. The researchers' supports the idea in that tailored educational settings are necessary to meet diverse learning needs effectively and these are required to be provided to learners with disabilities.

Some children who were not benefiting from academic work and have grown old need to be taken to skills training institutes to learn survival skills. This is supported by study by Bateman and Linden, (2012) who pointed out that parents of children with severe academic difficulties were anxious about their children's future and feared societal blame for educational failures. The researchers' pointed out that, these parents were worried about their children's ability to achieve independence who were grown up and societal acceptance as the reason they wanted them to go to skills training institutes.

Some parents who had deaf children complained of communication breakdown when children were at home due to them using Signed English learnt at school. The researchers point of view was that, the communication challenges that families with deaf children face was due to lack of the importance of consistent communication methods. This is echoed in the research by Epstein, (2011) who found that, parents of deaf children face communication issues at home due to the use of Signed English learned at school, which was not understood by family members. In this case parents need to take a full responsibility of learning even basic skills of sign language in order to easy the communication with their children while at home with them

The analysis of this data was that, although the government provided education as a human right to education to all learners some parents were still unhappy because their children experienced problems when learning. This was because a special curriculum was overlooked by the government (McDonough et al. 2006). This is supported by the findings of Kalabula (2002) that there was no special curriculum but only a centralized and exam oriented curricular for children with special needs. However, the centralized curriculum helped some pupils to acquire some skills, although some other children did not perform up to the expected standard which call for the curriculum to be evaluated and revised.

4.2 The Best Ways of Educating Children with Disabilities Basing on Parents Views.

Basing on these research findings concerning the best ways of educating their children which was based on the views of parents for children with disabilities the following critical issues were dis-covered as being suggested by parents raised as subthemes such as acceptance, practical and survival Skills, education as a human right, safety of disabled children, training more specialist teachers, workshops and counselling sessions for parents and their children, an increase of learning hours, different disabilities, old and younger children, sickbay, multifaceted approach and collaboration with community.

Acceptance: The parents suggested that the government and schools should continue accepting the children with disabilities in schools and educate them which help parents in terms of up-bringing of their children. This is supported by Smith, (2019) who found that, acceptance and appropriate handling of children by administrators and specialized teachers bring about joy and relief to parents, alleviating fears of rejection and marginalization. The analysis from researchers was in support of Smith and parents' view in that schools should continue accepting children with disabilities and providing them with an education to support their upbringing.

Practical skills: such as cookery, basketry, gardening and carpentry was suggested by parents to be taught to all learners who do not perform well academically, slow learners, those who are not progressing, who cannot learn at all those who stay too long in school and become old should not be kept in school but should go to skills training institutes because these skills are meaningful and good education for them and it add value to their live by making them independent, self-reliant and it will help them not live in poverty in future. The findings are congruent to the findings of Westwood, (2007) who found that teaching practical skills provides a pathway to independence and self-reliance for children with special needs. The analysis by researchers was that these practical skills should be taught to all learners, especially those who struggle academically, slow learners, and those who stay too long in school and older children should be directed to skills training institutes as suggested by the parents and supported by Westwood. In addition, schools should develop transition plans for children moving from school to adulthood. Wehman, (2013) stated that effective transition planning is essential for

preparing children with disabilities for life after school. Transition plans should include career counselling, job training, and higher education preparation that can help children success-fully navigate adulthood.

Survival Skills: The other best way being suggested by parents was that all schools should continue teaching survival skills to children with disabilities such as personal hygiene, socializing. Lindsay, (2003) stated that Survival skills training is crucial for enabling children with disabilities to lead independent lives. The analysis of the suggestion from the parents was that life skills, and personal care are crucial for children who may not excel academically but need to be self-sufficient because survival skills to children with disabilities add value to their lives by fostering independence and for achieving social equity.

Education as Human Right: Parents suggested that education should continue to be offered to learners with disabilities for the realization of their human right to be educated. For instance more special schools should be belt in addition to what is existing across the country, special schools which are primary should continue to be upgraded to secondary schools. The finding of the current research was in agreement with what Florian, (2008) who discovered and stated that expanding the infrastructure for special education is key to ensuring equitable access to education for all. The analysis was in support of Florian that, more special schools should be built, and existing primary special schools should be upgraded to secondary schools in order to improve access to education as a way of giving children with disabilities their human right.

Safety of disabled children: The parents' suggestion was that, there is need to build boarding schools for safety of disabled children from junkies and when commuting from home to school. This is supported by Ainscow et al., (2006) who found that providing safety is crucial for the well-being and education of children with disabilities. The analysis is that, boarding schools should be built to ensure the safety of disabled children from potential hazards during their commute and to reduce transportation costs. Alternatively if boarding schools are expensive to run more ordinary schools should be turned into inclusive schools across the country because proximity to specialized in inclusive schools would reduce the logistical and financial burdens on families by cutting down on the cost of transport on the part of the families and ensures security and continuity in education.

Training more Specialist Teachers: The parents suggested that, the government should train more special education teachers because they give attention to individual needs of our children with special needs. The argument from the researchers which in is agreement with Friend and Cook was that, more special education teachers need to be trained because they play a vital role in ad-dressing the unique needs of children with disabilities (Friend and Cook, 2007). It was further analyzed that the government should take up a responsibility to train more special education teachers in addition to the existing ones in order to cater to the individual needs of children with special needs.

Workshops and Counselling Sessions for parents and their children: The other best way being suggested was that, schools should come up with workshops and counselling sessions for us parents and teach us on how to handle or take care of our children in the same way they do it, they should teach parents basics of sign language to parents who have children who are deaf. The researchers were in support of the idea of having workshop and counselling sessions for parents because educating parents enhances their ability to support their children's learning and development at home thus parental involvement and education are essential for the success of any type of education programs and children with disabilities as narrated by (Hornby, 2011). The findings are congruent to Social model of disability by Shapiro (1994) the model that demands for human rights which has given rise to activism by parents for children with disabilities for the education of their children with a slogan of saying there is nothing about us without us. Parents activism changes legislation, improve treatment, better educational services, resources, social attitudes and quality of life (Seligman and Darling, 2007). The analysis was that the demand or activism from parents should be taken into account as a matter of police in all the school as echoed in the social model of disability. In addition schools need to offer counselling sessions to children with disabilities upon request from parents and when they see the need to do so and continue encouraging children to learn even when they seem not wanting to learn. This is because comprehensive support services to both parents and their children which include counselling and is essential for the holistic development of children with disabilities. (Department for Education and Employment, 2001).

Increase of learning hours: Learning hours for learners with disabilities to be increased was another best way which was suggested by parents. The analysis was that, the suggestion from the parents was reasonable and Mitchell, (2014) dis-covered similar idea and stated that extended learning hours for learners with disabilities should be increased because learning opportunities can enhance educational outcomes for children with disabilities.

Different disabilities, old and younger children: Parents suggested that, different disabilities to be taught separately in different classes not bunching them in one classroom and those who are old to be taught separately from the young ones thereby create conducive learning environment. The finding of this research is in line with the finding of Lewis and Doorlag, (2010) who discovered that when different disabilities, old and younger children are taught separately it enhances the creation of a conducive learning environment because separate classes can address the specific needs and learning styles of children with disabilities, leading to more effective education. This finding from both parents and Lewis and Doorlag is analyzed to be very important because it will help teachers in tailoring educational approaches to specific disabilities and improve learning experiences and outcomes.

Sickbay: The parents suggested that, schools should house sickbays in order to provide medical services like those of a physiotherapist because among the children with disabilities some of them have medical or health conditions such as those with epilepsy, physical problems. The analysis is that, support services such as medical is essential for the health development of children with disabilities (Department for Education and Employment, 2001).

Multifaceted Approach: The suggestion from parents highlight the need for multifaceted approach for effective education of children with disabilities and ensuring they receive not only academic instruction but also practical skills, safety, and emotional support. They requested for separate classes in order to address the specific needs and learning styles of their children, leading to more effective education. For instance, this implied that there is need to use Individualized Education Programs approach which is critical for providing personalized learning experiences that cater to the specific needs of children with disabilities (Heward, 2012). Schools should also incorporate assistive technology as an approach to aid learning for children with disabilities. Assistive technology can bridge gaps in learning and accessibility of education for children with disabilities Dyson and Millward, (2000) Establishing peer support programs is another approach that can foster social integration and mutual learning among children. Peer support programs promote social inclusion and create a supportive learning environment for all children as reported by (Carter and Hughes, 2005). Peer support helps children with disabilities build friendships and develop social skills, contributing to a more inclusive school culture as echoed by (Gay, 2018). This is analyzed that a comprehensive approach to special education is highlighting the importance of using tailored instruction and robust support systems to ensure that children with disabilities receive the education and skills they need to thrive.

Collaboration with community: Parents suggested that, schools should engage the broader community to support children with disabilities in terms of education. Community involvement is key to sustaining education initiatives and ensuring widespread support for children with disabilities as pointed out by (Rix et al., 2009). This is analyzed that, the collaboration with community organizations, businesses, and local governments can enhance resources, solving of their various problems and opportunities for children with disabilities which parents requires for their children education and which is supported by Rex and others.

4. Conclusions

The findings which were conducted at the five study schools on the views of parents for children with disabilities concerning the education of their children highlight-ed that parents had both positive and negative views. The positive views expressed by most parents might be due to the quality of education programme, being offered and having the specialized teachers in special education at the centre of education programme. For instance, Pijl and Frissen (2009) argued that, quality of schools programmes depends more on teachers. Friend and Cook, (2007) supported that special education teachers play a vital role in addressing the unique needs of children with disabilities. The other reason could be that, the parents were happy because government fulfilled the pledge of grant a right to education to all learners regardless of their status as enshrined in the educational policy educating our future (Ministry of Education, 1996). Nevertheless, it is stated that, at times policies do not bring about change in daily educational practice in schools but if it focused more on supporting teachers in implementing the policy and policymakers steer only on headline so that change can be realized on the ground (Pijl and Frissen, 2009). The information generated in this study schools indicated that, the best way of educating children with disabilities basing on parental views should be through acceptance of these which needs to be continued, teaching them practical and survival skills, giving education to children with special needs as a human right, to take into account the safety of disabled children when commuting to and from home to school, training of more specialist teachers and open more special schools, there is need to implement workshops and counselling sessions for parents and their children, the need for an increase of learning hours, different disabilities to be taught separately according to disabilities, old and younger children to learn separately, sickbays to be belt in

schools in order to attend to children's health effectively while learning, there is need for multifaceted approach when teaching these children and lastly the great need for collaboration with community. The research findings on educating children with disabilities, based on suggestions from parental views, underscore several critical areas of improvement and support needed from the government, community and schools.

Recommendations

1. Learners with disabilities need to be accepted in all schools.
2. Learners with disabilities need to be taught both academic and practical subjects.
3. Schools handling learners with disabilities should take into account their safety when commuting to and from home to school.
4. There is need by the government to train more specialist teachers and open more special schools.
5. There is need to implement workshops and counselling sessions for parents and their children at school level.
6. The need for an increase of learning hours or teachers giving extra time to learners with disabilities while learning.
7. There is need to teach different disabilities separately according to type of the disabilities for them to benefit from school.
8. There is need to teach old and younger children with disabilities separately in order for them to achieve self-esteem.
9. There is need for the government to build sickbays in schools in order to attend to children's health effectively while learning in order not to miss-out a lot in term learning.
10. There is need for multifaceted approach by teachers when teaching children with disabilities.
11. There is a great need for schools to collaborate with community on issues of the learning of children with disabilities.

Abbreviations

MOE Ministry of Education

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Author Contributions

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Data Availability Statement

The data supporting the outcome of this research work has been reported in this manuscript.

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