

MIDLANDS STATE UNIVERSITY

ESTABLISHED 2000

OUR HANDS, OUR MINDS, OUR DESTINY



Faculty of Education

DEPARTMENT OF APPLIED EDUCATION

**The Implementation Of The Inclusive Education In Primary Schools: The Case
Of 5 Primary Schools In The Khami District Of Bulawayo**

A RESEARCH PROJECT SUBMITTED BY

CYNTHIA SIBANDA

Registration Number: R 181068H

**A dissertation submitted to the Midlands State University in partial fulfilment
of the requirements for the award of Bachelor of Education in Educational
Management and Leadership, Faculty of Education.**

Year: 2021

Project Supervisor: DR. WONDERFUL DZIMIRI

RELEASE FORM

NAME OF AUTHOR: CYNTHIA SIBANDA

PROJECT TITLE: THE IMPLEMENTATION OF THE INCLUSIVE EDUCATION IN
PRIMARY: THE CASE OF 5 PRIMARY SCHOOLS

PROGRAMME: Bachelor of Education in Management and Leadership Degree.

YEAR THIS DEGREE WAS GRANTED: 2021

Permission is hereby granted to Midlands State University to produce single copies of this project and lend or sell the copies for private scholarly or scientific research purposes only.

PERMANENT ADDRESS: 891 Cowdray Park

DATE.....

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by Midlands State University a dissertation entitled: The implementation of the inclusive education in primary schools: The case of 5 primary schools in the Khami District of Bulawayo submitted in partial fulfilment of the requirements for the degree in Educational Management and Leadership with Midlands State University

Submitted by Cynthia Sibanda in partial fulfilment for the degree of Bachelor of Education in Educational Management and Leadership.

.....

NAME: DR WONDERFUL DZIMIRI

(Supervisor)

DATE.....

DECLARATION

I, Cynthia Sibanda, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented in part or full to any other university for a similar degree or other degree award.

SIGNATURE.....

DEDICATION

This research is dedicated to my family for all they did to make it a success, Donovan and Mbalie

ACKNOWLEDGEMENTS

My greatest thanks go to the creator who mad everything possible and gave me the energy to do this research. It was no easy road but with His grace and enlightenment I managed. I thank my supervisor Dr Dzimiri for all his advice and guidance that helped me to pull through. Thanks to my family for their love care and dedication, my colleagues, respondents and all who made this research a success.

ABSTRACT

The purpose of the study is to give insight to the reader on the importance of inclusive education which calls for quality education for regardless of their abilities. It also gives the educators ideas on how to deal with challenges faced in the inclusive education and how to solve them. The communities, as they come across this document, would realise the importance of taking their children to schools as they would understand their acceptance and the need to educate them. The study revealed several strategies that can be put in place to implement inclusive education, for example reducing class sizes, curriculum adaptations to suit various learners, staff development and infrastructure adaptations. Recommendations were made to various stakeholders to address the implementation of inclusive education.

TABLE OF CONTENTS

Content	Page
Release form.....	i
Approval form.....	ii
Declaration.....	iii
Dedication.....	iv
Acknowledgements.....	v
Abstract.....	vi

CHAPTER ONE: THE PROBLEM AND ITS CONTEXT

1.0 Introduction

1.1 Background

1.2 Statement of the problem

1.3 Purpose of the study

1.4 Aim

1.5 Objectives

1.6 Research Question

1.7 Significance of the study

1.8 Assumptions

1.9 Delimitation

1.10 Limitations

1.11 Definition of terms

1.12 Summary

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

2.1 The implementation of inclusive education

2.2 Different types of special needs learners

2.3 The importance of inclusive education in the community

2.4 Challenges faced by the administrators and teachers in the implementation of inclusive education.

2.5 Teacher preparedness and teacher pupil ratio in the inclusive education.

2.6 Strategies which can be put in place for the implementation of inclusive education.

2.7 Summary

CHAPTER THREE: METHODOLOGY

3.0 Introduction

3.1 Research paradigm

3.2 Research design

3.3 Qualitative research

3.4 Population of the study

3.5 Sampling and sampling techniques

3.6 Instrumentation/ data generation techniques

3.7 Data collection procedure

3.8 Data presentation and analysis

3.9 Ethical considerations

3.10 Data management

3.11 Summary

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.0 Introduction

4.1 Data presentation

4.2 Discussion of findings

4.3 Summary

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

5.1 Summary of chapters

5.2 Conclusions

5.3 Recommendations

Reference

LIST OF TABLES

Table 1.....Responses on challenges which can be faced in schools upon the implementation of inclusive education.

Table 2..... Different types of special needs learners in Khami district

Table 3..... Teacher preparedness and the effects of teacher /pupil ratio on assistive devices

LIST OF FIGURES

Fig 1: Data presentation of participants by gender

Fig 2: Data presentation of participants by age

Fig 3: Challenges which could be faced upon the implementation of inclusive education.

Fig 4: Community awareness of the implementation of inclusive education

Fig 5: Challenges faced by administrators and teachers in the provision of assistive devices.

Fig 6: Strategies put in place for effective implementation of inclusive education.

LIST OF APPENDICES

Administrators and teacher questionnaires Appendix A

Interview guide for parents..... Appendix B

Observation for the researcher.....Appendix C

Permission to carry out a researchAppendix D.

Consent letter..... Appendix E

Letter from Provincial office..... Appendix F

CHAPTER 1

1.0 INTRODUCTION

The aim of this study is to investigate the implementation of inclusive education in primary schools. This chapter among many aspects presents the background of the problem and its setting. Furthermore, the chapter exposed the statement of the problem then led to the break- down of the main research question into sub questions. According to the study, the significance of the study, the limitations and the delimitations of the study were also examined. Key terms, as used in the study were defined. The chapter ended with a summary of chapter organisation.

1.1 BACKGROUND OF THE STUDY

Zimbabwe, a country in Southern Africa strives to be abreast with other African countries as well as internationally, as it is a signatory to several bodies, thereby complies with rules, regulations and upholds the ascribed to. Inclusive education, being one of the issues of which was raised in the children's rights, saw the Zimbabwe government implementing it as agreed in the bodies which it is signatory to. Mahanya (2016) says Zimbabwe, as a country which subscribes to the policies of equality among its citizens, has engaged in implementing inclusive education in its education sector. More so, the children's rights being paramount to all people are a facet which researchers base most of the studies on. Sigh (2018) notes that since the 1948 Universal Declaration of Human Rights, international instruments have repeatedly emphasized the need to reach out to the most marginalized. Marginalized groups such as women, refugees, and children with disabilities have been continually mentioned such that a global response can be organized to mainstream and address the issues that result in marginalization of these populations. In this case, the major focus being

the inclusive education encompasses the aforesaid group, including those with different degrees of disabilities.

Inclusive education has been adopted worldwide by schools in a bid to leverage the education systems of the disabled with the able-bodied learners. Researchers like George Chitiyo and Ncube Joyce have noted that, though the inclusive education has been adapted in primary schools in particular, challenges tend to surface in the process. Besides challenges, the inclusive education, according to different studies, also has negative and positive effects in different areas of life. Different researchers have also shown that there are different ways of mitigating the challenges faced by schools, the community and stakeholders, and even with the disabled and vulnerable, which are a composition of the inclusive education classes.

The inclusive education, according to researchers like Robert Chimedza and Mpfu et al (2018) dates to 1940 where it was said to be the substitute for education for the special needs as Kozleski (2016) states that inclusive education is framed as an alternative to special education, inclusive education expanded the responsibilities of schools and school systems to increase access, participation, and opportunities to learn for marginalized populations of students. Tawodzera and Thamane (2019) highlight that, inclusive education as a process, helps in overcoming barriers, limiting the presentation, participation, and achievement of learners, the central message being that every learner matters and matters equally (UNESCO, 2017). It is rights-based and requires all aspects of the education systems to be reviewed and re-designed with particular emphasis on the educational rights of learners who are vulnerable, marginalised, or at risk of exclusion, including those who are in school, but not learning.

In Africa, inclusive education according to Schuelka (2018) came as a call from communities and stakeholders, as a realisation that most of the disabled children were excluded from the education systems. Some parents or relatives of the disabled children usually thought it was a taboo for a disabled child to mingle with the able bodied. Awareness programmes, mainly by non-governmental organisations in conjunction with the national organisations which deal with the disabled people educated the masses that disability was not inability. The inclusive education then involved learners of different learning challenges with those in the mainstream systems.

As education is vital to all in Zimbabwe and a fundamental right to all learners, it became important that the education systems be transformed to suit all children regardless of ability. Magwa and Jenjekwa (2016) posit that in Zimbabwe, schools began to integrate students with disabilities into mainstream classes after almost many years of educating students with disabilities in segregated settings. The programme of inclusive education started in Zimbabwe in January 2010 (The Herald, 2011). It was rolled out with funding from the Anglo-American Group Foundation in the United Kingdom. It intended to provide access to quality and equal education for all as Magwa and Jenjekwa (2016) cite that its aim was to promote the enrolment of children with special educational needs into mainstream primary schools and was initiated following the signing of memorandum of understanding with Ministry of Education, Sport and Culture (The Herald, 2011).

Inclusive education in Zimbabwe was guided by the policy aligned with the Nziramasanga Commission of Inquiry of 1999, which gave birth to the aforesaid inclusivity awareness. Basically, according to the Nevada Partnership for Inclusive Education (2016), inclusion is an educational approach and philosophy that provides

all students with community membership and greater opportunities for academic and social participation and achievement. It is about ensuring that every learner feels welcome because their individual needs are valued and met and entails that children with special needs attend the nearest school, they would have attended had they not been disabled for instance. Furthermore, the Nziramasanga Commission of (1999) highlighted that inclusive education was not just a matter of charity or an oral obligation, rather a legal right and therefore an obligation of law, it is based on both national and international legal frames. These also included those with different degrees of disabilities or learning challenges. It is not for the teacher, facilitator, and learners to sympathise with such learners but to accept them and accord the expected learning spheres.

In Zimbabwe schools, also, though there are no statutory instruments on the inclusive education, a directive, through Circular P37 of 1987 was sent to schools stating that inclusive education is mandatory in all schools. Mutepfa et al (2019) highlight that the Secretary for Education's directive for inclusive education requires schools to provide equal access to education for learners with disabilities, routinely screen for any form of disability, and admit any school-age child, regardless of ability. Any school that refuses to enrol a child on grounds of disability is said to be in violation of the Disabled Persons Act (1996) and faces disciplinary action from the District Education Office. In some schools, children with severe disabilities attend ordinary schools and are taught the national curriculum in a secluded resource room within the school.

It has been noted that, though inclusive education has been introduced in schools, facilities must suit all learners for matters of equality. Article 24 of the UNCRC emphasizes the need for the governments to ensure the equal access to education

system at both primary and secondary levels and to ensure provision of reasonable accommodations and 'support required, within the general education system, to facilitate effective education' of children with disabilities. In realizing this right, governments must ensure that children with disabilities are not excluded from the general education and can access an inclusive, quality, and free primary education and secondary education on an equal basis with others in the communities in which they live.

The children's rights to education are upheld and the disability right respected by all nations which are signatories to the United Nation's Convention on the Rights of the Child. Singh (2018) relates that the right to education without discrimination has been elaborated in the United Nation's Convention on Rights of the Child and the Jomitein Declaration. On the same note, The Salamanca Statement and Framework for Action Education (1994) emphasized for the first time that education systems should be designed, and educational programs implemented to consider the wide diversity of characters and needs, and that children with disabilities have a right to regular schools which should accommodate them within a child centred pedagogy capable of meeting their needs. Considerations were put on designing facilities, materials and equipment on them 'fitting' in normally in the schools set up, reference to the policy framework of the Ministry of Primary and Secondary Education of Zimbabwe.

Dakwa (2016) is of the view that inclusion has been adopted as a policy in principle and practice in Zimbabwe. Resource centres and inclusion units have been established in every province of the country. These resources have been designed to cater for those with learning challenges but cannot accommodate all the children in the communities. Through studies, it has been noted that centres are not easily

accessible by all those, learning disabilities, posing a challenge in education for all systems. More so, Parveen and Qounsar (2018) assert that the importance of inclusive education as a developmental approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion, is yet to be intensified so that no child is left out.

Studies have outlined the need for inclusive education as ensuring that underrepresented in the communities can be academically successful, and in a way building relationships and developing multicultural skills with members from diverse backgrounds. Washington and Patrick (2019) concur that inclusive education is important in enhancing students' ability to participate in a pluralistic, interdependent global community and increasing the participation of students of colour in campus life. McMannis (2020) supports stating that successful inclusive education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include physical, cognitive, academic, social, and emotional.

Inclusive education does not benefit children with learning disability only, but other children as well, as they learn to accept people from different societal backgrounds apart from theirs. Communities also appreciate the inequalities faced by different people. The inclusivity, therefore, embraces different cultures as Dean (2017) documents several challenges that children with disabilities are likely to encounter in inclusive settings. Some children with special needs, particularly those who have spent a lot of time in hospitals, may be less able to relate to their peer group than other children because of their previous experiences or practical problems. Children with behaviour problems may find it difficult to relate to other people. Hard of hearing children and those with communication challenges may have difficulties in finding an

appropriate mode of communication whereas those in wheelchairs may need time to demonstrate to their peers that they have similar interests. (Zimbabwe Ministry of Education and Culture, 2017)

Inclusive education does not only entail theoretical learning, but the development of different skills like physical fitness. Sharma (2018) expounds that Physical Education constitutes a teaching and learning environment for children with disabilities to support the development of fitness, motor skills, knowledge and understanding of movement, and to enhance psychosocial well-being for a lifestyle relevant to their individuality in the community of their age-appropriate peers with support services and supplementary aid. It is therefore, of paramount importance that, even the disabled have activities which they can take part in, as inclusive education indicates.

Education in mainstream schools presupposes the provision of interpreter and other appropriate support services. Adequate accessibility and support services, designed to meet the needs of persons with different disabilities, should be provided. Schuelka (2018) posits that it is important to emphasise that inclusive education means that all children are together in mainstream classrooms for most of their day. This has demonstrated positive effects on student achievement and social wellbeing – for all children – and is far more efficient and effective than special schools and special classrooms.

Researchers made the point that the non-disabled can project deep feelings of inadequacy onto the disabled and disregard for the aforesaid implementation and challenges, this study seeks to ascertain the implementation of the inclusive education in the Khami district schools.

1.2 Statement of the Problem

There have been myths associated with the disability in the communities resulting in some parents withdrawing their disabled children from the public. Those parents have found acceptance that their children, though disabled, must attend school, who at times encounter some challenges from neglect to isolation, from other learners. The teachers who must integrate both learners at times face the challenges of incorporating the disabled and the able bodied in one class. Thus, the study seeks to establish how the inclusive education is implemented in the Khami District Primary Schools in Bulawayo. Furthermore, the inclusive education as a policy in Zimbabwe education is a must in all schools.

1.3 Purpose of the study

The purpose of the study is to give insight to the reader on the importance of inclusive education which calls for quality education for all learners regardless of their abilities. It also gives the educators ideas on how to deal with challenges faced in the inclusive education and how to solve them. The communities, as they come across this document, would realise the importance of taking their children to schools as they would understand their acceptance and the need to educate them.

1.4 Aim

The aim of this study was to analyse the implementation of in inclusive education in the Khami District Primary Schools referring to the learners with special needs, for example, the visually impaired, the hard of hearing, the gifted learners and those with other learning challenges, how they can be provided for to suit their educational needs, like the availability of ramps for the wheel chaired, the braille for the blind and toilets with rails amongst the many,

1.5 Objectives

- To ascertain the importance of the implementation of the inclusive education.
- To identify the different types of special needs learners in schools.
- To determine teacher preparedness in the teaching of special needs learners and the effects of teacher pupil ratio in the implementation of inclusive education.
- To find out if the communities are aware of the importance of inclusive education.
- To identify the challenges faced by the administrators and teachers in the provision of assistive devices for effective implementation of inclusive education. (for example, ramps, hearing aids, braille script and more).
- To propose strategies which can be put in place for the implementation of the inclusive education.

1.6 Research Questions

What are the possible challenges which could be faced in schools upon the implementation of inclusive education, and how they can be mitigated?

1.6.1 Sub-questions

- What are the different types of special needs learners in the Khami District Schools?
- Are teachers prepared to teach special needs learners and what are the effects of teacher-pupil ratio in the implementation of inclusive education?
- Are the communities aware of the importance of inclusive education?

- What are challenges faced by the administrators and teachers in the provision of assistive devices for effective implementation of inclusive education?
- Which are the strategies which can be put in place for the implementation of the inclusive education.

1.7 Significance of the Study

1.7.1 To the administrators

The administrators must understand the importance of the inclusive education and how the schools implement it, by providing adequate assistive learning devices and an environment which is conducive for both the teachers and learners.

1.7.2 To teachers

They must prepare themselves emotionally, socially and physically for the special needs learners. Moreover, the study benefitted teachers in that they will be equipped with knowledge of handling learners with special needs, and how to deal with those with different behaviours, attitudes and backgrounds.

1.7.3 To the community

The communities must be aware of the programme and understand how it benefits their children so that they can assist them to attain the expected educational outcomes.

1.7.4 To the researcher

To understand the inclusive education, how to handle learners with different learning abilities who have different behaviours and from different back grounds, and to provide counselling to parents of learners in the inclusive education classes.

1.8 Assumptions

Assumptions are things that are accepted as true, or at least plausible, by researchers and peers who will read the dissertation. In other words, any scholar reading this paper will assume that certain aspects of the study are true given the population, statistical test, research design, or other delimitations.

- That schools are implementing inclusive education.
- That schools enrol learners with special needs/disabilities.
- That schools implement inclusive education in a context of harsh economic environment.

1.9 Delimitations

The study was about the implementation of inclusive education which focused on five schools in the Khami District of Bulawayo where the teachers, administrators and the parents (community) were the participants.

1.10 Limitations

Theofanidis and Fountouki (2019) explain that limitations of any study concern potential weaknesses that are usually out of the researcher's control, and are closely associated with the chosen research design, statistical model constraints, funding constraints, or other factors. In other words, these are issues which the researcher had no power over or could not control. These included times to take the

questionnaires and their return, as the researcher is fully employed. Taking time off on several occasions jeopardised her work. Colleagues volunteered to help with the distribution of the questionnaires.

As participants had different levels of understanding, some did not understand the requirements, and the questionnaires were sent back blank or with answers irrelevant to the study, a disadvantage to the study process. To cab these challenges, the researcher had to seek audience with the respondents and request some staff members to assist in the process.

Time taken to carry out the study may be compromised because of other school activities which will be taking place and the novel Corona Virus. Since teachers were busy, releasing learners for the study was a challenge. The administrators had to intervene for the process to take place smoothly.

1.11 Definition of Terms

Inclusive education, according to the Zimbabwe policy, involves the identification and minimization or elimination of barriers to students' participation in traditional settings (i.e., schools, homes, communities, and workplaces) and the maximization of resources to support learning and participation.

Child, according to the constitution on the rights of children, it is any person under the age of eighteen years.

Disabled, The Disability Discrimination Act (DDA) (1987) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Nziramasanga Commission of Inquiry 1999 was a commission of Inquiry which was commissioned by former President Robert Mugabe in 1998 to inquire in the Education System of Zimbabwe. A team of led by Professor Caiaphas Nziramasanga conducted the inquiry and gave the feedback to the then Presidential administration. The report gave recommendations on what can be improved in the Zimbabwean Education sector.

Discrimination is the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex, for this study it is the disabled.

1.12 Summary

This chapter looked at the background of study, the statement of the problem, aims and objectives, which led to research questions. The significance of the study was highlighted, limitations and delimitations were explained showing their effects on the study. Key terms were also defined. The next chapter will look at the literature review which provides an account on the implementation of inclusive education and discussion from other scholars.

CHAPTER 2

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter provides an account relating to the implementation of inclusive education in primary schools. The chapter looked at the broad discussion taking into cognisance the background of inclusive education internationally, in Africa nationally up to district level, as according to the following sub-topics.

2.1 The implementation of inclusive education.

Basically, inclusive education has been viewed as learning environments where children with different degrees of impairments attend lessons with those who are able bodied. Thus Dakwa (2016) explained inclusion as the commitment to educate each child to the maximum extent appropriate in the school and classroom, he or she would otherwise attend if he did not possess a disability. According to the Nevada Partnership for Inclusive Education (2016), inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social participation and achievement. Mahanya (2016) highlighted that the implication was that the declarations did not specify inclusive education of specific categories of disabilities. Although it stated that there are steps that need to be followed to provide equal access to education for every category of disabled persons as an integral part of the education system, the world over, there are no monitoring and supervision systems for inclusive education.

Researchers have noted the unfairness within the education systems regarding learners with learning abilities, thus inclusive education was designed in a bid to

exterminate the unfairness practices. Tawodzera and Thamane (2019) further explained that as inclusivity was concerned with the eradication of injustice in schools, focusing primarily on democracy, social justice, and the cost-effectiveness of educational services to achieve equity in education. It deals with issues of diversity in order to ensure equal opportunities for all learners. It is the development of an inclusive society where all members participate optimally and contribute in a democracy (United Nations Education Scientific Cultural Organization, (UNESCO 2017). In the Global Partnership for Education (2018), the term inclusive education historically referred mostly to children with disabilities, but its definition has evolved to encompass all sorts of special needs, including gender, orphans and vulnerable children (OVC), etc. Although there is no universally agreed upon definition of inclusive education, many definitions are consistently guided by the presence of certain key elements. Inclusive education is a transformational process of constant change and improvement within schools and the wider education ecosystem to make education welcoming and participatory achievement oriented for all students. Inclusive education is concerned with identification and removal of barriers that excluded learners within each unique situation/context. Inclusive education likewise calls for addressing the needs of all children, irrespective of range of abilities or disabilities.

Tawodzera and Thamane (2019) elaborated that inclusivity was concerned with the eradication of injustice in schools, focusing primarily on democracy, social justice, and the cost-effectiveness of educational services to achieve equity in education. It dealt with issues of diversity in order to ensure equal opportunities for all learners. It was the development of an inclusive society where all members participated optimally and contributed to a democracy (United Nations Education Scientific

Cultural Organization, 2017). Pragmatics discourse, on the other hand, was more interested in a school's effectiveness, is concerned with what an inclusive school should practically look like and provided an illustration of an approach that focused on the inclusive practices and cultures within a school community.

Majoko (2018) submitted that this framework articulated inclusion for the first time since Zimbabwe adopted it in 1994. The Inclusive Curriculum framework for Primary and Secondary Education (2015-2022) required teachers to provide quality education for all children in regular classrooms. Partveen and Qonsar (2018) concurred that Inclusive education was a major step in this regard. If the obstacles coming in the process will be identified and then addressed accordingly, the aim of education will be attained. Gelata (2019) added that the support given in schools from various stakeholders to implement inclusive education was not enough.

2.2 Different types of special needs learners in schools

Some scholars who have looked at inclusive education on terms of disabilities, were biased as it also involves the poverty affected, the vulnerable, the poor, thus, according to the (Global Partnership for Education 2018). The term inclusive education historically referred mostly to children with disabilities, but its definition has evolved to encompass all sorts of special needs, including gender, orphans and vulnerable children (OVC), those with specific learning disability, the visually impaired and others. Although there is no universally agreed upon definition of inclusive education, many definitions are consistently guided by the presence of certain key elements.

Individuals with Disabilities Education Act (2004) described a specific learning disability as a disorder in one or more of the basic psychological processes involved

in understanding or in using language spoken or written, which may manifest itself in an imperfect ability to listen, think, read, write or spell or to do Mathematical calculations. These learners made up the largest group in school but in most cases, teachers did not cater for them because they are not aware of them. The Global Partnership for Education (2018) informs that inclusive education is a transformational process of constant change and improvement within schools and the wider education ecosystem to make education welcoming and participatory achievement oriented for all students. Inclusive education was concerned with identification and removal of barriers that excluded learners within each unique situation/context. Inclusive education likewise called for addressing the needs of all children, irrespective of range of abilities or disabilities.

The other class of special needs learners were the visually impaired. These learners had loss of vision which affects their daily functioning. In the Centre for Disease Control and Prevention (2015) visual impairments are said to include everything from low vision to total blindness. Some of the learners in class needed braille to assist them whilst others just needed furniture to be arranged in a manner that will not disturb their movement in the classroom or they need lighting to be adjusted.

The other group of special needs learners were those whose mother language was different from the rest of the class, for example a Tonga speaking learner coming to attend school in Bulawayo where most of the learners are Ndebele first language speakers. This will be a challenge to both the learner and the teacher to understand each other. Schuelka ((2018) postulated that often, the term 'inclusive education' became synonymous with education for children with disabilities. Whilst this may still be the primary motivation for inclusive education, successful inclusive practice would

be successful for all children with many different attributes such as ethnicity, language, gender, and socio-economic status.

Inclusion was from the children's early stages of education where they had to understand working together and being given equal opportunities in the important stages of development, Chinhara (2016) stated that the variables influencing school strategies for effective Early Childhood Development (ECD) programme encompassed three distinct sub-stages, each of which presents developmental and caring needs to the children. Stakeholders were sensitised through policies and advocacy to appreciate children's developmental and educational differences to enable the adult world target and assist children who are in risk and severe circumstances of deprivation, such as poverty, disease and exposure to domestic violence. Thus, inclusion also showed that not only the disabled were considered for the programme, but all learners with learning challenges and different social disadvantages like the hard of hearing who face communication problems in class. More so communication challenges derail performance. Rekkedal (2016) chronicled that although their social interaction was good, but the participation of students with hearing impairments in inclusive classes was not as good as their social interactions beyond the classroom.

On the above scenario Mahanya (2016) opposes that when monitored and evaluated, there is no guarantee that inclusive education automatically addresses social, emotional and academic needs of students with special needs, especially those with visual impairments. The practical study will therefore ascertain the impact of the inclusivity and the desired results from the analysis will show.

2.3 The importance of inclusive education to the community

As earlier alluded to, as much as inclusive education is mainly concerned with the education of children with disabilities and other challenges, it goes beyond that. The communities had their perspectives on the matter (World Bank Report 2019). Before unpacking the crisis in education for children with disabilities, it was essential to assess the impact that childhood disability had on schooling. Poverty, gender, ethnicity, disability and location (urban/rural) are widely acknowledged as strong factors causing inequality in both access to education and learning. Inclusive education seeks to address such disadvantages levelling the ground for all learners to acquire quality education regardless of their social background.

The world Bank (2019) in Leonard Cheshire's 'Bridging the Gap' research in four African countries (Leonard Cheshire, 2018), one of the main reasons identified for children with disabilities being out of education was the extra cost of schooling incurred by persons with disabilities. Inability to pay fees was also the reason commonly cited in the literature for leaving school before completion (costing, equity IDDC, Light for the World, 2016).

Studies have shown that the effects of inclusivity had improved the girls' livelihoods as they were sidelined, more so with the learning challenges they would be nothing till they married and had lives filled with oppression and suppression. Sibanda (2018) noted that girls with disability in this case could be at higher risk of exclusion if parents preferred boys to go to school. A similar and at times worse situation obtained in Zimbabwe. At times parents would keep schoolgirls with disabilities at home in fear of their safety and security when they travel to and from school, because of the programme on inclusive education, the girls are now carried to schools with their disabilities, their education has led to them being recognised after attaining their education. Sibanda (2018) further informed that in some cases parents

resorted to carrying their children with physical disabilities, often on their backs, to and from school every day. This is detrimental to a family's socio-economic survival since much productive time was spent trying to get the child with a disability to and from school. Once at the school, the child was likely to be met with a further challenge associated with structural barriers imposed by the school's physical environment.

Inclusive education had substituted the exclusion which Sebones (2016) related that inclusion starts early for children with disabilities. While estimates vary, a significant portion has never gone to school as a result of stigmatization and attitudes toward disability, lack of physical access to or insufficient accommodations, and poorly trained teachers and school personnel. Faced with multiple barriers from an early age, children with disabilities are at high risk of suffering from low employment and income earning potential, multiple health-related issues, and a lifetime of poverty. All the above issues have been addressed in most communities as awareness campaigns have led to the understanding and acceptance that all children are equally gifted regardless of their learning challenges, thus inclusion had improved lives, and stigmatisation was in the process of total eradication.

Though, in early years, the disabled were isolated and looked down upon, schools which had been mandated to create the inclusive education classes were the ones which were assessed, whereas the programme had to be for all schools. The World Bank Report (2018) stated that, due to the multi-dimensional nature of disability, its inter-sectionality with different kinds of marginalization could create multiple levels of disadvantage. A prior assessment of these dimensions and their impact on school access and learning achievement was therefore necessary. Civil society's expectations were high explained Vernor Munoz (2018), "The Forum is a mechanism

to remind States of their obligation to all people. We hoped that in a context of serious regressions, inclusion will be assumed as the main commitment to strengthen free public education, accessible to people who have historically been discriminated against. Human Rights are the highways where education advances. Inclusion is the vehicle.”

Most countries, especially in Africa, had economic challenges, are thereby at the mercy of the non-governmental organisations who then set the pace and monitored the programme on behalf of the government whom they were assigned to. UNESCO (2016) notes that a vast majority of services in education for children with disabilities are provided by Non-Governmental Organizations (NGOs), both local and international, and disabled people’s organizations (DPOs). These investments were typically earmarked for segregated programs and special education institutions, which are few and inaccessible to most citizens in low-income countries. Such programs that targeted marginalized groups, like children with disabilities, are neither aligned to national education policies and curricula, nor guarantee continued educational opportunities beyond primary education.

2.4 Challenges faced by the administrators and teachers in the implementation of inclusive education.

Bakhshi et al. (2018) also identified how in a conflict setting, such as Darfur, the education system was often destroyed, leaving millions of children out of school. When schools do exist, a myriad of challenges impact on the teaching-learning process: poor quality teaching, overcrowded classrooms, lack of facilities and resources and very little support for teachers. Schools often lacked equipment, educational materials, and trained teachers.

Ileri et al (2019) said that despite the enactment and domestication of international laws on inclusive education, there was still a big gap between policy frameworks and inclusive practices on the ground (UNICEF, 2019). Schools needed to put in place systems related to inclusive strategies in order to respond effectively to learners. For example, infrastructure adaptation is needed in many schools so that those learners with orthopaedic challenges may be catered for, provision of ramps, toilets with rails and enough space for moving about among many. In UNESCO (2014) it is reported that reforming school systems to become inclusive is not only about putting in place developed inclusive policy guidelines that meet the needs of learners but also about transforming the schools' strategies, beliefs and values. Thus, most administrators face challenges of non-payment of fees or very low payment to make the necessary adaptations to infrastructure to cater for various special needs learners.

Though inclusive education has had its roots in Zimbabwe since its inception, it is still experiencing a lot of challenges, some of which have affected teaching and learning even globally, highlighting them will show severity and intensity of matters, raising alarm to the responsible authorities to act. Mahanya (2016) generalised that effective implementation of inclusive education had been marred by lack of resources, teachers' lack of relevant skills to handle students with various disabilities and lack of understanding of the principles of inclusive education.

2.5 Teacher preparedness, and teacher pupil ratio in the inclusive education.

A lot of teachers are not prepared to handle an inclusive class. The reason being that several of them are not trained to do so. They lack the knowledge and skills to assist learners with special learning needs. Moreover, the attitude of the teachers towards the implementation of inclusive education also has an effect. Thwala (2015) revealed

that on managing inclusive classrooms mainstream teachers generally lacked confidence as they attempted to include students with disabilities in the mainstream. Mngo and Mngo (2020) also added that teachers thought that the most disabled learners were not able to complete assignments on their own in an inclusive setting. At the end of the day, the affected learners gained nothing at school and their teachers were frustrated. In a study carried out by Chimenga (2016) in Zimbabwe, suggested that another critical input required could be the introduction of indigenous languages to assist the children with disabilities to understand concepts learnt in mother tongue. Several learners are affected by the above suggestion as one may transfer from Plumtree where the mother language is Kalanga and come to Bulawayo where the indigenous language in most schools is IsiNdebele. Both learner and teacher become frustrated and instructional delivery using mother language is compromised.

Sibanda (2018) posited that large, class size had implications for effective teaching and learning and for curriculum accessibility in general. Those learners with challenges benefitted very little where the class size was large and the mainstream curriculum in its original state which was never designed to serve the purpose of inclusive education. Such a curriculum was designed for average learners who use typical means to access knowledge, skills and competences that are inherent in it. It calls for curriculum builders and the policy makers to come up with ways of putting together materials suitable for both the mainstream learners and those with challenges. Schuelka (2018) explicated that national-level implementation required enabling policy to clearly articulate and support inclusive education; having strong systems of data collection and management; providing flexibility in curriculum; and coordinating with other aspects of society in which inclusive education factors, such as employment matter.

Majoko (2018) argued that inclusive pedagogy shifted the focus from only those individuals with additional needs to the learning of all children in the community of the regular classroom. This entailed creating learning opportunities that are adequately afforded to all children so that they are able to participate in regular classroom life, and extending what is generally available for all children instead of utilizing teaching and learning strategies that are appropriate for most children alongside additional instruction for those with learning challenges.

2.6 Strategies which can be put in place for the implementation of the inclusive education.

Sibanda (2019) cited that large class size had implications for effective teaching and learning and for curriculum accessibility in general. The mainstream curriculum in its original state was never designed to serve the purpose of inclusive education. Such a curriculum was designed for average learners who use typical means to access knowledge, skills and competences that are inherent in it. Unless the curriculum is modified, adapted or differentiated, it would pose as a barrier to inclusive practices since some children with special needs would fail to access it. Therefore, the curriculum in schools must cater for every individual at school.

As challenges have been highlighted by different researchers, there are possible ways which can lead to the effective implementation of inclusive education focusing on 'Education for All', as according to the United Nations Convention on the Rights of the Child, where quality education is accessible to all children regardless of the background or disability. It all starts with the community to understand and be positive about inclusive education. Furthermore, Tawodzera and Thamane (2019) said that there was a model, the social model which encouraged the removal of

those barriers within society, or the reduction of their effects, rather than trying to fix an individual's impairment. This approach takes the focus away from what is wrong and puts emphasis on what should be done in alliance to identify and remove barriers or to reduce their effects.

Teacher dedication and commitment was the key to the mitigation learning challenges in the inclusive education. Sibanda (2019) pointed out that it did not require teachers to become superhuman, but it did require them to know about some of the most powerful evidence-based **teaching strategies** that engage learners across the board. This is supported by Ireri et al (2016) who said that one of the fundamental ways of determining the impact of school strategies that aid in overcoming physical barriers towards the implementation of inclusive education was through quantifiable tools that measure the access and participation of learners with special education needs. It is a straightforward method of counting the number of learners previously and currently enrolled in schools.

Inclusivity in some areas had turned political in a way that it is used as a way of more talk and less action as Sibanda (2019) postulated that lack of political will to make the school environment fully accessible to all children with disabilities was in effect rooted in cultural stereotypes and negative attitudes towards disability. Any negative cultural stereotypes and attitudes towards disability reflect on poor or lack of implementation of inclusive education.

As much as inclusive education is paramount in the development of children, it cannot be attained within a short period, but it is a process which must be taken a step at a time to change the systems (Shuelka, 2018). It is also noted that inclusive education is a continuous process of educational transformation, and a clear set of

equity indicators such as... from (UNESCO 2017) – can support inclusive education implementation. Measuring the success of inclusive education should go beyond merely counting students to evaluate access, but should include measures of educational quality, outcomes, and experiences.

Curriculum upgrade on ways of teaching and learning methods or the improvement in the curriculum must be implemented to improve the systems which have bias towards the able bodied. Sibanda (2018) supported that unless the curriculum was modified, adapted or differentiated, it would pose as a barrier to inclusive practices since some children with special needs would fail to access it. Curriculum modification, adaptation or differentiation is meant to make the curriculum responsive to a diversity of learner needs and abilities, but modifying, adapting or differentiating a curriculum without watering it down needs' special skills on the part of the teachers.

From their recommendations Magwa and Jenjekwa (2016) are of the view that there should be a complete restructuring of the educational system so that all schools would have responsibility of providing the facilities, resources and an appropriate curriculum for all learners irrespective of disability. The education officers, school heads and mainstream teachers should modify the curriculum to be flexible enough to meet the diverse needs of children including those with special needs. Sibanda (2018) argued that training and staff development would therefore be required in order to meet the new but demanding skills of modifying, adapting and differentiating the curriculum. In fact, it is a frustrating challenge on its own to teach a class with a wide diversity of needs and abilities.

Ileri et al (2019) asserted that accountability and improvement could be meritoriously intertwined, but it required great expertise. There were several crucial strategies that contributed to successful transformation process towards inclusion in a learning institution. This included: a) clarity of purpose, b) having realistic goals on inclusive education, c) motivating the key player and partners, d) support to the implementers, e) provision of necessary resources, f) monitoring and evaluation of the entire process of transformation (Schuelka, 2018; Timmons and Thompson, 2017; Carrington et al., 2017; UNICEF, 2015; Subban and Mahlo, 2017)

It also included supporting the achievement of all students through quality teacher training and capacity building. Equipping teachers with an adaptable curriculum, teaching strategies and training in Universal Design for Learning, and ensuring support and resources for specific needs were available to teachers and students (UNESCO-IBE 2016). Ileri et al (2019) supported by saying that inclusive guidelines focused not only on education quality for all learners but also demanded that the learning environment should be restructured to accommodate diversity. Simply dumping learners with disabilities in regular schools without addressing issues of instructional, human and structural support towards educational diversity, condemns inclusion to failure (Hughes, 2016).

In the World bank report (2018) it is stated that governments should facilitate learning of Braille and sign language, ensuring that the education of persons, and in particular children, who are visually impaired, hard of hearing or have communication challenges, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximized academic and social development.

2.7 SUMMARY

This chapter viewed literature on the inclusive education in primary schools, delving on given subtopics, which were derived from the objectives of the study. Advantages and disadvantages of inclusive education were highlighted, citing the challenges faced by the affected, which included teachers, the community and the stakeholders. Possible solutions were then given to mitigate the challenges faced. The next chapter will focus on methodology of the study.

CHAPTER 3

METHODOLOGY

3.0 INTRODUCTION

Warren and Jansen (2020) posit that research methodology simply refers to the practical “how” of any given piece of research. More specifically, it’s about **how** a researcher **systematically designs a study** to ensure valid and reliable results that address the research aims and objectives. It simply explains what data to be collected, who to collect that data from, how the collection will be done and the way the data will be analysed. For any researcher to be evaluated, analysed and the conclusion made, the research paradigm, research approach and research design were discussed. The population of study and sampling techniques were analysed too, together with the instruments which were used to extract information from recipients, and conclusions made.

3.1 Research paradigm

This research is centred in the qualitative research paradigm as MacDonald and Headlam (2017) explain that qualitative research is concerned with a quality of information. Qualitative methods attempt to gain an understanding of the underlying reasons and motivations for actions and establish how people interpret their experiences and the world around them.

Qualitative methods provide insights into the setting of a problem, generating ideas and/or hypotheses. Inclusive education affects children and adults, the orthopaedic, able bodied, poor and vulnerable in different ways, it is therefore everyone’s responsibility to understand and support the educational adjustment in the

communities. The nation and even in the whole world, above mentioned method, the enlightenment will be realised.

3.2 Research design

The research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring one will effectively address the research problem it constitutes, the blueprint for the collection, measurement and analysis of data.

For this study, the behaviour and adaptation of individuals and communities in the area where inclusivity was paramount in the education system where all learners from all spheres of life with different learning abilities and challenges are taught using same methods, in the same classroom, by the same teacher, using the same learning equipment and materials, receive quality education and achieved results for the future which will change their lives.

A research design is a chosen strategy which ties the major parts or components of a project together to address the research in an orderly way, eloquently showing how the major parts work.

The descriptive research design was therefore used in this type of study. Babbie and Mouton (2010) asserted that a descriptive survey describes and interprets conditions or relationships that exist, practices that prevail, beliefs, point of views or attitudes that are held, processes that are going on, effects that are being felt or trends that are developing. The descriptive survey, therefore, attempts to describe contemporary events, it facilitates description and interpretation of what is already in practice. The survey uses both qualitative and quantitative research methods as a means of gathering information in case study. Though, mainly, the qualitative

methods are the basis, quantitative methods come in when the researcher gathers information for sampling the population, in statistics and in which would be used in data analysis.

3.3 Qualitative research

Qualitative research in case study, deals with gathering information in a phenomenon, thus the information required should be direct, honest and to the exact point. The researcher had to interview people involved in that phenomenon.

Chikwature et al (2016) define qualitative research as an approach in research that is more interactive in nature and further permits the study of participants in their natural settings.

Qualitative approach enabled the researcher to gather information on issues concerning their feelings, attitudes and views on matters presented to them. As for this study, data on the effectiveness of inclusive education had to be collected, it qualified this to be used, instruments requiring data to be captured from participants were used, these were the interviews, questionnaires and the observations.

3.4 Population of the Study

The process of conducting a survey to collect data from the entire population is called a census. For this study, the population were the 32 schools in the Khami district which constitutes about 4 500 learners, 150 teachers, 120 administrators, and parents.

3.5 Sampling and Sampling Techniques

3.5.1 Sampling

Refeedalie (2018) explains that the process of selection or the drawing of the accurate representation of a unit, group or sample from a population of interest is called sampling. A specific sampling technique was identified for this study, the purposive sampling.

3.5.2 Purposive sampling

Purposive sampling is used in selection of participants, thus, identifying respondents who are familiar with the phenomenon, in this case administrators and teachers were in the education arena, they could answer relevant questions within their spheres. It also aided in the selection of participants who are not biased, but willing to take part in the study.

From the 32 schools in the Khami district, 5 schools were randomly sampled using the coding method. From each school 3 teachers were to be the participants, 5 heads, 5 Teachers- In- Charge, 5 Deputy Heads, and 30 parents, 15 with children who had special needs and the other 15 parents of children with no learning disabilities, totalling 60.

3.6 Instrumentation/ data generational techniques

Refeedalie (2018) indicates that instrumentation refers to the tools or means by which investigators attempt to measure variables or items of interest in the data-collection process. Interviews, questionnaires and observations will be used as data collection instruments as they are appropriate because they can be easily administered onto most of the respondents. Interviews, questionnaires and observations will be used to source data from the selected participants.

3.6.1 Interviews

Kabir (2016:211) concurs that interviewing involves asking questions and getting answers from participants in a study. Interviewing has a variety of forms including individual, face-to-face interviews and face-to-face group interviewing. As some parents were not able to respond to given questions fast, interview questions were compiled and administered to parents one by one thus face to face interviews were implored.

Interviews, according to researchers have three categories which are structured, semi-structure or unstructured. The Merriam Webster Dictionary (2016) adds that an interview is essentially a structured conversation where one participant asks questions, and the other provides answers. In common practice. The word "interview" refers to a one-on-one conversation between an interviewer and an interviewee.

Interviews as earlier alluded to, had advantages, firstly, a high number of responses are produced and are personal as questions are directly asked and responded to directly to the interviewees. In this case, parents were interviewed, the interviewer exercised control over the questions and responses by parents. At times it was important for the interviewer, after realising a need to adjust questions. Kabir (2016:206) states that we can introduce necessary changes in the interview schedule based on initial results (which is not possible in the case of a questionnaire study/survey).

Though interviews seem to be easy to administer, they also have disadvantages, they can be tiresome, interviewees may lose patience and result in responses which are difficult to analyse or at times copying what has been said by others. Kabir (2016) explained that the risk of bias was high due to fatigue and to becoming too involved with interviewees. Also, the respondents could be tired and impatient, and results would not come out as expected.

3.6.2 Questionnaire

Kabir (2016:206) indicated that a questionnaire was a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents, although they are often designed for statistical analysis of the responses.

Questionnaires have advantages that the respondent will not be known by the researcher, thus, there was freedom in answering given questions resulting in honesty. Probing was also eliminated, as compared to the interviews, less time was taken, just submitting and collecting information on scripts. There were, however, disadvantages of the questionnaire as noted in this study that, given responses were final, there was no need to adjust even if the answer was wayward, it was accepted as it was, and can negatively affect the analysis of results. At some instances, the respondents were expected to give responses on unfamiliar subject, challenges arose, as no one explained what was expected.

Both restricted and unrestricted questionnaires were used as the data was to be from all respondents, part of filling in gaps and the other part semi structured as the information was the personal views and feelings of the participants.

3. 6.3 Observation

In this study, the structured observation method was used as part of the research instruments. Thomas and Nelson (2016) asserted that structured observations research conducted at a specific place and time where participants were observed in a standardised procedure rather than writing a detailed description of all behaviours observed, researchers code observed behaviours according to a previously agreed upon scale.

The researcher went to the five chosen schools in Khami district on given dates, and observed the inclusivity taking place; results were recorded for analysis. The researcher observed the practicality of inclusive education to assess whether the implementation was as per the requirements in the statutory instrument of the Ministry of Primary and Secondary Education in Zimbabwe Circular P37 of 1987.

Observations have their own advantages which included the reality taking place was observed and recorded, seeing the reality taking place as meaning and content of study. Observation method was also good for the researcher as it provided access to the situation (MacDonald and Headlam 2017). Thus, the implementation taking place, how those with learning challenges were treated and accepted by the teachers, and possibly the administrators.

However, like any other data collection tool, the observation method had its disadvantages. It assisted, but did not complete the study on its own, it

complemented it. Abawi (2017) supports by stating that observations are structured conversation used to complete a survey. It could not be done in isolation, they were also time consuming as, for a complete understating of a phenomenon, several observation periods had to be done. As for this study, random visits to the schools realised the naturalness of the situation as the researcher visited the schools without announcing as she had already got permission from the heads.

3.7 Data collection procedure

The researcher sought authority to carry out the study from the schools through the provincial Ministry of primary and Secondary Education offices. She presented the document to heads of schools which she was to carry out the study from.

Administrators requested the teachers to support the study as they said it was also beneficial to them. Parents were made aware of the study and the issue of confidentiality emphasised. Interviews were administered to parents, whereas questionnaires were for the administrators and teachers. Observations were to be done only on dates known by the administrators for authenticity reasons.

Questionnaires were distributed at schools on different days and collected after a week. TICs helped in making sure all questionnaires were returned on time and there were no blanks. The researcher also requested some special needs teachers to assist with interviewing parents. The process took a month to be done.

Observations were done fortnightly in each school. The results were then gathered for analysis.

3.8 Data presentation and analysis

After gathering the data from the respondents using the observations, questionnaires and interviews, the researcher checked for blank responses especially on questionnaires, and recorded them. The responses were then grouped according to types of respondents, that is, teachers, parents and administrators, going over the responses. Further groupings were made according to similarities of responses and the number of responses as per set of questions recorded. Tallying was done to show the number of respondents as per question or a set of questions, these were then used to formulate different types of tables and graphs. The graph presentations were analysed to show the solution to the given problem and to give recommendations as shown by the responses to the problem.

3.9 Ethical considerations

Fouka and Mantzerou (2019) state that ethics are a system or principles which can critically change previous considerations about choices and actions of an individual or event. They go on to say that research ethics involve requirements on daily work, the protection of dignity of subjects and the publication of the information in the research. As this research has parents, as part of the participants, it was important that no sensitive information was requested from them, above all, consent must be sought from the schools, which would then seek it from individual parents after explaining the purpose of the study.

Confidentiality must be assured to all participants emphasising the anonymity in answering interview questions. Participants took part in the study voluntarily; this could be stressed through the filling of consent forms.

Participants could be in doubt; the researcher proved authenticity of the study by producing a letter from the Ministry of Primary and Secondary Education, (as the research was taking part in schools), which was sought through the university.

Part of the ethical consideration was to be polite, avoiding exploitation, discrimination and being offensive. The researcher had to be polite, accepting all responses as they would be screened when grouping. During interviews, all responses were accepted as correct to avoid conflicts. Sensitive issues had to be always reduced. A happy face made respondents to give their answers freely, without feeling intimidated.

3.10 Data management

Whyte, and Tedds (2016) cite that research data management concerns the organisation of data, from its entry to the research cycle through to the dissemination and archiving of valuable results. It aims to ensure reliable verification of results and permits new and innovative research built on existing information.

As earlier alluded to, after analysing the gathered information, and the presentation of results in graphs and tables, the information was regrouped to ascertain the number of respondents against the numbers shown on graphs and tables, making sure the numbers tallied with responses.

3.11 Summary

This chapter looked at the methodology of the study, the research design showing the qualitative research approach. The population of the study was given, sampling and its techniques were stated, with purposive sampling highlighted. Interviews,

observations and questionnaires were the research instruments used in the study and they were detailed. Data presentation and the ethical considerations of the study were also given. The next chapter will present findings of the study.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

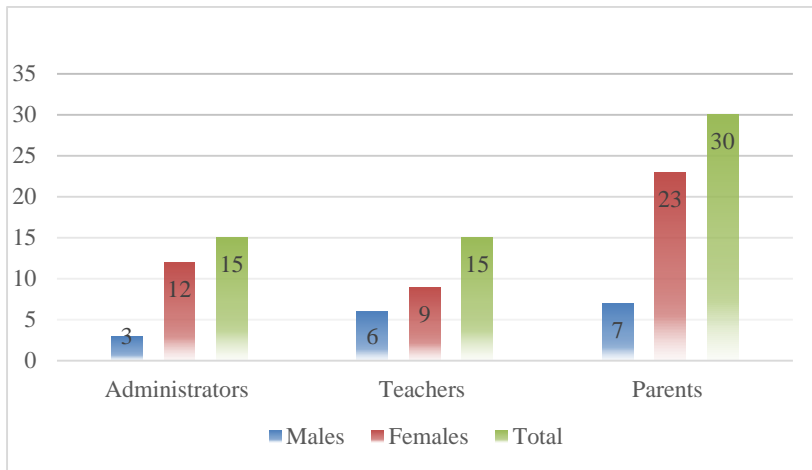
This chapter will look at the results of the data collection methods which took place within the five Khami district schools randomly selected. The data was collected from respondents through interviews, questionnaires and observation. The three methods were used as they complement each other. Interviews were used for parents as some

of them could not read and answer questions. Teachers and administrators were given questionnaires and the observation was for the researcher. The findings will be presented in graphs, pie chart and tables.

4.1 DATA PRESENTATION

4.1. 1: *Data Presentation of participants by gender*

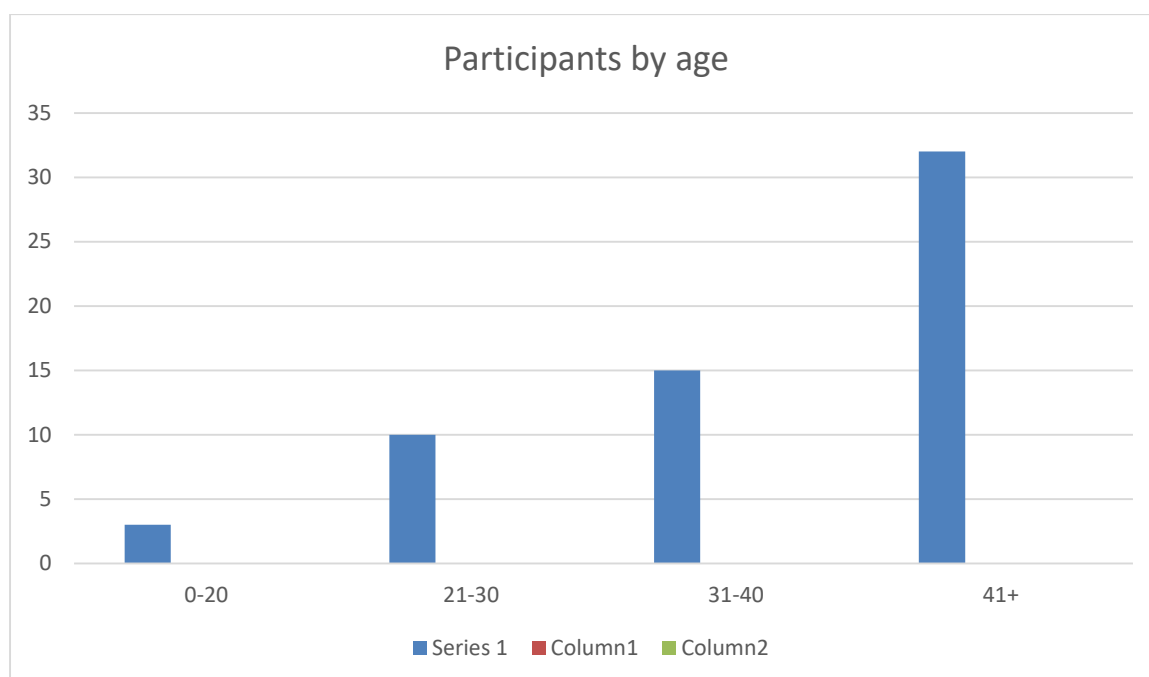
Fig 1: Data presentation of analysis by gender



From the 60 participants in this study, 44 (73 %) were females and 16 (27%) were males who responded on the implementation of the inclusive education in primary schools: The case of 5 primary schools in the Khami district of Bulawayo. This signifies that the high number of respondents were females, these are the ones who bring and collect children from school. On the teachers and administrators, urban schools have a high number of female teachers. This is so because there are more males than females in the teaching staff.

4.1.2: Data presentation of participants by age

Fig2: Data presentation of participants by age



Participants ages ranged from 0- 41 plus. There were 3 participants aged 20 and they were young mothers with Early Childhood Learners. Participants whose age ranged from 21- 30 were 10, there were 15 whose age range was 31-40 and lastly those aged 41 and above were 32. It is noted that almost all age groups of adults were represented.

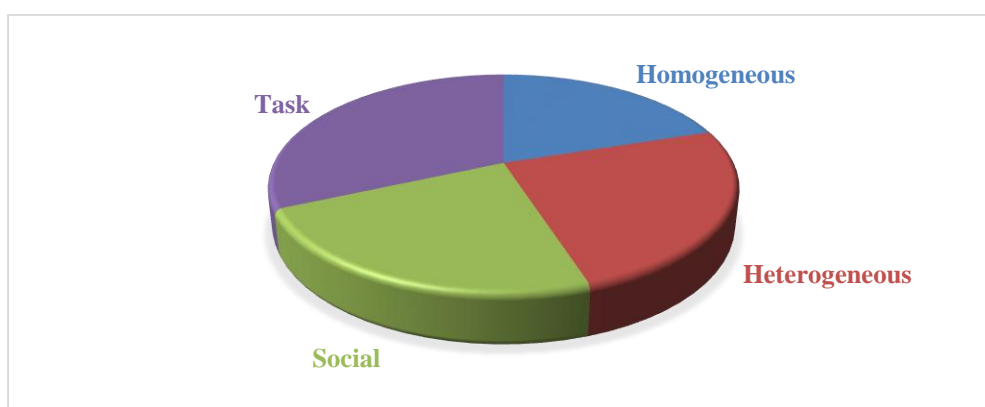
4.1.3 Research Question: What are the possible challenges which can be faced in schools upon the implementation of inclusive education and how they can be mitigated?

On responses on the challenges which could be possibly faced by the schools on inclusive education, the major one, was the grouping of learners, that is, the special needs and the mainstream learners during lessons. The respondents highlighted different views which were recorded as below.

Table 1: Challenges which can be faced upon the implementation of inclusive education.

	Homogeneous	Heterogeneous	Social	Task	Total
No of respondents	12	14	15	19	60
Percentages	20	23	25	32	100

Fig 3: Challenges which can be faced upon the implementation of inclusive education.



Respondents were quick to point out that the task grouping was the most appropriate, evidenced by the 19 (32%) of the respondents. The social group, where learners are grouped according to how they socialise was second on the list by 15 (25%) the reason was that in inclusive education learners work best with friends as they mix work and play. The homogeneous or ability group 12 (20%) was not favoured as they said, it would be those with learning challenges on their own and those with high capabilities on their own. They said this would cause permanent divisions in class as learners with challenges would be on their own. Thus, this group was denounced in inclusive

education classes as it was further stated that it sorts of isolates special needs learners and promotes bias.

One of the heads responded by saying that, " *A lot of teachers need to be in-serviced on inclusive education so that they handle learners correctly*".

The heterogeneous grouping of learners was supported by 14 (23%) of the respondents. Above all, the three types of groups which the respondents supported are said to be good for inclusive education and they are meant for equal opportunities for all learners in the education systems. The researcher observed that in some classes ability grouping was used whereas in some it was just mixed.

Some of respondents explained that some of the challenges faced in the implementation of inclusive education were because of individual perceptions of the programme. Parents felt that inclusive education disadvantaged the mainstream learners as they were drawn back to be at par with the special needs learners. On the other hand, the special needs learners are forced to perform like the mainstream learners which could lead to frustration of the slow learners.

Teachers and administrators who were participants agreed that only special needs teachers should teach the special needs learners as they are able to handle learners of different backgrounds, learning challenges, with different behaviours and attitudes towards school. They said this would assist all learners to get the relevant care and good learning spheres promoted.

One of the teachers responded by saying that, "*I am not well equipped to handle special needs learners. I trained long back and there was no special education in our college curriculum.*"

4.1.4 Research Question: What are the different types of special needs learners in Khami District Schools?

Table 2: Different types of special need learners in Khami District

	Hard of hearing	Visual impaired	Communication disorders	Orthopaedic	Talented	Total
Numbers of responses	11	7	18	7	17	60
Percentages	18	12	30	12	28	100

Respondents identified the different types of special needs learners as the hard of hearing, visual impaired, those with communication disorders, the orthopaedic and the talented. These were later sorted out per school and grouped together according to the number of respondents. Those with communication disorders were the highest with 18 (30%), seconded by the talented with 17 (28%). These two types of special needs learners were said to need more attention than the others as they would make a lot of noise if unattended, and the talented would complete given tasks earlier than expected, then make noise.

The visually impaired and the orthopaedic were the least in schools. The visual impaired were 7 (12%), according to the parents, it becomes a problem bringing them to school especially as they do not have any other means of transporting them except to guide them to school, as compared to others who could go to school with other learners from the mainstream.

The orthopaedic, like the visual impaired were 7 (12 %) of the special needs learners. These are said to be able to go to school on their own using the supportive devices

like the crushes and wheelchairs. Parents said they faced challenges of acquiring these devices, such that, in the case of infants, they would carry them to and from school, which makes them forsake their other chores as to be sure that their children get to school daily. The researcher observed that some of the learners were too big for the parents to carry.

Teachers and administrators complained of the small space for movement in the classrooms and in corridors as classrooms were not designed for these learners. They called on the responsible authorities to consider the plight of the special needs learners, it was observed that some activities which need movement were not done by the wheelchair bound learners because of limited space.

4.1.5 Research Question: Are teachers prepared to teach special needs learners and what are the effects of teacher/learner ratio?

Table 3: teacher preparedness and effect of teacher/learner ratio

	Yes	%	No	%	Total	%
Parents	2	3	28	47	30	50
Teachers	14	23	1	2	15	25
Administrators	12	20	3	5	15	25
Total	28	46	32	54	60	100

Responses on whether all teachers should teach special needs learners saw 46% of the respondents agreeing. 80% of the administrators also agreed stating that all teachers, if it were possible, could be in-serviced on the requirements of special needs and how to deal with different disabilities and learning challenges amongst learners.

Time allocation, according to teachers is said to be too short compared to the number of learners whom they must assist individually per lesson. They were suggesting that the responsible authorities investigate the issue in line with the updated curriculum.

One of the teachers responded by saying that, *“I need more time with the learners, but our timetable is stretched already. At home I cook with fire due to power cuts and fetch water elsewhere, so I need to dismiss early”*.

Administrators who made up 15 (25%) of the respondents, 12 (20%) of them said most teachers were prepared to teach special needs learners as the teacher training programme encompassed the aforesaid. They also said, because of inclusivity which gives equal opportunities for all learners to receive quality education regardless of their learning abilities, special needs learners should be included in mainstream school to avoid isolation which easily caused stereotyping.

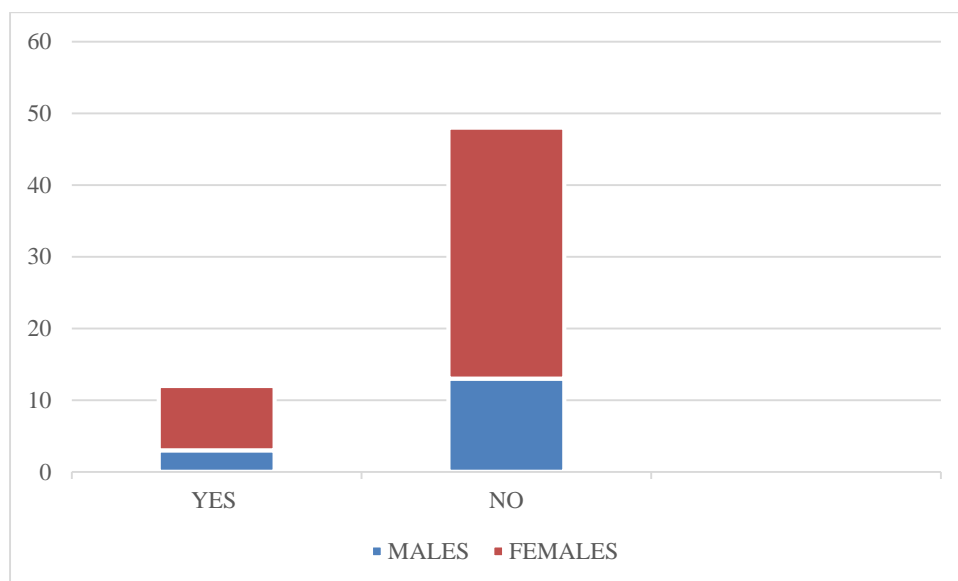
One of the heads said, *“I believe policy stipulates that all teachers must teach inclusive education, so it is their duty to do so”*.

Parents, though some did not know the difference between mainstream and inclusive education did not like the idea that all teachers being involved in inclusive education sighting the transmission of disability to their children. This sums up the fact of not having enough knowledge on inclusive education, which the stakeholders have to uphold.

Response by parents, “*These children must be separated, I don’t want my child to be a cripple. I know that disability is contagious*”.

4.1.6 Research Question: Are all communities aware of the importance of inclusive education and what it entails?

Fig 4: Community awareness of the importance of inclusive education



From the question on whether the communities were aware of the inclusive education, only 12 (20%) agreed that the communities have the knowledge of inclusive education, whilst 48 (80%) declined understanding of what the inclusive education was.

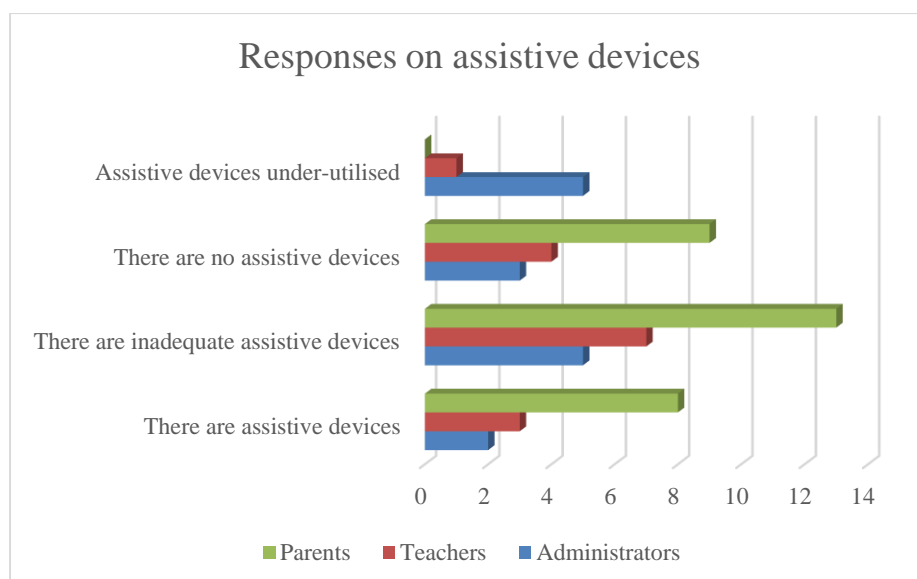
“I don’t know what inclusive education is. Is it for the crippled and the blind?”, asked one of the parents.

The above response proves that, though the government introduced the aforesaid programme, it did not consider staging campaigns to enlighten every citizen on its basics. The results also point out why some of the disabled and the less privileged children are still hidden at their homes instead of being taken to school where education for all programmes call for equality and quality education for all.

Respondents who agreed that communities are informed of inclusive education, are those who had children either learning with those with learning challenges or had heard of inclusive education from other school going children. Teachers and administrators were doing a good job, taking it upon them to call the disadvantaged and the physically challenged to attend lessons.

4.1.7 Research Question: What are the challenges faced by administrators and teachers in the provision of assistive devices for effective implementation of the inclusive education?

Fig 5: Challenges faced by administrators and teachers in the provision of assistive devices.



From the responses, some schools do not have the assistive devices. The 13 (21%) of the participants who agreed to have assistive devices only had the old-fashioned braille, but there were no hearing devices for those who are hard of hearing and other devices needed by special needs learners.

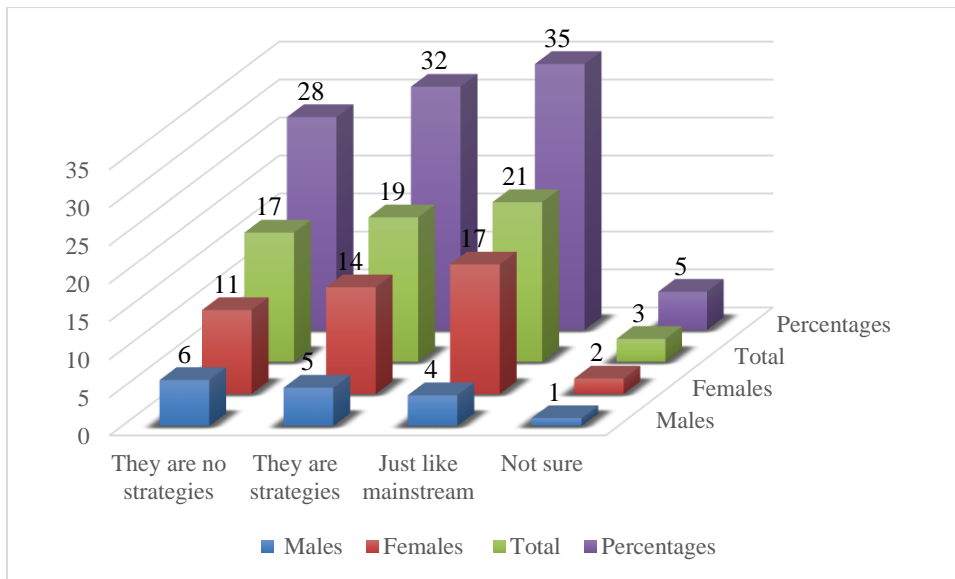
Administrators complained about the suitability of the classrooms and corridors as they said teachers and other learners must assist orthopaedic and physically challenged learners where there are no ramps, thus leaving other special needs learners unattended as the government cannot afford to pay assistants to these teachers.

One of the heads responded by saying that, *“If only our government and parents could afford to pay assistants, then life would be easier for both teachers and learners”*.

Parents, in some instances were not sure of the numbers, but acknowledged having seen the devices. On the other hand, administrators assumed the assistive devices were underutilised, because of their conditions, that is, they looked new, yet they were donated quite a few years back. They also cited that for those which got damaged, the schools could not afford to buy new ones as the bond fee could not match the US dollar cost.

4.1.8 Research Question: What are the strategies which have been put in place for the implementation of inclusive education?

Fig 6: Strategies that have been put in place for the implementation of inclusive education.



On whether there are strategies which have been put in place for the implementation of inclusive education, there were mixed feelings, though 32% of the respondents believed strategies had been put in place for the programme, the teachers and the administrators who constituted the bulk of these participants cited the staff developments and the regular updates on inclusive education. 28 % of the respondents stated that there are no strategies for inclusive education as the schools are facing material and equipment challenges.

“We do not have braille, cochlear or ramps to cater for some of the special needs learners. These challenges the implementation of inclusive education”, responded one of the teachers.

The 32% of the respondents agreed that there are strategies which have been put in place for the inclusive education, meaning that all teachers are aware of the programme and some of the parents who usually pick or collect their children from school understood what inclusive education entailed and how they can be part of the system. 35% of the participants said inclusive education was just like the mainstream, according to the study, they might not have heard of it. In the case of teachers, they

might not have understood it, of which the government is to blame as it is its role, before the inception of any programme, that the communities are made aware. 5% of the participants who were not sure of what was discussed came from the elderly parents who picked their children from schools. They said as they were not educated and could not demarcate between mainstream and inclusive education.

“Are the two different, I don’t know what inclusive education is. I last went to school before independence”, responded one elderly parent.

On the other hand, stakeholders, from what was gathered in the study assist in spreading the knowledge on the implementation of the programme by carrying out awareness programmes within communities. The study also revealed that, the disability society could carry out door to door search in homes where there are supposedly the disabled and educate them on inclusive education. Posters and fliers in different languages could be used by stakeholders to spread the news on the programme.

One of the parents had this to say, *“I feel the government should have enlightened us on the programme. There are people who still hide their children at home, and I feel these disabled people must advertise inclusive education “.*

4.1.9 Responses from parents of children with learning challenges including the disabled and the disadvantaged.

Parents with children who had learning challenges were happy with the programme, stating that it made them realise what they were capable of doing. From the 15 parents with children who had learning difficulties, 10 complained of that their children were being bullied or ridiculed, for example when they failed to move about with their

wheelchairs in class or on corridors. Some said, the able bodied at times took their children's crutches when they were not in class. Those who were mostly disadvantaged were those who enrolled late, they raised an issue of being stereotyped as dull and backward by other learners which led them to withdraw even from class participation. A wrong answer given in class leads to unnecessary laughter which the teacher at times could hardly control.

Response from one of the parents, *"My child was nicknamed Tofo, now he does not want to go to school. At times they hide his crutches"*.

4.10 Responses from parents of children with no learning disabilities in the inclusive education class

Parents from learners from mainstream or with no learning disabilities cried foul at the way the teachers gave more attention to those who had challenges and said their children were at times tasked to assist those with learning challenges in doing class work. Their teachers will also be attending to others who are even slower and backwards. Some said, though their children could be happy to assist the slow ones, it took most of their time.

One of the parents responded by saying, *"My child has been doing the same work for two weeks because their teacher said they must be at the same level with the rest of the class"*.

Another parent added that on the materials which they share, their children said they were forced to give first preference to those with challenges, and they would be allowed to use whatever they needed when those ones are done. Furthermore, some also complained that teachers, because of their sympathy, disadvantaged the able

learners unaware. They felt this was something which needed to be discussed for the betterment of inclusive education.

4.2 DISCUSSION

On the first question which is on the possible challenges which can be faced by schools in the implementation of inclusive education in Khami district, several respondents cited grouping as one of the challenges. They believed ability grouping disadvantaged the special needs learners and some of them end up being labelled and stigmatised and this further caused division in class as the special needs learners will be on their own and those from mainstream on their own. Furthermore, teachers felt they were not well equipped to handle inclusive classes because of different challenges. Partveen and Quonsar (2018) posit that inclusive education is a major step in this regard, if the obstacles coming in the process will be identified and then addressed accordingly, the aim of education will be attained.

On the second question, which is on identifying the different types of special needs learners in the selected schools, the study revealed five different groups of special needs learners and these are the visual impaired, the hard of hearing, who Rekkedal (2016) believes that their social interaction is good, but their participation in class is not as good as their social interactions beyond the classroom, the orthopaedic were also identified together with the talented and those with communication disorders. Those with communication disorders were the highest (30%) followed by the talented. The teachers felt the learners could not be left alone unattended as they would make a lot of noise. Those with communication disorders were said to be aggressive. Teachers felt they needed more time with them, and some felt there was need for the government to employ specialist teachers to handle such learners. The respondents

felt that some of these learners needed more space to move about, especially the wheel chair bound and those with no wheel chairs or other forms of transport were to be carried to school by parents of which it was a challenge.

The other question was on the preparedness of teachers to teach special needs learners and the effects of teacher /learner ratio. The research study revealed that teacher attitudes had a strong impact on the implementation of inclusive education. Some of the teachers believed that inclusive education was to be handled by specialist teachers. Soriano et al, (2017) found out that there was need for capacity building to develop education system and avoidance of stigmatisation. The respondents felt it was time consuming to handle both mainstream and special needs learners at once. The special needs learners needed more time to complete tasks. Mngo and Mngo (2020) revealed that teachers think that most of the disabled learners will not be able to complete assignments on their own in an inclusive education setting. Moreover, the teachers felt that the teacher/learner ratios were very high in inclusive classes and the time allocation was not enough to accommodate such learners. Thwala (2015) revealed that on managing inclusive classrooms teachers generally lacked confidence as they attempted to include children with disabilities in the mainstream. At the end, the affected learners gain nothing, and their teachers are frustrated.

Another research question was on community awareness of the importance of inclusive education and what it entails. The research study revealed that some parents did not know the difference between mainstream learners and the special needs. They felt it was the duty of the government to cascade policy effectively so that no one is left behind. Gelata (2019) postulated that the support given to schools from various stakeholders to implement inclusive education was not enough. Some community members were not able to take the children to school because of transport problems.

Sibanda (2018) informs that some parents resorted to carrying their children with physical disabilities often on their backs to and from school every day. Most parents prophesied ignorance of inclusive education especially those who had children in mainstream only.

The other research question was on the challenges faced by administrators and teachers in the provision of assistive devices for effective implementation of inclusive education. Findings from the research revealed that most of the administrators in primary school in the Khami district are aware of inclusive education. The teachers were also aware of inclusive education, but some indicated that during their training, they did not do anything on inclusive or special education. Both administrators and teachers were of the view that implementation was hindered by a lack of resources. These resources included hearing aids, braille, curriculum and infrastructure adaptations and more. This is echoed by Ladbrock (2019) who says that most of the primary schools lack resources to implement inclusive education. Mahanya (2016) supports by saying that effective implementation of inclusive education has been marred by lack of resources, teacher's lack of relevant skills to handle students with various disabilities and lack of understanding of the principles of inclusive education. Furthermore, the study revealed that grouping also affects implementation as some teachers tend to ignore those who are not doing well.

The last question was on proposed strategies which can be put in place for the implementation of inclusive education. The research revealed that teachers should be dedicated and show commitment, the tools for implementation must be availed to avoid frustration between the teacher and learners. Employing specialist teachers would be an added advantage too. There should be adaptations to both curriculum and buildings to incorporate all learners and continuous in-service of teachers must

be done. Sibanda (2019) is of the view that the mainstream curriculum in its original state was never designed to serve the purpose of inclusive education. Magwa and Jenjekwa (2016) also add that there should be a complete restructuring of the educational system so that all schools would have the responsibility of providing the facilities, resources, and an appropriate curriculum for all learners irrespective of their disability.

4.3 SUMMARY

This chapter looked at the findings from the three instruments which were used in gathering information from the 60 respondents from the five primary schools in the Khami District of the Bulawayo metropolitan province. The general populace seemed not to be aware of inclusive education and what it entails. Teachers and administrators were positive and confident that the communities were aware of the programme, as was proved wrong by the study. Even though the communities are in the process of understanding and accepting it, more campaigns are needed. The next chapter will present the summary, conclusions and recommendations of the study.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 INTRODUCTION

This chapter will give a summary of the study procedures starting from chapter one up to chapter four. Conclusions and recommendations of the study will be highlighted. The research study was about, The Implementation of Inclusive Education in Khami District: The case of 5 primary schools in the metropolitan province of Bulawayo.

5.1 SUMMARY OF CHAPTERS

Chapter one introduced the study. The research study was to assess the implementation of inclusive education in Khami District focusing on five schools. The research questions to be addressed by the study were: What are the possible challenges which could be faced in schools upon the implementation of inclusive education and how they can be mitigated? What are the different types of special needs learners in the Khami District Schools? Are the teachers prepared to teach the special needs learners and what are the effects of teacher /pupil ratio in the implementation of inclusive education? Are the communities aware of inclusive education? What are the challenges faced by the administrators and teachers in the provision of assistive devices for effective implementation of inclusive education? Which are the strategies which can be put in place for the implementation of inclusive education? The study benefits teachers in that they will have a deeper understanding of inclusive education and be in a position of handling learners with different learning challenges correctly and careful. On the same note the administrators will benefit in

that they will be able to understand inclusive education and be able to assist teachers with basic and necessary materials and assistive devices needed in the implementation of inclusive education and will make schools better environments for inclusive education. Moreover, parents will also benefit in that they will enrol their children to school, not hide them at home and assist teachers to effectively implement inclusive education which will benefit their children.

Chapter two was about the views of different authors on the paramount issues pertaining to the research. Literature dwelled on the implementation of inclusive education, its importance, challenges encountered by different stakeholders in the implementation and the mitigatory measures that can be applied.

Chapter three presented on the methodology. It mainly focused on the research design and paradigm, population, sampling techniques, data collection instruments and data presentation. The three instruments used in collecting data were questionnaires, interviews and observation. The purposive sampling technique was used, and the population consisted of 15 teachers, 5 heads, 5 deputy heads, 5 teachers-in-charge and 30 parents: 15 with children with special needs and the other 15 with children without any learning disabilities. In total the participants were 60.

Chapter four was on data presentation, analysis and interpretation. Data was collected from five primary schools in the Khami District of Bulawayo. The data collected was presented using graphs, tables and a pie chart. Numbers and percentages were also used to give information.

From the research findings obtained it was revealed that the administrators and teachers are aware of inclusive education through training, staff developments and other updates. On the same note the parents who pick their children from school are

also aware of inclusive education but, those without children in schools are not aware. Most probably, the government did not do a thorough job of cascading it.

5.2 CONCLUSIONS

From the outcomes of this study, it can be published that there is still a long way to go before implementation of inclusive education is successful. This assertion is based on the following conclusions:

- ❖ Schools did not have resources to implement inclusive education.
- ❖ The administrators and teachers are aware of inclusive education but time, lack of resources and attitudes hinder the successful implementation.
- ❖ An increase in workshops and continuous updates will keep teachers and all interested parties informed about inclusive education.
- ❖ Some parents especially those with children who do not have learning challenges are not very sure about what inclusive education entails.
- ❖ Homogeneous grouping is not a favourite amongst parents as they feel the special needs children will be on their own without anyone assisting them and they also felt that this type of grouping promotes bias which hinders successful implementation of inclusive education.
- ❖ Some teachers felt that they are not capable of handling inclusive classes as they are not specialists.
- ❖ Some parents felt that inclusive education disadvantaged mainstream learning and teaching as their children are sometimes asked to assist those who have challenges.

5.3 RECOMMENDATIONS

After interpreting the data for this study and making conclusions, the researcher came up with the following recommendations:

5.3.1 TO THE ADMINISTRATORS

The researcher recommends the administrators to:

- Do infrastructural adaptations so as to accommodate those learners who need more space to move about, ramps to be put on some of the corridors and doors, have rails in toilets and double doors to accommodate the wheelchair bound.
- Avail finances which will assist in the purchase of some assistive devices. The monies may be raised through fund raising activities like dinner dances rather than depending on donors and the government.
- To ferry some of the learners at a fee, to and from home to ease the burden of carrying learners on their backs in parents, that is, if the school has a bus or other means of transport.
- Provide assistants who can assist teachers with some of the special needs learners, especially when visiting the ablution rooms.

5.3.2 TO THE TEACHERS

The recommendations on teachers are that:

- They must go for manpower development to acquire more knowledge and expertise in inclusive education.
- Negative attitude towards inclusive education derails its effective implementation.

- Grouping must be done in a way that will not isolate the special needs learners.

5.3.3 TO THE MINISTRY OF PRIMARY AND SECONDARY EDUCATION

The ministry is recommended to:

- ❖ Offer in-service courses and workshops to teachers on special education at an affordable fee.
- ❖ Avail learning media occasionally on inclusive education.
- ❖ Adhere to policy on teacher/pupil ratio as some classes had up to fifty learners.
- ❖ Cascade policy effectively so that all stakeholders are well informed.

5.3.4 RECOMMENDATIONS TO THE PARENTS

Parents are recommended to:

Work hand in glove with teachers so that the implementation of inclusive education is successful. This could be done through paying fees and levies at the appropriate time and helping children with their homework.

5.4 SUGGESTIONS FOR FUTURE RESEARCH

The research recommends that further studies could be done on parental involvement in the implementation of inclusive education since they are the first teachers and trainers of some of the learners to be. Furthermore, another research could be on the effects of teacher attitude on the implementation of inclusive education.

REFERENCES

- Agbenyepa, J. S. (2018). Inclusive School Leader's Perceptions on the Implementation of Individual Education Plan. Australia: Monash University.
- Boru, T. (2018). Methodology Introduction. University of South Africa: South Africa.
- Buriro, A.G.& Awan, J (2017). Interview: A Research Instrument for Social Science Researchers International Journal of Social Sciences.HU. Vol.1number 4. Available at DOI:10.1256.256.
- Chikwature, W., Oyodele, V. & Ntini, R. (2016). Incorporating Inclusive Education in the Pre-Service Teacher Education Curriculum in Zimbabwe. Bulawayo: United College of Education.
- Chimhenga, S. (2016). The implementation of Inclusive Education for Children with Disabilities in Primary Schools: Asian Journal of Educational Research. Vol.4, No.4, 2016. ISSN 2311-6080.

- Chimhenga, S. (2019) The Challenge of Implementing Inclusive Education in Primary Schools in Zimbabwe. Harare: Zimbabwe Open University.
- Creswell, J. W & Creswell, J.D. (2017) Research Design: Qualitative and Quantitative and Mixed Methods Approaches, USA: Sage.
- Dakwa, F. (2016). Implications for Special Needs Education in Zimbabwe Masvingo: Great Zimbabwe.
- Dimitrioset et al, (2019). Limitations and Delimitations in Research Process: Greece Alexandrio Educational Institute of Thresaniki.
- Haradham, M. (2018). Qualitative Research Methodology in Social Science and Related Subjects. Chittagong: Bangladesh Premier University.
- Howe, K.R., & Moses, M.S. (2019). Ethics in Educational Research. Colorado: Boulder University.
- Ileri, K., Chege, N., Kibarabara, J., Onyalla, N & Don, B. (2019), Policy Strategies for Effective Implementation of Inclusive Education in Kenya. Kenya Meru University of Science and Technology: Frame Analysis: Mason Publishers.
- John. G (2020). Organising your Social Science Research Paper Writing and Easy Study. California: University of California.
- Junior, P.H., Abib, G.&Hoppen, N. (2019). The Qualitative Report Validity in Qualitative Research Processual Approach. Nova: South Eastern University.
- Kabir, S.M.S. (2017). Essentials of Counselling. Dhaka: Abusers Prokashana Sangstha.
- Kabir, S.M.S. (2016). Guidelines for Research: An Introductory Approach for all Disciplines. Chittagong: Book Zone Publication. Methods of Data Collection.
- Ladbrock, M.M. (2019). Challenges Experienced by Educators in the Implementation of Inclusive Education. Available at <http://profile.uoribi>
- Mafa, O. (2017). Challenges and Implementing Inclusive Education in Zimbabwe Education System. Available at <http://www.onlineresearchjournal.org>. /JER 2018.

- Magwa, L.& Jenjekwa, V. (2016). Handling Special Needs Learners in Mainstream Classes: The Case of Chirumanzi District. Zimbabwe: Gwanda, Morgenster Teacher's College.
- Mahanya, P. (2016). An Assessment of the Impact of Inclusive Education on Students with Visual Impairment in Zimbabwe. South Africa: University of Limpopo.
- Majoko, T. (2018). Inclusion in Early Childhood Education: A Zimbabwean Perspective. Volume 21, 2017-Issue 12, 1210-1227, Available at doi, org/ 10.1080/13603116.2017.1335354.
- Mizunoya, S., Mitra, S.& Yamaski, L. (2016). Towards Inclusive Education: A Stocktake of Education Sector Plans and GPE Funded Grants. USA: Washington D.C.
- Mngo, Z & Mngo, A. Y (2018). Teachers Perceptions of Inclusion in a Pilot Inclusive Education Program: Implications for Instructional Leadership Education Research International 2018(3):1-13, DOI:10.1155/2018/3524879.
- Mudzengerere, E. (2017). An Evaluation of the Inclusive Education Policy in Zimbabwe: A Case Study of Danhiko Secondary School in Epmafara District. Gweru: Midlands State University.
- Mutepfa, M.I., Mpofo, E., & Chataika, T. (2017). Inclusive Education in Zimbabwe: Policy Curriculum, Practice, Family, and Teacher Education Issues. Childhood Education 83(6) DOI: 10.1081/000994056.2017.10522947.
- Omondi, O. S. (2016). Determinants of Implementation of Inclusive Education in Public Primary Schools in Blood Division. Kenya: Saiya SUB-country.
- Opoku (2017) Decade of Inclusive Education in Ghana: Perspective of Educators. Available at DOI: 10.36251.
- Parveen, A. & Qounsar, T. (2018). Inclusive Education and the Challenges. India: University of Kashmar Jammu and Kashmir.
- Pillay, J. (2014). Ethical Consideration in Educational Research Involving Children: Implications for Educational Researchers in South Africa. South Africa: University of Johannesburg.

Schuelka, M.J. (2018). *Implementing Inclusive Education*. Fora Education, University of Minnesota: Sage Publications.

Sigh, R.K. (2017). *Disability and Inclusive Education: A Stocktake of Education Sector Plans and GPE Funded Grants*. United States of America: Washington D.C.

Sileyew, K. J. (2019). *Research, Design and Methodology*. Lower Thomas Street: Intec Open Ltd.

Sorian, P. (2017). *Inclusive Education for Learners with Disabilities*. Available at DOI: 10.10111.678.50.

Subban, P., & Mahlo, D., (2017). *My attitude, My Responsibility, Investigating the Attitudes an Intentions of Pre-Service Teachers Toward Inclusive Education between Teacher Preparation Cohots in Melbourne and Pretoria*. *International Journal of Inclusive Education*.

DOI: 10.1080/13603116.2017.1197322.

Tawodzera, M.C., & Thamane, M. (2019). *Schooling Experiences of Children Left Behind in Zimbabwe by Emigrating Parents: Implications of Inclusive Education*. South Africa: University of Limpopo.

Twala, A. (2016). *Lived Experience of Parents/Guardians of Children with Neurodevelopmental Disorders: Concept Paper*. Volume-2, Issue-11.32.

UNESCO, (2017). *Policy guidelines on inclusive education*. Paris: UNESCO.

APPENDIX A

QUESTIONNAIRE GUIDE FOR TEACHERS AND ADMINISTRATORS

My name is Cynthia Sibanda. I am a student at Midlands State University doing Bachelor of Education in Management and Leadership. This questionnaire is intended to collect your views on a study on the implementation of inclusive education in primary school: The case of 5 Primary Schools in the Khami district of Bulawayo. Kindly complete the questionnaire, your cooperation will be greatly appreciated, and your response will be treated with the strict confidentiality.

Date.....

SECTION A

Tick in the appropriate box.

1. Gender	Male	Female			
2. Age	19-25	26-35	36-45	46+	
3. Level of Education	Grade 7	Ordinary Level	Advanced Level	Diploma	Bachelors
4. What is your work status?	Teacher	Deputy head	Head		
5. Class taught	Infants	Juniors	Special Class	None	
6. Number of years in service	2-5	6-10	11-20	21+	
7. Are you involved in inclusive education?	Yes	No			
8. Do you live with/know a child with physical challenges who is not attending school?	Yes	No			

SECTION B

Answer all the questions below in the spaces provided.

1. What are the possible challenges which can be faced in school upon the implementation of inclusive education?

.....
.....

2. What are the different types of special needs learners in the Khami District?

.....
.....

3. Are teachers prepared to teach special needs learners and what are the effects of teacher/pupil ratio?

.....
.....

4. Are all communities aware of inclusive education and what it entails?

.....
.....

5. What are the challenges faced by administrators and teachers in the provision of assistive devices for effective implementation of inclusive education?

.....
.....

6. What are the strategies which have been put in place for effective implementation of inclusive education?

.....
.....

APPENDIX B

INTERVIEW QUESTIONS FOR PARENTS

My name is Cynthia Sibanda. I am doing Bachelor for education in Management and Leadership at Midlands State University. This interview is intended to collect your views on a study on the implementation of inclusive education in Khami District. Your cooperation will be greatly appreciated, and your responses will be treated with strict confidentiality.

DATE.....

1. What problems do you encounter with special needs learners when coming to school or going home?

2. What type of special needs learners are found in your locality?
3. Upon your regular visits to the class, do you think teachers are prepared to teach special needs learner and do you think the number of learners per teacher affects the implementation of inclusive education?
4. Do you think everyone in the communities is aware of inclusive education?
5. How do you as a parent assist the school in the implementation of inclusive education?
6. What more should be done by the parents, teachers and the state to effectively implement inclusive education?

APPENDIX C

OBSERVATION FOR THE RESEARCHER

1. Physical layout of the classroom, materials and equipment.
2. The different types of special needs learners.
3. Seating arrangement (mixed or mainstream learners on their own).
4. Teacher preparedness and teacher/pupil ratio
5. How the teacher deals with behaviour problems in the inclusive education class.
6. Challenges faced by teachers and administrators in the implementation of

Inclusive education.
7. Strategies that have been put in place for implementation of inclusive

education.

APPENDIX D



MIDLANDS STATE UNIVERSITY

P. BAG 9055
Gweru

Telephone: (263) 54 260404/260337/260667/260450
Fax: (263) 54 260233/260311

FACULTY OF EDUCATION

DEPARTMENT OF EDUCATIONAL POLICY STUDIES AND LEADERSHIP

30 January 2021

TO WHOM IT MAY CONCERN

The bearer

is a BEd/MED student at this university. She/he has to undertake research and thereafter present a Research Project in partial fulfilment of the degree programme.

In this regard, the university kindly requests both your institution and personnel's assistance in this student's research endeavours.

Your cooperation and assistance is greatly appreciated.

Thank you.



Dr L. Museva

Chairperson

APPENDIX E

Consent Letter

.....

.....

(School stamp)

To whom it may concern

Dear Sir/Madam

Reference: Consent Letter for Conducting Interviews and observations

This serves to acknowledge that Cynthia Sibanda R181068H has been granted permission to carry out interviews and observations with the heads, deputy heads, teachers and parents as participants. She is a student at Midlands State University doing a Bachelor of Educational Management and Leadership.

Your cooperation will be greatly appreciated.

..... (Head)

APPENDIX F

Ministry of Education and Child Development
The Permanent Secretary's Office
Telephone: 09 68811
Telegraphic: "SCHOLASTIC"
Telex: 50531 MPSEM ZW
Fax: 09 77027



REF: 0882033 F
Ministry of Primary and Secondary Education
Bulawayo Metropolitan Province
P O Box 555
Bulawayo
Zimbabwe

18 March 2021

Cynthia Sibanda
MIDLANDS STATE UNIVERSITY

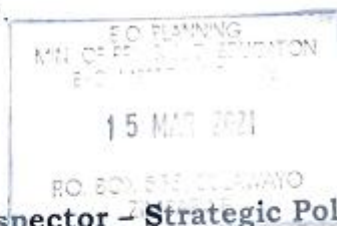
RE: PERMISSION TO CARRY OUT A RESEARCH ON: THE IMPLEMENTATION OF INCLUSIVE EDUCATION: A CASE STUDY OF PERCY IBBOSTON, THEMBSO, MAFAKELA, MBIZO AND LUVEVE PRIMARY SCHOOLS: KHAMI DISTRICT: BULAWAYO METROPOLITAN PROVINCE

With reference to your application to carry out a research on the above mentioned topic in the Education Institutions under the jurisdiction of the Bulawayo Province, permission is hereby granted. However, you should liaise with the District Schools Inspector for the concerned districts and Heads of the Institutions/Schools for clearance before carrying out your research.

It will also be appreciated if you could supply the Bulawayo Metropolitan Province with a **final copy** of your research which may contain information useful to the development of education in the Province.


T. SITHOLE

A/ Schools Inspector - Strategic Policy Planning, Research and Statistics
For: PROVINCIAL EDUCATION DIRECTOR



Submission date: 08-Apr-2021 06:15AM (UTC+0200)

Submission ID: 1553394216

File name: cynthia_completed_chap_1-5_2nd_edition_-_Copy.docx (822.23K)

Word count: 16590

Character count: 94089