

MIDLANDS STATE UNIVERSITY



**FACULTY OF EDUCATION(EDUCATIONAL FOUNDATIONS, MANAGEMENT
AND CURRICULUM STUDIES)**

**CHALLENGES FACED BY TEACHERS IN IMPLEMENTING INCLUSIVE
EDUCATION AT MGOQO PRIMARY SCHOOL AT EARLY CHILDHOOD LEVEL**

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Abstract

A number of researchers have undertaken some study in line with the challenges faced by teachers in implementing inclusive education at Mgoqo Primary School level in Zimbabwe and beyond. It is however, notable with regret that the challenges faced by Early Childhood Education teachers in implementing inclusive education have not been fully examined and incorporated in the previous studies, while the issue and impact of the new curriculum (2015-2022) were not considered in most of the researches. It is within this framework that this study partook to investigate challenges faced by teaching in implementing inclusive education at ECE level at Mgoqo School in Bulawayo. The research was conducted in Bulawayo at Mgoqo Primary School. A population of sixty which comprised twenty-four ECE teachers, twenty ECE disabled learners and twenty parents of disabled learners, from which a total of twenty participants were selected to represent the population. Among the respondents were ten teachers, five ECE disabled learners and five parents of disabled learners. This was done this way for easy access when gathering information.

The researcher gathered a convenient sample where more convenient teachers, learners and parents were chosen from the population. The researcher employed the purposive sampling technique where information rich respondents were selected for in-depth study. The sample size was twenty consisting of ten teachers, five ECE disabled learners and five parents of disabled learners.

The research followed both the qualitative and quantitative approaches since data gathered was both descriptive and numerical. The researcher used case study design. Questionnaires were distributed to the teachers and interviews conducted to parents and teachers to gather as much information as possible and also to check if their response correlate to each other's. Observations

were also conducted to view the classrooms where those disabled learners are taught and also to observe how the teachers teach the disabled learners.

The literature review gathered by the researcher presented views by various authors on the challenges faced by teachers in implementing inclusive education worldwide. This literature helped the researcher to have an insight into the inclusive education and its challenges when implemented or being implemented.

Data was presented in three different ways namely tables, bar graphs and pie charts.

The research found that teachers, parents and ECE disabled learners face different challenges in the implementation of inclusive education at Mgoqo Primary School in Bulawayo. The challenges were lack of parental involvement, lack of resources and lack of professional qualifications among others.

As a result, it was recommended that the ministry should design a thorough and clear educator skills development plan programme in disability and inclusive education in teachers' colleges and on the part of educators who are already serving in the mainstream schools. The Ministry should also unveil sponsorship packages for teacher capacity development schemes to enable all teachers to gain full conscience on inclusivity in education.

Finally, schools and their responsible authorities were encouraged to ensure that they make their environments friendly to all learners through infrastructural development programs, resource resuscitation plans and involving the parents' body in developmental issues.

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Dedications

This work is dedicated to my sons Atkins and Atford Dube who have stood with me and have been my inspiration throughout this academic journey.

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ACRONYMS AND ABBREVIATIONS

ACRWC: African Charter on the Rights and Welfare of the Children.

BEAM: Basic Education Assistance Module.

ECE: Early Childhood Education.

EFA: Education For All.

SNE: Special Needs Education.

UN: United Nations.

UNCRC: United Nations' Convention of the Rights of the Child.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In this chapter the researcher covered a general background of inclusion. It gives an outline on challenges faced by teachers in implementing inclusive education at Early Childhood Education at Mgoqo Primary School in Bulawayo. Further the chapter covered the background to the study, objectives of the study, research questions as well as the significance of the study. The delimitations of the study and the limitations of the study are also covered. Finally the researcher concluded by defining the key terms and the summary of the chapter was provided.

1.1 Background to the study

At the beginning of 2015 a number of learners with disabilities were enrolled at Mgoqo primary school which used to enrol only the so called “normal children”. In the same year Zimbabwe’s minister of primary and secondary education stated that as a Ministry they were looking into inclusive education, viewing it as strategy to address the diverse needs of learners through increasing their participation in learning and reducing exclusion within the education system. Plans were speculated on having workshops that will impact skills to the teachers on how to teach children with disabilities (Mafa 2015). In my school there has never been a workshop on teaching the children with disabilities but I have learners who are disabled in my grade 2 class. I have faced challenges and believe that the rest of the teachers who have disabled learners also encounter some challenges. It is difficult for teachers to implement inclusion without the knowledge of Special Education. Some learners need special material for hearing, writing and it is not available at this school. This affects the teaching and learning process at Mgoqo primary

school. This has necessitated this study to investigate the hindrances to the implementation of inclusive education in the school.

In keeping with international standards in education, Zimbabwe has embraced inclusive education as the means by which children with disabilities should be educated. (The New Constitution of Zimbabwe 2013 Section 2 Chapter 2 Number 22). Based on the need for Primary schools to change and become responsive to diverse learners, by offering the support necessary for access and participation, inclusion is being realised in Zimbabwean Primary schools. In Zimbabwe, inclusion of children with learning disabilities has been actively considered since 1994, but there is still a lot of ambivalence towards the implementation of inclusive education (Chimhenga 2016).Alquayouti in Phiri (2012) argued that there appeared to be growing international consensus that learners with disabilities were being short changed in the mainstream education systems of many countries in Zimbabwe. He further went to say that we reaffirm the necessity and urgency of providing education for children, youths and adults with special educational needs within the regular education system. This has created challenges for the teachers in the implementation of inclusive education for children with disabilities of primary schools in Zimbabwe. The debate of including people without discrimination and being stigmatized has been discussed internationally by the Universal Declaration of Human Rights (UDHR 1949). Mukheyi and Dryden (2014) reflect that the struggle for the rights for children with disabilities to be educated together with peers has had a long history and in 1978 Warnock recommended that children with special education needs or disabilities should be integrated in mainstream schools. The United Nations Convention of the Rights of the Child (UNCRC) acknowledged education as a human right and chose some articles to include them in every social factor for example the right to education, Article 23 which states

“Parties recognise that a mentally or physically disabled child should enjoy a full decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child active participation in the community.” Article 2 also outlines the principle of non-discrimination and includes disability as grounds for protection from discrimination.

Inclusive education has been a subject of debate at global meetings. The 1983 World Programme of Action Concerning Disabled Persons states under article 20 that “all member states agree that education for persons with disabilities should be carried out as far as possible within the general school system”. A few years later, the 1999 Convention on the Rights of the Child acknowledged the special needs of children with disabilities and stated that these children must be guaranteed, “Effective access to education in a manner conducive to the child, achieving the fullest possible social integration and individual development.” According to Engelbrecht (1999) this entails a radical restructuring of schools, re-evaluation of the curriculum and changes in pedagogical methodology. Such notion was further asserted by 1990 World Conference on Education which was held in Jomtein (Thailand) where much emphasis was on education for all. This was a move towards abolition of discrimination of learners with disability.

The 1994 World Conference on Special Needs Education which was held in Salamanca Spain also focused on inclusive education and it recommended that schools accommodate all children regardless of their physical, intellectual, social, emotional, linguistic and other conditions. Croft (2010) points out that the World Education Forum meeting that was held in Dakar in the year 2000 also re-affirmed the vision of inclusive education. In Zimbabwe the government has made it a policy to have children with disabilities included in regular schools. Most communal and urban schools have started enrolling students with disabilities in ordinary regular classes learning the same curriculum as the non-disabled. Children with disabilities tend to suffer inferiority

complex and labelling while inclusive education was meant to curb these problems. The Zimbabwe Education Act of 1987, states that every child in Zimbabwe shall have the right to education. Teachers in Zimbabwean Primary Schools have experienced challenges in the implementation of the conditions necessary for inclusive education in their schools and hence this research is focused on investigating the challenges and looking for solutions to them. The article aims at making a contribution to the understanding of educational needs of learners with disabilities who experience challenges to learning and to provide guidelines on how to support them. It examines also how primary school teachers manage inclusion in the classrooms, their competencies and strategies they need to be aware of in order to deal with learners with disabilities.

For many years regular primary schools in Zimbabwe used to cater for learners who were regarded as “normal”. Special schools accommodated learners with specific behaviour problems and physiological, neurological or psychological shortcomings (Mafa 2012). Zimbabwe’s educational policy emphasized on the point that education is a basic human right and it should be accessible to all learners regardless of colour, race, gender, class, religion, disability, culture or sexual preference. (The Zimbabwe Education Act of 1987). This created room for inclusive education which is seen as a way of removing the discriminatory practices and accommodation of learners irrespective of their special needs. Challenges for teachers in the mainstream are unique. The lack of knowledge and training for Primary School teachers and an inadequate infrastructure pose a lot of challenges for them in handling learners with learning disabilities.

An article by S’lungile Thwala which was conducted in Swaziland in 2015 revealed that there are some challenges faced by teachers in managing inclusive classrooms in Swaziland. In her research she used qualitative methods in which focus group discussions were involved. The

researcher used teachers only as participants in her research. The researcher realised that there is a methodological gap. The researcher felt that if she uses both qualitative and quantitative methods in her research she would come up with accurate information.

Tawanda Majoko also conducted a research in Zimbabwe in Midlands Province. He conducted it in 2018. Teachers and learners were the participants. Embedded in the core expertise of inclusive pedagogical philosophy, the researcher used qualitative research. The researcher felt there was a population or sample gap, teachers and learners were the only participants. The researcher used parents to bridge this gap. There was also a gap based on matters of discipline. The previous researcher was a philosopher. The researcher researched as a sociologist that is trying to search how parents of disabled learners help their children at home and how they feel about their children. The researcher came up with interesting findings.

Finally Elizabeth Akoto Ofori conducted a research in Ghana in May 2018 on challenges and opportunities for inclusive education in Ghana. The researcher used teachers, able and disabled learners and concluded that the families and schools should change and accept disabled children. The researcher discovered that there was a conceptual gap and a geographical gap. There has never been a research on internet about Mgoqo Primary School in Bulawayo. Thus it gave the researcher a chance to compare the challenges affecting the Ghana people and those that affect the people in Zimbabwe particularly at Nkulumane cluster in Bulawayo.

For many years Nkulumane cluster, particularly Mgoqo Primary School has been offering education to able bodied learners who do not have major disabilities. Those learners with specific behaviour problems, psychological, neurological and physiological shortcomings were taught in special schools. This has been viewed as discriminatory and infringement to the rights of the children by Mafa (2012). Inclusive education encourages diversities and promotes the

learning together of all children in order to crush discrimination and cultivate acceptance and tolerance among learners. In order to achieve this, it is crucial to begin at the grassroots level, such as ECE level as young children can grow up without phobia of the disabled. Thus the main address of this research.

1.2 Statement of the problem

The main reason for this research is the quest to find out the challenges that are being experienced by the teachers in the implementation of inclusive education for children with disabilities in Mgoqo Primary School in Bulawayo. The researcher has been made privy of the fact that the needs of learners with disabilities are not being adequately met in mainstream classroom settings.

1.3 Research objectives

Based on the description of the background to the study, the statement to the problem, the following objectives have been identified:

- To establish the nature of challenges faced by teachers in managing inclusive education for learners with disabilities.
- To analyse the effectiveness of inclusion in Primary Schools.
- To identify strategies regarding the effective inclusion of learners with special needs in ECE Primary classes at Nkulumane District.

1.4 Research Question

Main Research Problem

What are the challenges faced by teachers in the implementing inclusive education for learners with disabilities at Mgoqo Primary School at Early Childhood Education level?

Sub research questions

Question 1

What challenges do teachers encounter in managing inclusive education for learners with disabilities at Mgoqo Primary School?

Question 2

How do teachers manage inclusive education for learners with disabilities at Mgoqo Primary School?

Question 3

What guidelines can be suggested for the improvement of practice with regard to the implementation of inclusive education for learners with learning disabilities at Mgoqo Primary School?

1.5 Significance of the study

If carried out well, the researcher anticipates that the study will benefit the policy makers at national level as they will be informed on the shortcomings of inclusion and come up with proper guidelines regarding special needs education at Early Childhood Education level. Also Administrators of the Primary schools may use the outcome of the research to work out modalities to put in place for the purpose of insuring the effective education to children with special needs. Further the study will also benefit the researcher by keeping her up to date with latest developments in the field of inclusive education and special educational needs at

ECE level. Furthermore the teachers will be made aware of ways of handling children with disabilities in the Primary school settings. Finally the research report will provide a fertile ground for future research on inclusion at ECE level.

1.6 Delimitations of the study

The study was carried out in Nkulumane Cluster at Mgoqo Primary School. The researcher focused on a study on the challenges faced by teachers in the implementation of inclusive education in the main stream of ECE level at Mgoqo Primary School in Nkulumane in Bulawayo. The participants were teachers, parents and ECE disabled learners at Mgoqo primary school.

1.7 Limitations of the Study

There were possible challenges that were faced by the researcher in carrying out the research. Time constraints and resources to fully conduct this research were a threat. The researcher started the research way in advance and utilized basic resources as provisions to conduct the research successfully. The participants did not fear victimization and hence they all participated fully throughout the research. All participants were assured of confidentiality of their responses when filling in the questionnaires. A pilot study at a nearby school in the Nkulumane cluster. The purpose of the pre-testing was to help the researcher to establish validity and reliability of the instruments. This was to insure that it has the same meaning to respondents, the space to write responses is sufficient.

1.8 Definitions of terms

Inclusion

Inclusion is a process that accommodates learners with special needs or disabilities with learners who are no-disabled. These will be learners of the same age.

Inclusive education

The researcher views inclusive education as the education provided for learners in regular schools, where instruction is provided by a regular specially trained teacher, who has knowledge of special needs education and can address the unique needs of each learner.

Disability

Disability is any restriction or being unable to perform any activity in the manner or within the range considered normal for a human being.

Challenges

In the research the word refers to factors or difficulties which teachers find hard to deal with adequately. These are factors which make significant demands for teachers to implement inclusive education.

Mainstream

Mainstream is placing children with special needs in regular school classes for the purpose of learning particular skills and concepts which both parties can address with minimum or no difficulty. It can also be used as a name for regular classes.

Early Childhood Education (ECE)

This is education that is given to children from birth to eight years for the holistic development of the child.

1.9 Summary

In this chapter an introduction was given which unveiled the major elements that compelled the researcher to undertake the study. It also gave an introductory background to the study citing authors who wrote about inclusion internationally and in the Zimbabwean context. The problem under investigation was given precisely as a statement. The research questions and sub questions were also outlined. Delimitations and some limitations that may hinder the researcher in carrying out the research effectively were pointed out and so solutions were suggested. Key terms were defined and explained according to the context in which there will be used. Chapter 2 will be on Literature review. This will be literature related to the main concepts. It will be guided by study research questions.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter the researcher covered the literature review as specified by the topic. The legal framework to inclusive education in Zimbabwe, inclusion, background of inclusion in general were be explored. The chapter has literature on obstacles and challenges teachers encounter in managing inclusive education for learners with disabilities, how teachers manage inclusive education guidelines or solutions for the improvement practice with regard to implementation of inclusive education for learners with disabilities. A summary of the chapter was also be provided.

2.1 Literature Related to the Main Concepts

Legal Framework to inclusive education in Zimbabwe

According to Chimonyo, Kaputa, Hlatywayo, Munemo, Nyatsanza and Mutandwa (2014) the basis for implementing inclusive education falls under the laws of Zimbabwe as espoused in the current Constitution of Zimbabwe under section 22 which focuses on persons with disabilities. Section 75 provides to access for education for all. The Education Act (1987 revised 2006) has a non-discriminatory clause and promotes equal access. The Disabled Persons Act (1992 revised 1996) prohibits all forms of discrimination. There are also some policy circulars that give

guidance on inclusive education in the Zimbabwean education system which include, Director's Circular Number 3 of 2003 on guidelines on improving equal access to education for learners with disabilities, Director's Circular No 7 of 2005, Secretary's Circular of 2000 and Director's Circular No 2 of 2001 which directed that sign language be taught in all primary schools.

Inclusion

Ainscow, Booth and Dyson (2005) define inclusion as the recognition and realization rights of all children of whatever ethnicity, gender or developmental condition. Inclusion means that all children in E.C.D center regardless of their strengths and weakness in any area become part of the school community as they are included in the classroom. Graves and Ward (2012) say that inclusion is a basic model where both disabled and non-disabled students are educated within the same classroom. Educational inclusion then offers education geared to include all students, even those with disabilities in the same learning environment. In the same view UNESCO (2009) views inclusion as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning and reducing exclusion within and from education, it involves changes and modification in content, approaches, structures and strategies within common vision which covers all children of appropriate range and a convention that is responsibility of the regular system to educate all children. Better communication and social skills are developed as the teacher creates warm and carrying environments. Thus Akyeamong, Pryor, Gharthey and Ampiah (2006) claims that inclusion is concerned with recognition and acceptance of humanity for all children move in the direction of responding to all who they are and what they bring to the learning process.

Background to inclusion

Several writers claim that inclusive education is a basic human right. For example Christensen (2004) says that exclusion of children with disabilities is a violation of their human rights and represents unfair distribution of educational resources. Stubbs (2006) claims that education as a human right to all children has been enshrined in the international instrument since 1948 when the November declaration of Human Rights was declared. It emphasized on the right to education for all people. Ainscow, Booth, Dyson (2006) concur that the right to inclusive education was initially clearly stated in the Salamanca Statement and Framework for Action which emphasized that schools need to change and adapt to accommodate the diverse needs of learners. It is from this background that inclusive education has been advocated for. Croft (2010) agrees with the above as he alludes that the UNCRC (1989) Which identified the rights of each child to education, the UN standard rules on the equalization of opportunities for persons with disabilities 1993 and the Salamanca Statement on inclusive education has been strengthened by the new (2006) Convention on the rights of Persons with Disabilities which reinforces the rights of persons with disabilities in relation to education with the obligation of the government to ensure an inclusive system. Zimbabwe implemented inclusive education in 2013.

2.2 Review by Research Question One: Challenges faced by teachers in implementing inclusive education.

There are many challenges faced by teachers in managing inclusive education and they have been identified in a number of countries. A research on challenges facing implementation of inclusive education was carried out by Mungai B. Wangari in 2015 at Mwea East in Kenya. It was done with the school heads from 66 public primary schools in Mwea East District. The researcher used simple random sampling technique to select schools and then purposive sampling was used to select heads and teachers. Questionnaires were used to collect data. The

study revealed that there are learners with different kinds of special needs in education in this district and a shortage of teaching and learning resources to cater for learners with disabilities. The findings also revealed that the present teachers lacked skills and knowledge on how to handle learners with disabilities. From the above research the researcher did identify a gap. The gap is a time bound gap. The research was done in 2015. In Zimbabwe there has been an introduction of a new curriculum which was implemented in 2017 in all the Zimbabwean schools. The researcher felt that she may find some new interesting findings. The previous research was also done with heads and teachers only. The researcher felt that the learners and the parents of the disabled learners should be involved and the researcher included them in her research. The researcher also felt that there was a methodological gap that needs to be filled with regards to Mungai's research. The researcher used questionnaires only. It is advisable to use two or more research instruments to come up with accurate results. The researcher bridged this gap by using questionnaires, interviews and observations.

Another study carried out by Nadia Salim Janmohamed (2012) was on the same notion that is on challenges faced in the implementation of inclusive education programmes. It was carried out in Ghana. The researcher got its participants from two public or government schools and applied the purposive sampling technique to select only teachers teaching disabled learners. The results showed that the teachers who were present in those schools lacked training in handling learners with special needs, the environment was a challenge to the teachers and disabled learners and shortage of teaching and learning resources to cater for learning of disabled learners. The gap identified by the researcher was a geographical gap. The previous researcher used two public or government schools. The researcher used council schools to bridge the above gap and choose only one for depth study.

Further a research was conducted by Dr Sylod Chimhenga (2016) on whether resource materials affect the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe. It was done in 2016 in Bulawayo. A descriptive design was used and questionnaire were also used to collect information. Two hundred and fifty primary school teachers from five different selected primary schools in Bulawayo participated. The results indicated that there was lack of material resources available for the implementation of inclusive education. It also revealed that there was lack of resources such as computers and textbooks, trained teachers, finances, classrooms, time, play grounds tables and desks for use by learners with special needs in some schools. From this research the researcher conducted his research on Primary schools in general that is from ECE to Grade 7. There was a gap identified by the researcher, the population gap. The primary schools are made of junior classes and ECE classes. The researcher researched specifically on ECE classes only. This helped the researcher to discover the challenges faced by ECE teachers and not all primary school teachers.

Henry Chinhara (2016) carried a research on investigation on how Primary Schools in Chiredzi District in Zimbabwe cater for ECD A and B children with special education needs. It was conducted in Chiredzi with ECD A, B teachers, school heads, parents, DSI and NGOs. Questionnaires and interviews were used. Purposive sampling and cluster sampling producers were used while quantitative and qualitative designs were used. The study established that lack of resources for children with special needs to use, lack of adequate health facilities for learners with special education needs, no access to Basic Education Assistance Module (BEAM), lack of trained personnel to handle learners with special education needs in ECD programmes and scarcity of learning resources. The researcher identified a population gap. The previous

researcher used ECD A and B learners only yet ECE stretches from ECD A to Grade 2. The research included classes from ECD A to Grade 2.

The lack of specific policy on inclusive education has been perceived as a key challenge to successful implementation of inclusive education in Zimbabwe. Legal support for inclusive education derived from the Zimbabwe Education Act of 1996 and the Zimbabwean Disabled Persons Act of 1996. The Education Act of 1996 advocates for free and compulsory education for all students regardless of any demographic differences, while the Disabled Persons Act of 1996 addresses the rights of people with disabilities in relation to education, employment, recreational facilities and community and social services. However Carroll-Lind and Rees (2009) argue that inclusive education is still more about attitude than legislation and that inclusive values and beliefs should underpin the whole school culture because they determine the policies and practices that will be put into place. Thus, legislation may be there but if society holds negative attitudes towards people experiencing or with disabilities and other marginalized groups, the success of inclusive education process may be far from over. Nguyet and Ha (2010) support the above idea by arguing that inclusive education can only be successful if Education stakeholders maintain a positive attitude towards it. Nevertheless, the need for a policy will assist in showing how serious the country is about inclusive education.

Another study revealed that the implementation of inclusive education in Zimbabwe was perceived to be presently affected by lack of resources. According to Chireshe (2011), the shortage of resources is an implementation of inclusive education. This coupled by high teacher pupil ratio results in insufficient attention being paid to any students and any left to research for themselves. Negative attitudes towards children with disabilities still prevailing in the country

may also negatively affect the provision of resources to them. The funding availed for education in the country in general and inclusive education in particular is insufficient.

WHO (2012) posits that children with disabilities are among the world's most stigmatized and excluded children. Limited knowledge about disability and negative attitudes result in the marginalization of children with disabilities within their families, schools and communities. In cultures where guilt, shame and fear are associated with birth of a child with disability, they are frequently hidden from view, ill-treated and often excluded from activities that are crucial for their development. Due to the discrimination of children with disabilities, many have poor health and attain inferior educational outcomes. They also develop low self-esteem and limited interaction with others (Griender, 2010), Therefore even when included in a mainstream class such challenges as well; ranging from witchcraft to infidelity. When one gives birth to a child with disability such views amount to gross stigmatization and exclusion.

However, some of the learners get influenced by their parents' attitudes and develop fear towards discriminating those with disabilities. As such, if the community plays a positive pivotal role, the story of discrimination may become an empty historic piece.

From the above literature the identified gap was a population or sample gap. Most of the challenges researched on are for the primary school teachers in general. There are some challenges that specifically affect the ECE learners and teachers. Thus the researcher concentrated on the challenges affecting ECE learners.

2.3Review by Research Question Two: Management of inclusive education for learners with disabilities.

It is very hard to successfully manage inclusive classes worldwide. However some researchers have come up with some findings on management of inclusive education. A research carried out by S'lungile Thwala in Swaziland in 2015 on managing inclusive classrooms revealed that mainstream teachers generally lacked confidence as they attempted to include students with disabilities in the mainstream. In her research she used qualitative methods in which Focus Group Discussions were involved. The researcher realized that there was a methodological gap. The researcher used both qualitative and quantitative methods in her research she came up with accurate information.

Still on the same issue a research carried out by Tseliso J Khoaeane (2012) in Maseni District of Lesotho revealed that for management of inclusive education to be effective, teachers need to be trained properly with regard to inclusive education, Lesotho government to build structures that ensure provision for learners with special needs. It was done with teachers who were randomly selected in the two districts of Lesotho. A quantitative method using survey research design was used. Questionnaires were used. In this research the researcher noticed some research gaps. One gap was a sample gap and the other one was a methodological gap. The previous researcher chose to use teachers only and a random sampling technique was used. To bridge this gap the researcher therefore used teachers, disabled learners and parents so as to get reliable information. The researcher used purposive sampling technique that is she chose teachers who had learners with special education needs. The researcher used questionnaires complemented by interviews and observations, as use of a number of instruments is recommended so as to get correct data.

Another research conducted by Jabulani Mpofu and Almon Shumba (2012) revealed that ECE learners were taught by mostly untrained teachers, teachers were used as surrogate mothers at the centres and the school curriculum was inappropriate and the physical environment was poor and

teachers were failing to manage inclusive education in Chegutu in Zimbabwe. A survey design was used. It was done in 2012. Questionnaires interviews and observation check list were used. It was done with ECE parents and teachers. A research gap in this research made the researcher want to research more on challenges faced by teachers in implementing inclusive education and ways of managing inclusive education. The gap was time bound gap. The research was done long ago that is in 2012 when only a few or none ECE teachers were trained teachers. The researcher felt that a lot of things had changed including the curriculum which led to new findings.

In a study by Mafa (2015) in Zimbabwe teachers pointed out that it was hard to successfully manage inclusive classes. They also mentioned lack of specific skills when dealing with specific forms of special needs for example reading and writing Braille and not being able to use sign language when interacting with children having visual impairments. The teachers need training. This therefore suggests that the teachers need training in special education. Mc Conkey (2014) suggests that inclusive education eliminates exclusion that is a result of negative attitude. This implies that teachers try to manage inclusion by not having negative attitudes.

In order to create an inclusive classroom where all students are respected, it is important to use language that priorities the student over his or her disability. Disability labels can be stigmatizing and perpetuate false stereotypes where students who are disabled are not as capable as their peers. In general it is appropriate to reference the disability when it is pertinent to the situation. For instance it is better to say “The student who has a disability rather than disabled students” because it places the importance on the student, rather than on the fact on the fact that the student has a disability. Teachers will allow students with disabilities to try new things, test out new relationships and be challenged to think and work hard. Children with disabilities will be

provided with opportunities that are as close as possible to those that typical children are given. Use similar voice inflections, classroom management routines and instructional materials unless otherwise determined by the IEP. Encourage students to interact with each other normally by including students with disabilities in group projects, classroom jobs, co-operative learning and daily activities. Teachers will differentiate instructions. This is providing work that has many choices for the learners. The teachers will collaborate with the students. Students with disabilities often receive services from a variety of professionals. Close collaboration and communication are essential for seamless, consistent delivery of instruction. These teachers should hold high expectations. Children are likely to respond to the level of expectations set for them. If one hold high expectations and provide the correct supports, students will be much more successful. Teaching students with disabilities in general education classrooms can work well for all students but only when the teachers are given the support and tools they need to successfully facilitate learning for a mixed ability group of students.

In this research the literature reviewed that parents were not included as people who can help in managing challenges affecting teachers in implementing inclusive education in ECE. The researcher included the local parents of the disabled learners at Mgoqo primary school.

2.4 Review by Research Question Three: Guidelines on addressing challenges faced by teachers in implementing inclusive education in Primary Schools at ECE Level.

Several researchers have revealed that there are many ways of addressing the challenges faced by teachers in implementing inclusive education in schools worldwide. Chimwaza (2015) explored the challenges faced in the implementation of inclusive education in Malawi. It was done in 2015 with Montfort Special Needs College students and a few selected primary schools. Semi-structured interviews and focus group discussions were used to collect data. The findings of this

study indicated that teacher training is one of the main intervention measures used by Montfort SNE College in promoting inclusive education learning environments. Research on inclusive education and awareness creating campaigns are some of the interventions measures used by Montfort SNE College. The researcher identified a gap that she wished to bridge or fill by doing her research on the same topic. The gap was a geographical gap. The researcher felt that the research was done far away in Malawi and not in Zimbabwe and thus she did hers in Zimbabwe in Bulawayo.

An article by Jie Zhu, Huili and Wu-Ying Hsieh (2017) showed that there are some guidelines or suggestions that can be followed in addressing challenges faced by teachers in implementing inclusive education. The survey was conducted in Hong Kong in 2017. The case study investigated how inclusive education was practiced in an ordinary kindergarten in Hong Kong with a focus on its benefits and challenges. Kindergarten two children, two parents and two teachers were involved. Triangulation of observations interviews and documentations analysis were used. The results showed that the chosen kindergarten demonstrated a variety of inclusive practices like positive attitudes, a change of curriculum and restructuring of school buildings. The researcher identified a research gap that was sample gap. A few participants were used that is six participants. The researcher used twenty participants so as to get reliable information.

Elizabeth Akolo Ofori (2018) also researched on challenges faced by teachers in implementing inclusive education and opportunities for inclusive education in Ghana. The researcher conducted it in Ghana in 2018. The researcher used teachers, able and disabled learners in her research. The articles concluded that families and communities need to change, they have to accept the disabled children as part of the system rather than expecting them to adjust and conform to second class citizens, development, training and provision of necessary equipment to

meet their participation in the regular school environment. Teachers' positive attitudes were said to be part of addressing the inclusive education challenges. The researcher discovered a conceptual gap and a geographical gap that made her to pursue her research on the same topic. There has never been a research about Mgoqo Primary School in Bulawayo on challenges faced by teaching in implementing inclusive education. This gave the researcher a chance to compare the challenges affecting the Ghana people and those that affect the people in Zimbabwe particularly at Nkulumane cluster in Bulawayo. Furthermore Ghana is far away from Zimbabwe. The researcher conducted the research in Zimbabwe.

Forbes (2007) argues that there is usually a misconception that inclusion refers to a place where children with disabilities are learning and not the process of learning. The researcher felt that some society members did not understand the meaning of inclusive education. This could be because of lack of awareness campaigns focusing on the phenomenon and lack of exposure to inclusive education best practices. Some people believe that inclusive education is just the mere presence of children with disabilities in mainstream schools even if the schools had not been adjusted to meet the unique needs of these children. Real inclusive education entails schools restructuring in order to meet the learning needs of all learners in a given community (Armstrong ,2005).As such, to have all stakeholders coming aboard becomes a challenge especially when they are not fully aware of what they are contributing towards.

Enrolling teacher trainees from diverse backgrounds including the group referred to as 'vulnerable' is another step that has be taken to address challenges faced by teachers in implementing inclusive education in schools. (Nziramasanga, 1999 and Corbett, 2001). This was conducted in Zimbabwe in 1999.It was a survey on the challenges and curriculum provided for ECE learners. The results were that ECE learners should include children with special needs and

teachers should be trained for that. In those training programs it is important to have content in the form of topics on inclusive education in the college curriculum which will empower teacher trainees with skills, competencies and attitudes of handling inclusion in schools after qualifying as teachers (UNESCO, 2001). This will make them better equipped to do better with inclusive education demands and work better with children with disabilities. Content should also modify the teaching and learning strategies in the delivery of lectures in order to cater for all learners and their exceptional needs (Jenjekwa, Tutoro and Runyowa, 2013). Trainee teachers must be exposed to a variety of teaching strategies which cater for unique needs of learners for them to learn and master these teaching strategies and are likely to use them in inclusive settings in the school. These become teacher expected minimum standards as a way to recognize that every child is different, hence the approach should cater for them. Since charity begins at home, therefore adaptations to college infrastructure are needed so that it is friendly to everyone in the college community (Westwood, 2013). A teacher trained in an inclusive system would likely work tirelessly to improve these infrastructure adaptations in schools in which they will all teach. They are likely to influence decisions of School Development Committees in modifying and adapting infrastructure, as a result of their positive perceptions.

According to Griender (2010), some colleges however have a strong inclination towards enrolling students with disabilities. The same authority cites notes one college background since 1983, had in-service courses on Special Education being offered in this institution. Specialisation was done in courses aligned towards, Mental Retardation, Hearing Impairment, Visual Impairment and general Learning Disabilities. Some of the college faculties benefit from a department of Social Needs Education staffed with specialists in the above areas, which therefore, is advantageous in its Inclusive Education pre-service programme (Griender 2010).

The majority of students with disabilities in Visual and Hearing impairments thus, acquire a lot of support from the department of Special Needs Education. The visually impaired can be taught using braille while the hearing impaired students benefit from a Sign Language expert. A college of that sort would have its lectures benefit from the specialist advice in the Special Needs Education on adapting infrastructure and furniture for student with physical disability. The lecturers in the pre-service programme also obtain knowledge and skills required to handle students who have been enrolled out of Inclusive Education in the pre-service programme (Farell, 2008).

Chimhenga (2016) suggests that another critical input required could be the introduction of indigenous languages to assist the children with disabilities to understand concepts learnt in their mother tongue. The research was done in Zimbabwe. It was done with primary school teachers from five different selected primary schools in Bulawayo. The same source maintains that ChiTonga, ChiNambya and TjiKalanga language should be included in the teaching concepts. This would be a response to the provision of the new Zimbabwean Constitution as an initiative of Inclusive Education to empower minority ethnics groups. Engelbrecht (1999) argues that this entails a radical restructuring of schools as organisations, re-evaluation of the curriculum, changes in pedagogical methodology. In this regard, even the national examination board will have to come up with assessment instruments relevant for all learners in every taught language, to ascertain the extent to which changes in pedagogical methodologies assist learners with disabilities.

Another critical input should be seen from the government. The government must design some well-structured curricula for learners with disabilities in general, with disability specific provisions, to allow uniformity in provision and supervision of special needs education in the

inclusive set up (Hlatywayo and Ncube, 2014), before a clear cut transitional policy is instituted which specifies the paths to be followed by children with disabilities in school, to enable them to move swiftly into adulthood and employment. The transitional policy must be disability specific. Stakeholders, especially should also be consulted frequently for feedback on the job performance of persons with disabilities which will be in turn used for curricula modification. Furthermore, support services should be put in place for employed school or college leavers with disabilities, as well as students in school, since their struggles began in school first before the workplace. Dictionaries with technical signs should be put in place for the teaching and learning of subjects such as science, geography, computers and others (Hlatywayo and Ncube, 2014). These complement the tutor's effort in explaining using audio and visual systems especially for learners with hearing impairments.

In Zimbabwe most teachers were perceived to be lacking training in inclusive education. Chireshe (2011), laments that despite having many universities and teachers' colleges in Zimbabwe training teachers in special needs education, many teachers remain untrained in this area. Forbes (2007), argues that the obligations of inclusive education will be met when all schools have teachers with adequate training in special needs education. This challenge on lack of teacher training skills in inclusive education could be overcome by having peripatetic or itinerant specialist teachers. The implication is that better services could be availed if the available specialist teachers could move from one mainstream school to another assisting mainstream teachers and supporting the included learners. In this regard, the few specialist tutors would benefit a wider area. Itinerant teachers have been used in countries such as Ghana (Kuyini and Desai 2008), Netherlands (Pijl and Hamstra 2005) and Uganda and Kenya (Lynch and McCall 2007). However, lack of resources may negatively affect the availability of itinerant

teachers. For example, Kuyini and Desai (2008) revealed that the few itinerant teachers in Ghana could not meet the demands of many children with disabilities. However their use has been met with success and obtained great appreciation.

In the above literature review, a time bound gap was identified. The researcher noticed that most of the provisions for the challenges were addressing challenges encountered before the introduction of the new curriculum. The new curriculum has its own challenges and new tactics are required to address the challenges. Thus the researcher researched on.

2.5 Summary

In this chapter the researcher reviewed various literature on inclusion of learners with special needs in regular classes. A discussion on inclusion and its origin, challenges encountered by teacher in managing inclusive education in Primary school level, ways teachers manage inclusive education and the guidelines for the improvement of practice with regard to the implementation of inclusive education for learners with disabilities was provided. Chapter 3 will be on research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter the researcher will highlight how the research will be carried and description of the procedures and methodology to be used in the collecting and analyzing data. The researcher will specify and justify the research instruments as well as the source of data. The chapter will close with a summary.

3.1 Research Design

Cresswell (2009) says that a research design is the overall design of the overall plan of obtaining answers to the research questions. Punch (2005) points out that a research design means all the issues involved in planning and executing a research project. In simple terms research designs are methods of research used to carry out a study. Qualitative approach paradigm will be suitable

for this study. I will choose a case study design. According to Briggs and Coleman (2007) a case study is the in-depth study of instances of a phenomenon in its natural context and from the perspectives of the participants involved in the phenomenon. Punch (2005) reflects that the case study aims to understand the case in depth and its natural setting recognizing its complexity and its contexts. Therefore case studies are investigations of a single person, group or community.

The reason for choosing this design is because of a need to understand social problems from multiple perspectives. Case study has the benefits of providing rich data real life situations especially on those concerning people. I will select this design because it will offer the teachers the opportunity to relieve their experiences in their daily interactions with children with disabilities. Moreover case study allows research to be conducted in a natural setting and involves a process of building a complex and holistic picture of the situation of interest. The natural setting in this case will be the classroom where the teaching process will occur. Teachers at Mgoqo Primary will be observed in their classes to see how they teach learners with disabilities, what challenges they face and how they try to overcome the challenges.

3.2 Population and Sample

3.2.1 Population

Population is a collective term used to describe the total quantity of cases of the type which are the subject of your study (Walliman 2011) Best and Khan (2006) also observe that a population is a group of individuals that the researcher is interested in studying with regards to a given phenomenon. Therefore the population of the study can be viewed as a group of people with one or more characteristics in common that are of interest to the researcher and have been seen fit to supply relevant data for the study. The targeted population is Mgoqo Early Childhood teachers,

Early Childhood disabled learners and parents of the disabled learners in ECE settings at Mgoqo Primary School. There are fifteen early childhood teachers at the school, twelve ECE disabled learners and twelve parents of disabled learners. Studying the whole population will be a challenge and hence a sample will be used.

3.2.2 Sample.

Walliman (2011) defines a sample as a selected number of cases in a population. A sample is also viewed by Best and Khan (2006) as a small proportion of a population selected for observation and analysis. Therefore a sample is a fraction of the targeted population hence it is a representation of the outcomes of the study being carried out. The researcher used forty-eight percent of the total population as a sample. From the population of fifteen ECE teachers the researcher will use ten teachers. This is a good representation of the population since ten is more than half of fifteen teachers. Five disabled learners out of a population of twelve disabled learners will be used. This is a good representative of the population since it is almost half of disabled ECE learners at Mgoqo. Finally five parents of disabled learners will be used to represent the population of twelve parents. This is a good representation of the population five parents is half of the population of the parents.

3.2.3 Sampling Procedures

For the selection of the sample for this study the researcher engaged the technique of purposive sampling. Sekeran and Bougie (2009) defines purposive sampling as a technic that involves the process where the most accessible people are chosen as subjects. This therefore means that purposive sampling is choosing those people or participants who are involved in what the researcher intends to research on. The researcher chose this technique because she wanted to

research on challenges faced by teachers in implementing inclusive education in ECE. She used the teachers, disabled learners and parents of the disabled learners at Mgoqo Primary School.

3.3 Research Instruments

Tan Kok (2003) defines a research instrument as what you use to collect information (data) to answer your research question. It helps the researcher to keep track of observation and how to collect data from the participants or elements under research. The researcher will use interviews, open ended questionnaires and observations as main research instruments.

3.3.1 Interviews

An interview is a verbal conversation between two people with the objective of collecting relevant information for the purpose of research (Barley, Hennick and Hutter 2013). It allows respondents to speak out their opinions, feelings and beliefs, insights, attitudes and experiences about a problem in question through the use of probing questions. The interviews will be conducted with the teachers. The purpose of the interviews will be to obtain description of the lived world of the interviews with respect to the interpretations of the meaning of the described problem. I will get richer information through the semi structured interviews as it will be possible to ask follow up questions. Interactions will be made before the interview to create trust.

3.3.2 Questionnaires

Cresswell (2012) states that a questionnaire is a form used in the survey design that participants in the study complete and return to the researcher. While Johnson and Christiansen (2012) define questionnaires as printed self-reports that can be obtained through written responses by the respondents. The participants will give the required information by writing or filling in the required information on the given form. In order to collect data in large quantities from the

respondents the researcher will use open ended questions. In this study questionnaires will be designed by the researcher and will be used to gather information on challenges faced by teachers in teaching the mild mentally challenged learners included in the regular classes and the solutions to alleviate the challenges. The questionnaires will be used because they are easy, inexpensive and less time consuming to produce. The respondents can complete them at their own pace as compared to interviews and observations. Chiromo (2006) asserts that questionnaires obtain information required without bids since the respondents would have had the same questions and the researcher collects the data from a larger group of respondents in different geographical areas in a short period of time. This means when using questionnaires, respondents answer same questions but in different areas and at different times. Haralambos and Holborn (2004) assert that the questionnaires are efficient since they consist of the open ended questions that allow the respondents to vent out a lot of information and reveal an in depth insight into the information provided by the respondents. These are in different forms namely structured and semi structured questionnaires because they contain both open ended and closed ended questions. Open ended questions are very important in the sense that they give room to the unlimited number of possible detailed answers and self-expression from different respondents (Chiromo 2006). This will make the analysis possible as participants' views, feelings, knowledge and some unanticipated respondents will be discovered. Open ended questions also provide respondents with opportunity to fully express themselves, leading to the attainment of great variety of information (Kumar, 2011). In this case respondents will not be guided having to select answers. Advantages of questionnaires are that of uniformity of questions which allow for easy comparison of data as the respondents would receive some questions. Data collected from questionnaires can also be quickly collected and analysed by the researcher. They also give room

for respondents to decide responses carefully without any disturbances or influences from the respondents. Questionnaires can address a large number of issues at once. They are also with limitations as they can yield lower response rate, quality not be as high as with in depth interviews. Moreover if the questions are structured, they may fail to yield the required information or captured by the respondent (Fowler, 1995). This implies that the questions need to be carefully structured.

3.3.3 Observations

Kombo and Tromp (2006) assert that observation is one of the very important methods for obtaining comprehensive data in qualitative research especially when a composite of both oral and visual data become vital to the research. Observation provides first-hand information. In this study the researcher's own observations are necessary as they provide current information on challenges faced by teachers in implementing inclusive education. The researcher will be a participant observer. The researcher will spend extended time with the group as an insider and will tell the members that they are being observed. The method of interviewing will be chosen because the quality of data it will produce and for its ability to allow the researcher to combine the benefits derived from the interviews as well as from participant observation. The researcher will observe the participant teachers who have learners with disabilities as they teach them. The duration will be for thirty to fifty minutes for each teacher. The nature of classroom, assistive devices and books used by these learners will be observed or assessed in a form of a check list.

3.4 Data Collection Procedures

Rouse (2016) states that data collection is the systematic approach to gathering and measuring information from a variety of sources to get a complete and accurate picture of an area of

interest. Data collection enables a person or organization to answer relevant questions, evaluate outcomes and make predictions about future probabilities and trends. The researcher will seek permission from the Ministry of Education through District Education Offices and should have an introductory letter from Midlands State University. Having these papers the researcher will be granted permission to carry out the research. An appropriate way will be used for effective analysis of data. Themes will be derived from qualitative data collected through semi-structured interview, analysis, questionnaires and observations.

Cohen and Marion (2011) state that the data will then be grouped, coded and analysed under common themes. In a way this method summarises data so that emerging patterns can clearly be seen and analysed. The data will then be presented in form of tables, percentages and bar graphs. These can be easily read and interpreted. Descriptions will be used to explain, interpret and analyse the qualitative data that was sought and broken down into manageable sub-themes. The researcher will use descriptive statistics to analyse the collected data. Inference and comparisons and evaluations of what will be given by respondents will be given. All this should be in relation to the statement of the problem and research questions.

3.5 Ethical Considerations

Creswell, (2003) emphasizes the importance of considering ethical issues when considering research in schools because of power relations between teachers and learners. He sees ethical considerations as a central ingredient for research. This was particularly important in this research as the study was dealing with vulnerable individuals in the society, who are disabled learners and this guided my ethical behavior in the study.

3.5.1 Informed Consent

Luttrell (2010) posits informed consent as assuming the transparency of social and psychological reality that enables the researcher to provide full and accurate information about the research autonomous subjects who are able to make rational and informed choices. Informed consent means that research participants must be fully informed about the procedures and risks involved in research and give their consent to participate. Ethical Standards require that the researcher should not put participants in a situation where they might be at risk of harm as a result of their participation.

3.5.2 Confidentiality

Respondent's privacy were assured and no information retrieved from them was shared to an unauthorized party.

3.5.3 Anonymity

This ethical principle requires that names or identities of the respondents should not be divulged. This means that the researcher gathered information without attaching names of the participants. The researcher used letters to identify the research participants. Respondents were assured of confidentiality and this allowed them to freely participate and give information as required without fear.

3.6 Actual Data Collection

3.6.1 Observations

The researcher actually visited some of the classes with disabled learners when learning is in progress.

3.6.2 Questionnaires

The researcher described to participants how the questionnaires will be administered. Questions were detailed and participants were encouraged to ask for help. Participants completed the questionnaires as individuals with no influence from anyone so as to get raw and original data from them.

3.6.3 Interviews

Interviews were conducted at a convenient time. The researcher avoided conducting the interviews under pressure therefore enough time allocation was given to participants. The researcher did not use ways that lead to bias and try to stay objective during the course of the interview.

3.7 Data Analysis Plan

Bodgan and Biklan (1992) interprets that analysis involves working with data, organizing, breaking data into manageable units, synthesizing them and searching for patterns and discovering what is to be learnt, deciding what one will tell others, depictions of activities. Both quantitative and qualitative techniques were used to analyse data. Since in this study, qualitative research was utilized mostly the data generated was presented by means of graphs, pie charts and tables. The tool used for doing this was Statistical Package for Social Scientists (SPSS) (Pallant,

2005). This tool sought to establish patterns from the data and any relationships developed from the patterns to draw up conclusions based on the researched themes.

3.8 Summary

In this chapter, the researcher discussed in detail the research design which are noted to be both qualitative and quantitative. The sampling procedure, purposive sampling and the research instruments which are interviews, questionnaires and observations were discussed and identified as the instruments to be used in this research. Importance of ethical protocols were also provided. Chapter four will be on data presentation, analysis and discussion.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0. Introduction

In the previous chapter the research design and methodology of this study were discussed. In this chapter the researcher presents data that has been collected for the purpose of the study which is

qualitative and quantitative in nature. The results of the study are from the questionnaire, interviews and observations which were circulated and conducted by the researcher. The researcher used twenty participants and these were coded as follows teachers-TA to TJ, parents - PA to PE and five classes -CA to CE. The background information of the participants is presented in tabular form and accompanied by descriptive statements. The results were first tallied and then presented to tables, bar charts and pie charts. Furthermore cross tabulations were employed to search for different relationships between the various variables. The purpose of this research was to investigate the challenges faced by teachers in implementing inclusive education at ECE level at Mgoqo Primary School. In this chapter the researcher presents the data for the study, followed by the analysis and discussions.

4.1 Section A: A Demographic Data

The researcher sought out some personal information about the participants of the study. This was so critical in the study since the researcher had to know whom she was dealing with. In order to get information from the participants, a questionnaire was administered. Firstly the participants were asked to indicate their gender and age.

Table 4.1.1 below shows the sample distribution of participants.

N= 20

Participants	Number	Frequency
Teachers	10	50%
ECE learners	5	25%
Parents	5	25%

Source: Primary Data

Table 4.1.1 shows that the study involved 20 participants which included 10 ECE teachers, 5 parents and 5 ECE learners selected from the population. Questionnaires were distributed to the 10 teachers and data was collected. 5learners were observed as they were being taught in the regular classes and data was collected. Interviews for both parents and teachers were conducted and data was collected. From the above table ten (50%) teachers form the bulk of the participants. This is adequate for the research as teachers are the major ones that can give the challenges they face when implementing inclusive education at school. As a result the information they will give will be sufficient to provide the challenges faced by teachers in the research.

Fig 4.1.1 showing number of participants

N =20

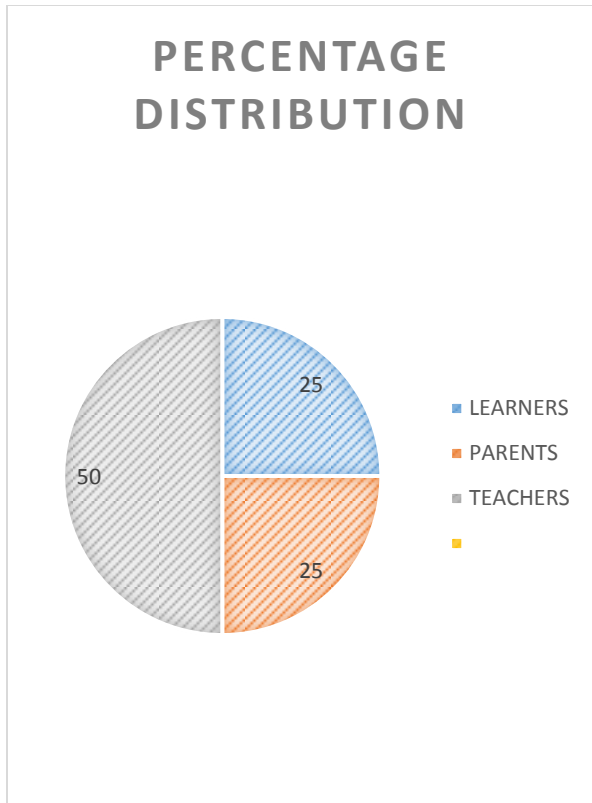


Figure 4.1.1 shows that teachers constituted 50%, ECE learners constituted 25% and parents constituted 25%. Attendance and participation had a response rate of 100%. This means that the research will be a success since the response is 100%. The findings will be from all the targeted participants.

Table 4.1.2 Showing Gender of Participants

Participants	Frequency	Percent
Male	5	25%
Female	15	75%
Total	20	100%

Fig 4.1.2

N =20

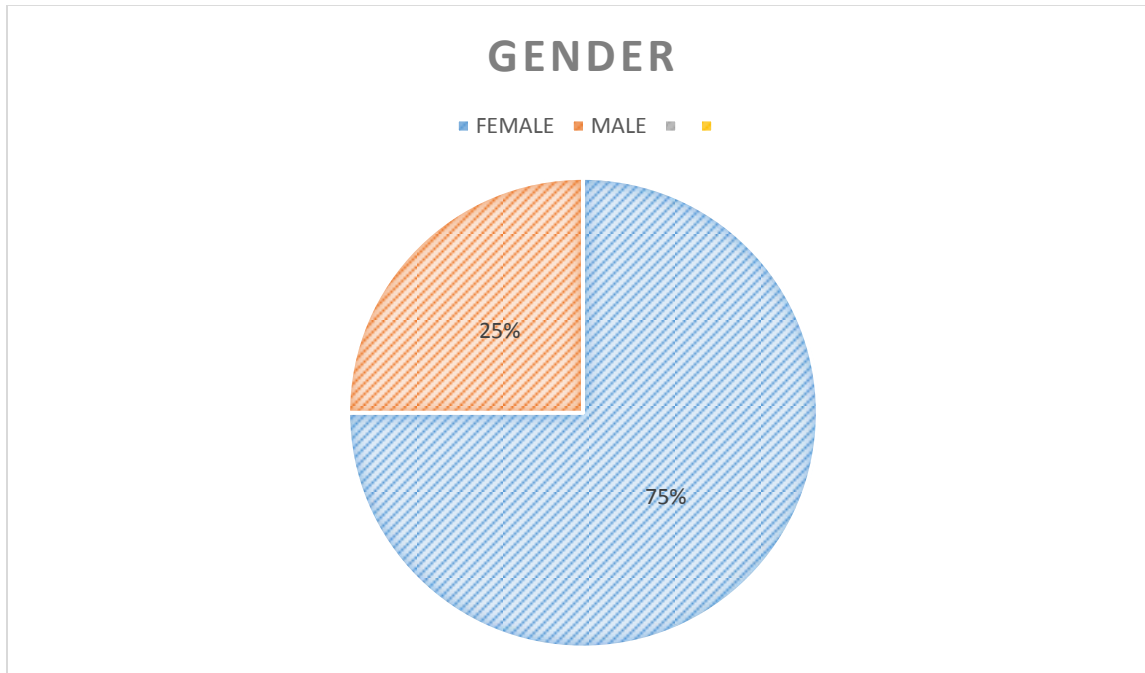


Table 4.1.2 and fig 4.1.2 above present the participants' distribution according to gender of the 20 participants 15(75%) of them were female respondents, whilst 5(25%) of them are male participants. Most of the teachers at Mgoqo School are female teachers and the parents that usually bring the disabled learners are mostly females. This implies that the information will be mostly from child carers since culturally it is believed that women are child carers, disabled or not disabled. (Mandina 2012). The researcher took note that her findings will be mostly from female's point of view and lesser from males' point of view. It was thus significant for the study to also take note of the gender of respondents, as teachers' views and challenges may differ according to their gender.

Table 4.1.3 showing whether the teacher training of participants included any course related to inclusive education.

Teachers	Frequency	Percent
Yes	4	40%
No	6	60%

Source: Primary Data

Of the 10 teachers who are the participants in the researcher 4(40%) agreed to be having a qualification in special needs education, however 6(60%) do not have the qualification. Taking note of whether teachers have an inclusive education knowledge was of paramount significance. Empirically challenges, attitudes and beliefs of teachers towards disability may differ according to the extent to which one is qualified to be able to know how to handle children with disabilities. If the data is like this, it implies that the participants' challenges or views on inclusive education will be different since some have special needs training while some do not have. It is likely that those without training on special needs will have more challenges.

Table 4.1.4 showing whether the participants have had any child with disability in class

Teachers	Frequency	Percent
Yes	10	100%
No	0	0%

Fig 4.1.4 showing the number of participants having learners with disabilities in class.



Furthermore the study took interest on whether participants have any learner who has a disability in their classes. From the table 4.1.4 and fig 4.1.4, 10(100%) of the teachers participating in the research have learners with disabilities. This will help even if the percentage was less it will still help in finding challenges they face as they teach these disabled learners in the mainstream. From the above data on the table 4.1.4 and fig 4.1.4 it implies that if all the teachers involved in the research have disabled learners they will be able to participate fully and provide accurate information since they have had an experience of teaching a disabled learner.

4.2 Section B: Teacher' responses on challenges encountered by teachers in implementing inclusive education at Mgoqo Primary School.

When looking at inclusive education one has to keep in mind that the learner does not have to adopt to the school system. The school or the education system has to change in order to meet the learning needs of all the children in a given community. As this is done challenges are bound to be faced. The study thus sought to find out if the teachers agree or disagree with the given

challenges. There was also room for teachers to include other challenges they face in implementing inclusive education at Mgoqo Primary School.

Table 4.2.1 Descriptive statistics showing the challenges faced by teachers in implementing inclusive education at Mgoqo Primary School.

Challenge	N	Yes	No	Neutral
Lack of parental involvement.	10	9	1	0
Lack of resources specifically for disabled learners.	10	10	0	0
Lack of professional qualifications.	10	6	4	0
Lack of educational psychologists or regular use of simple assessment tools making teachers	10	10	0	0

unaware of the needs of learners.				
Lack of skill	10	10	0	0
Lack of time to effectively teach the disabled learners	10	8	1	1
Teachers' attitude	10	9	1	1

The table 4.2.1 above is an analysis that reflects the responses of the ten participants towards the given challenges. Of the ten participants 9(90%) agree that lack of parental involvement is a challenge in implementing inclusive education. All the 10 participants agreed that lack of resources is another challenge at Mgoqo Primary School in implementing inclusive education .Further of the 10 participants,6(60%) agreed that lack of professional qualifications by teachers on the teaching of disabled learners while 4(40%) do not agree. This indicates a heterogeneous trait of responses that is varied responses for all teachers. This reflects that not all teachers agreed, instead some disagree that lack of professionalism is vital. Those that did not agree are those that had a background information on inclusion. When they were doing their diploma course they did special needs education. From the findings lack of skill is another challenge in implementing inclusive education at Mgoqo Primary. In this issue the responses are homogenous

meaning that there are similar for all the teachers. In other words teachers' responses are positively correlated. They all agreed that lack of skill is a challenge.

On the issue of time to effectively teach the disabled learners, 8(80%) agreed that lack of time to teach the disabled learners causes challenges in teaching these learners effectively. While 1(10%) disagreed and explained that even if you are given time to teach these disabled learners as long as there are no resources and one does not have knowledge of inclusion, it is difficult to effectively teach these learners in the mainstream.1 (10%) was neutral .This means that the participant neither agreed no disagreed with issue.

Participants suggested some other challenges which were not listed on the questionnaire. They provided them on provided spaces. This can be seen in the following narrative from TA

I believe that the disabled learners can only be taught effectively if the teacher: pupil ratio is very low for example (1:10) one teacher per ten pupils.

TB also cited the following challenge

These learners that are disabled are troublesome and thus we end up negative attitudes towards them.

The findings above on the negative of teachers are in line with Mandina's research (2012) who states that with high teacher pupil ratio and over crowdedness teachers are left with no room to cater for children with disabilities in inclusive environment.

4.3 Section C: Management of inclusive education by teachers for learners with disabilities at Mgoqo Primary School.

The extracted data was to confirm participant's knowledge of inclusion and how they adequately cater for the diverse needs of children with disabilities in an inclusive setting. The data was collected using both the questionnaire and the interview in an attempt to answer the sub-research question which was mainly concerned with how teachers at Mgoqo Primary School manage inclusive education for learners with disabilities. The researcher began by asking participants what they understood by the term "inclusion". From the responses given by participants, the participants were all aware of the meaning inclusion as reflected by the responses they gave. The following responses were extracted by the researcher from questionnaires as being provided by participants on what they understood by inclusion.

Having 'normal' and special children in the same classroom.

Mixing children with disabilities in a regular school which is near their home.

Accommodating children with special needs in mainstream classes.

Teaching children with disabilities and those without disabilities in the same classroom sharing the same resources and the teacher.

A process of addressing and learners, accommodating them regardless of their disability.

From the above responses, the researcher concluded that most participants were aware of the meaning of inclusion.

Table 4.3.1 showing Descriptive statistics on strategies in managing inclusive education at Mgoqo Primary School.

Strategies	Teachers N	Yes	No
The school has a self-contained classroom/resource room for children with disability.	10	0	10
There is special needs teacher specifically assigned trained for disability.	10	10	0
The school provides resources for various disabilities.	10	4	6
All ECE learners with special attend development workshops.	10	3	7

The table 4.3.1 above is an analysis that reflects the strategies taken in managing inclusive education at Mgoqo Primary School. From the response above there is no self-contained classroom for children with disability. That is all participants said that there is no such room. On the other side all teachers agreed that there is a special needs teacher cater for the junior classes

only. This means that ECE disabled learners can only be in that class when there are in Grade 4. This was given by the participants under management of inclusive education in ECE settings. 4(40%) of the participants agreed that the school provides resources for various disabilities. While 6(60%) did not agree. This implies that there are some resources for various disabilities but there are limited as only 40% say so. Furthermore 3(30%) of the ten teachers have undergone workshops on inclusive education. 7(70%) is above half of the participants who have never attended workshops on inclusive education. This implies that some of these strategies have not been fully utilized hence there is need for guidelines to be suggested so that they can be followed for improvement of practice with regard to the implementation of inclusive education.

4.4 Section D: What guidelines can be suggested for the improvement of practice with regard to the implementation of inclusive education for learners with disabilities at Mgoqo Primary School?

The study sought to find out guidelines that can be suggested for the improvement of practice with regard to implementation of inclusive education for learners with disabilities at Mgoqo Primary School.

All teachers stated that policy makers and educators need to give focus on the general education programmes nationwide for both cost-efficiency and quality reasons, and often at times various stakeholders in the education of disabled learners are overlooked. A case in point, one teacher stated that parent of the disabled learners are not fully engaged. More so, the education does not even cater to engage the parents of disabled learners. This leads to lack of co-operation from parents and put the inclusive at a difficult place to maintain its strength.

Table 4.4.1 Guidelines for the improvement of practice with regard to the implementation of inclusive education for learners with disabilities at Mgoqo Primary School.

Suggested Guidelines	Teachers N	Yes	No	Neutral
Enrolling teacher trainees from diverse background	10	10	0	0
Empower teacher trainees with skills, competencies and attitudes of handling inclusion in schools after qualifying as teachers	10	10	0	0
Modifying teaching/learning strategies in the delivery of lectures in order	10	10	0	0

to cater for all learners and their exceptional needs.				
Well-structured curricula by the government which allow uniformity in provision.	10	9	1	0
Radical restructuring of schools as organisations revaluation of the curriculum and changes in pedagogical methodology.	10	10	0	0

Source: Primary Data

The table4.4.1 above shows suggested guidelines for the improvement of implementation of inclusive education. 10 (100%) of the teachers who were participants agreed that enrolling

teacher trainees from diverse backgrounds would help improve the implementation of the strategies. This indicates that there were homogenous (similar) responses by teachers on that notion. Generally all the 10(100%) participants agreed that empowering, teacher trainees with skills, competencies and attitudes of handling inclusion in schools after qualifying as teachers and also modifying teaching/learning strategies in the delivery of lectures in order to cater for all learners and their exceptional needs, would help improve the implementation of the strategies. This indicates that there are homogenous (similar) responses by teachers on that notion.

The teachers were also asked if the government should re-structure this curriculum to promote or to allow uniformity in provision. 9(90%) of the participants agreed on this note while 1(10%) disagreed and said that this new updated curriculum is okay. The participant suggested that uniformity is not necessary as learners are diverse and their disability is diverse. Since 9 (90%) agreed, it shows that restructuring of the curriculum can help improve the implementation of inclusive education.

The issue on radical restructuring of schools as organisations, re-evaluation of the curriculum and changes in pedagogical methodology was also asked. The responses were heterogeneous (varied). In other words not all participants were of the same view. 6 (60%) did not agree with the issue while 4(40%) were in agreement with the notion.

The findings above show that the majority of teachers are in agreement with suggested guidelines above for inclusive education to be implemented. The use of these guidelines will help teachers to do better with inclusive education and disabled children. This is in accordance with Jenjekwa, Tutoro and Runyowa, (2013) in their research article, who emphasise that teachers must be exposed to a variety of teaching strategies which cater for unique needs of learners and should master these teaching strategies in order to use them in inclusive settings in

the school. These become teacher expected minimum standards as a way to recognize that every child is different hence the approach should cater for them.

Other suggestions suggested by the teachers were as follows:

Resource allocation is not effective for special education. Schools have to try to become more effective and efficient in resources allocation if an inclusive education can be established.

Schools need to stop using special education as a program for students who fall behind academically or are disruptive. They have to effectively identify which learner is classified under special learners and who is not so as to know how the learner can be integrated into the main stream.

Wrong identification of a learner can lead to an ineffective program implementation as resources will be allocated to the wrong person.

From the above findings one can deduce that resources for disabled learners should be allocated adequately, learners with disabilities should be placed in the mainstream and at times there is need for a psychologist to be called so that the hidden or unseen disability is revealed by a trained psychologist. This will help in identifying the disability correctly and thus the teacher will try to adopt the curriculum for the learner and implementing inclusive education.

4.5 Analysis of Parents' Interview.

It takes a village to raise a child. This African proverb summarises the main findings under the interview conducted with parents. To contextualize the perceptions of the research participants, it is important to say it takes a society to educate children with disabilities if we are committed to ensure they have access to quality education.

Question 1: What is your thought about disability?

Five parents were interviewed.

PA said that disability is being crippled, while PB and PC said that it is being unable to walk. While the remaining two said that it is not being complete like other normal people.

From the above information the researcher was able to deduce that the parents had some information about disability.

Question 2: Do you think people understand the life of disabled people?

Findings show that 4(80%) think that they are not fully understood. Parents stated that dealing with a disabled child involves a lot of expenses that is food, transport and medication. More so they stated that it is even more stressful due to the stigma they face in the society. One female parent stated that her husband left her because she had a physically disabled child. One (20%) of the participants said that she feels people understand the life of disabled people. She stated that her family assist her with her blind child.

Question 3: Where would you prefer your child to attend his or her education between a mainstream school and a special school? Why?

PD (20%) stated that she would prefer a special school for the following reason:

My child was once told by another learner at a regular school that people with disabilities are carriers of bad luck and this makes my child uncomfortable at a regular school.

PE and PA (40%) said that they prefer a mainstream school for the following reason:

Taking a child to a mainstream school or regular school is less expensive as there is no transport cost as the learner will learn in a nearby school. They said this good especially in this harsh economic situation that is prevailing in Zimbabwe.

PB and PC (40%) said that they would prefer the mainstream school for their disabled children provided the school adjust to the needs of their children.

Question 4: What role do you play in education of your children?

PE and PC (40%) strongly supported inclusive education and are very supportive of their children. Some parents personally take their children to school in the morning and pick them up in the afternoon.

PD (20%) said:

I have nothing to worry about my son's situation apart from being very supportive to him here at home and even at school. I teach my son to clean himself, dress up and also teach him toilet routines.

Question 5: What do you think can be done to integrate disabled learners in the community?

Drawing on Bronfenbrenner's (1979) ecological systems theory, individuals develop in complex environments. The relationships and interactions between the individuals and the environment affect the developmental outcomes. These interactions begin mainly at home and spread or move through the neighborhood schools community and the general policy and

political environment. Community collective responsibilities in working towards one goal, inclusive education could bear fruits.

PB and PD (40%) in the study stated that there is need for more parental consultations as the needs of children with disability are constantly changing.

PE (20%) stated that integrating learners in the main stream starts with integrating the school in the total community and taking reach out programmes to all people with disabilities in the community.

PA (20%) suggested that the school can use the experience of other organisations such as disability groups and other community projects as they can be useful in the integration process.

PC (20%) stated that the school can be active players in proposing right policies and legislations to help disabled learners. Teachers and other concerned individuals can come together in organisations to understand their shared problems and to express their concerns regarding disabled learners. They raise awareness on the general nature of the discrimination they experience.

Therefore parents stated that there is need to provide an effective inclusive education to pupils as the school had a greater impact in changing the perceptions in the community, at the school towards disabled learners. There is also need of transformation. Transformation should be in children with disabilities, parents' attitude towards disabled children, teachers' handling of the disabled learners, peers or classmates and lastly the community.

4.6 Observation Guide

Disabled learners were observed to see the challenges they face in the integration process. A class with a disabled learner who is participating in the research was observed for 30minutes.

4.6.1 Are the textbooks in the class suitable for the learners who have disabilities?

From the five classes (CA-CE) observed the textbooks used had bigger prints and there were covered for durability. Bigger print is ideal for learners who are partially visual impaired. However in all the five classes there were no books for the visual impaired learners.

4.6.2 Is the furniture comfortable enough for learners to learn?

Out of the five classes observed no-one of the furniture was padded for the comfort of the physical disabled learners.

4.6.3 Is there enough classroom space for the learners to be comfortable when seated and when moving?

The classrooms were crowded. There was no enough space for a child who uses a wheelchair to move freely. The children range from 50- 60children in a classroom.

4.6.4 Is the teacher's teaching speed at a level that the disabled learners are able to follow?

All the teachers (100%) where teaching as if there were teaching normal classes that is those classes without disabled learners. They claimed that if they slower the pace for the sake of the few disabled learners they will not finish the syllabus. From this finding the researcher concluded that the teachers teaching speed was not at the level that disabled learners are able to follow.

4.6.5 Other challenges faced by disabled learners in the regular class.

Observations showed that disabled learners struggle with coping with trauma of a disability which may be mild, moderate, severe or profound the learner may find it difficult to access and afford several facilities and services while attending classroom lessons. The absence of significant facilities and services at the school severely limit independence of disabled learners. Observation showed that disabled learners have social challenges in interacting with other learners. They face isolation and have issues with communication. Furthermore observations showed that learners struggle in mastering concepts due to hearing issues, communication problems and concentration issues. This is where the use of assistive devices is needed. However, learners do not benefit much in some lessons due to lack of assistive devices. This affects their educational performance.

4.7 Discussion

Major findings in this study revealed that lack of parental involvement is a challenge in implementing inclusive education at Mgoqo. The school at times does not ask for parents' input in some school decisions especially those decisions that involve disabled learners. Teachers sited that sometimes they struggle to have an effective working relationship with the parents of the disabled learners. Ramos 2018 states that as some teachers are not used to dealing with persons with special needs, parents are no exception.

The study also revealed that lack of resources is a challenge. The resources range from infrastructure, human resource, assistive devices and books. Human resource was discovered to be a major resource challenge in the sense that it was revealed that only few teachers had the knowledge of special needs education. On this note Mugweni and Dakwa (2013) indicated that the early childhood section in Zimbabwe does not have qualified personnel with basic expertise in special needs education.

Still on resources as a challenge infrastructure and the unavailability of resource materials proved to be one of the major challenges regarding inclusion of children with special needs in regular ECE settings.

Most developing countries do not have adequate materials and financial resources to have meaningful inclusion Chakuchichi, Chimedza, Chunze and Kaputa (2003). This indicates that inclusive education will only work effectively if sufficient resources are available. Thus Mgoqo Primary School ECE setting are notably affected by lack of proper infrastructure, assistive devices and books. This results in teachers not convinced of the holistic development of children with disabilities due to lack of resources.

The study also established that high pupil to teacher ratio was a challenge in implementing inclusion effectively at Mgoqo Primary School ECE settings. Their ratio is one is to fifty-five learners. These learners need more time and attention. In line to this, a survey conducted by Choruma (2007) in Masvingo also reflected that teachers have difficulty in paying attention to children with special educational needs due to large numbers of pupils in inclusive classes. This leads to teachers developing negative towards these learners

The study also revealed that teachers feel there is a lack of time effectively teach the disabled learners. The curriculum is fully packed. Teachers had problems in knowing what to do at a specific time and to effectively arrange lessons in a way that impact disabled learners. Murphy (2018) states that a special needs inclusion classrooms needs to be well organized and allow for learners to attend therapy sessions if need be. However, this becomes a challenge in planning day to day activities and keeping all students engaged and learning. Preparing and training a classroom practitioner is the first step in making inclusive classrooms a success.

From the study it was revealed that all the participants knew what is meant by inclusive education. There is no self-contained classroom for learners with disabilities. There is a special needs teacher who only caters for junior classes only, that is learners who attend lessons at this class are from Grade 4 upwards and not ECE learners. Teachers who have disabled ECE learners can get assistance from this teacher. Resources are also provided at the school as a way of managing inclusive education. However the resources are not enough.

The research also revealed that workshops on special needs education are conducted as a way of managing inclusive education at Mgoqo Primary School. It was noted that only a few attended the workshops. This implies that maybe workshops are not conducted frequently in the Nkulumane cluster where Mgoqo Primary School is. More workshops are needed so that almost all ECE teachers can attend and equip themselves with the knowledge of inclusive education.

The study revealed that in order to improve the inclusive education practice or implement it in early childhood settings, teachers need to be trained in special educational needs of learners with disabilities. This is in line with the recommendations made by Choruma (2007) in her study that there is need to educate teachers and heads to fully acquire communication skills to adequately teach children with disabilities.

Further a well-structured curriculum should be provided by the government which allows uniformity in provision. The researcher noted that the findings in this section seem to confirm observations made by Thwala and Dhembha (2012) in South Africa. According to these authorities inclusive education can only be made possible if regular teachers are knowledgeable of what adaptations to make. This shows that the extent to which curriculum adaptations and modifications are made is very great if all the children with special needs' needs are to be catered

for. Thus the curriculum has to be adapted to suit the needs of the children with disabilities if they are to develop to their full potential.

Radical restructuring of schools, re-evaluation of the curriculum and changes in pedagogical methodology was also suggested as a guideline for the improvement of inclusive education in ECE settings. Morrison (2012) indicates that education for children with disabilities need a variety of equipment if comprehensive services are to be delivered to learners.

4.8 Summary

The main objective of this chapter was to analyse and present results of the study. The focus of the study was to investigate the challenges faced by teachers in implementing inclusive education at Mgoqo Primary School in Nkulumane. The results from the data were grouped and presented into three major categories: the obstacles or challenges teacher face in managing inclusive education, management of the challenges and suggested guidelines for the improvement of practice with regard to the implementation of inclusive education at Mgoqo Primary School. From this chapter it was concluded that the implementation of inclusion in early childhood education still needs to be revisited to suit the current situation on the ground. Summary conclusions and recommendations of the study will be given in the next chapter.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction

In this chapter the researcher will present the summary, conclusions and recommendations of this research. The study was concerned with investigating challenges faced by teachers in implementing inclusive education at Mgoqo Primary School. The themes of the study were as follows, challenges or obstacles faced by teachers in the implementation of inclusive education for learners with disabilities, teachers' ways of managing inclusive education and suggested guidelines for the improvement of practice.

5.1 Summary of findings

The purpose of the study was to investigate challenges faced by teachers in implementing inclusive education. The research was triggered by the fact that the school was enrolling disabled learners at E.C.E level and at the same time there was a new curriculum introduced in schools in 2017. The teachers were bound to face challenges. The researcher used the descriptive survey design. The research instruments used in this case study were questionnaires, interviews and observation guides, with which data was extracted from the targeted twenty participants.

There are over fifteen ECE learners who are disabled and there are twenty ECE teachers at this school. The researcher used only ten teachers who have disabled learners in their classes. These

were used because they are the ones who teach these disabled learners and would give the information on the challenges they face as they teach these learners with the other normal or able learners. Five parents were used. These were the parents who have disabled learners at the school. The information was got from the class registers at the school. The classes observed were five and had disabled learners.

Literature presented was on views by various authors on the challenges faced by teachers in implementing inclusive education. This literature helped the researcher to have an insight into the inclusive education and its challenges when implemented or being implemented. Key findings emerged in chapter 4 and these are the challenges faced by teachers in implementing inclusive education at Mgoqo Primary School at ECE level. These challenges include lack of resources, lack of parental involvement, teacher pupil ratio and loaded curriculum.

5.3 Conclusion

Basing on my findings, it was concluded that inclusive education will not succeed if it is not fully supported by stakeholders like parents, teachers, learners and the ministry. Parents should be involved in decision making at school, particularly those decisions that involve their children. They should help in the learning of disabled children by coming for consultations, providing some resources for their children. It was also concluded that teachers should attend workshops on special needs education, teachers should be trained on special needs education at colleges. In-service programmes should be provided for the teachers already in the service. This will drive away negative attitudes of teachers towards disabled learners.

The study concludes that the ministry should provide a curriculum that is suitable for disabled learners and not a fully packed curriculum. Disabled learners need more time to do some

activities but the current curriculum promotes that teachers hurry so as to complete the syllabus while leaving those children with special needs behind. Inclusion will not be a success. If the ministry does not provide enough resources for learners with disabilities. This includes money for proper infrastructure, resource people and learning devices such as books, braille and hearing devices.

It was also concluded that if the called “normal” learners do not take the disabled learners as able and really human beings like them inclusion will not succeed .Therefore it can be concluded that although many schools are moving towards implementing inclusive education there are challenges that hinder its success as mentioned above. Overallly the study concluded that Mgoqo Primary School ECE setting has little to offer as far as implementation of inclusive education at the school.

5.4Recommendations

In view of the above conclusions it is recommended that:

To the Ministry

The ministry designs a through and clear educator skills development plan programme in disability and inclusive education in teachers college and on the part of educators who are already serving in the mainstream schools. This will ensure that teachers are equipped with knowledge and skills to handle and teach in inclusive classrooms. It should make sure teachers attend workshops and training programmes that promote inclusive education in primary schools.

There should be a well-structured curriculum by the ministry which will allow uniformity in the provision of both resources and time to promote inclusive education. The curriculum should be re-organised, re-evaluated to best suit every learner's needs.

To the school

The study recommends programs such as co-teaching and collaboration to be used in the school. When they have established programs that support the teachers, work is shared and all students stand to benefit. The study recommends the need for the provision of more resources especially with regard to the physical construction of some facilities that do not accommodate disabled learners. Provision of resources is fundamental. These resources include textbooks, media reading materials and assistive devices are important in the integration process. They school can ask for donations from NGOs, the community that is ask from business people in the community. In addition the school needs to employ teachers who are disabled that learners can emulate and realize that disability does not mean inability.

To the teachers

Teachers are the main actors in the integration process. They should be given support they need. The need for improvement in teacher skills through workshops and other forms of training that can further refine the skills to effectively integrate disabled learners in the main stream education. Support should also be given to all teachers to enable them to confront their attitudes and beliefs and recognize that diversity is the 'norm' in schools. They should accept that all learners, many of whom may require support for different reasons at different times are their

responsibility. As such, it is recommend that teachers revise their attitudes and address all children as equals in their execution of daily duties in a loco parentis manner.

Teachers should be equipped with skills and knowledge that can help them identify different types of Special Needs Education learners in an inclusive class to enable them to handle each case of SNE learners without ignoring the challenges of the learners.

Teachers are finally recommended to always keep themselves abreast with time changes by attending workshops on inclusion in education together with any other capacity development programme that may be made open to them by their authorities.

To the parents.

The study recommends that there is need for more parental involvement in helping learners and showing their support both at home and at school. Parents, teachers, learners and school management committee should be sensitizing on children with special education needs and inclusive education. Lack of parents support leads learners to develop a low self-esteem and further isolates them. Parents should show their co-operation with the schools by attending Annual General Meetings, Parents day and Consultation days. They should also visit their disabled children in school to access their performance and as a way of support for their children.

To the learners

The study recommends that both learners who are disabled and non-disabled learners need to tolerate each other. Non-disabled learners' mentality of thinking that disability is a curse should be discouraged by teachers. Encourage learners to socialize together, do school activities together so that these learners get used to each other. There is no world for disabled people only and thus there is need for integration in life.

5.5 Directions for future research

The researcher does not claim the research to be exhaustive thus future research can be carried out in order to establish more or even more different challenges that are embedded in implementing inclusive education.

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APPENDIX A

INTERVIEW GUIDE FOR PARENTS OF THE DISABLED LEARNERS

Name of researcher : **Rosina S Dube**

Institution : **Midlands State University**

Interview Questions

1. What is your thought about disability?
2. Do you think people understand the life of disabled people?
3. Where would you prefer your child to attend his or her education between a mainstream school and a special school? Why?
4. What role do you play in education of your child?
5. What do you think can be done to integrate disabled learners in the regular schools?

APPENDIX B

QUESTIONNAIRE FOR TEACHERS

Name of researcher: Rosina S Dube

Institution : Midlands State University

Course : B.E.C.E

The researcher, Rosina S Dube is conducting a research on challenges faced by teachers in implementing inclusive education at ECE level at Mgoqo Primary School in Bulawayo. Participation in this survey is purely voluntary and you may choose not to participate at any one point during the process of the survey. You are assured that your responses will be given the confidentiality they deserve. All surveys will be coded to insure that the respondent's identity is not known.

SECTION A: DEMOGRAPHIC PROFILE

Tick where appropriate

1. Age

20 -30 years { }

31 -40 years { }

41 -50 years { }

50 + years { }

2. Sex

Male { } Female { }

3. Academic Qualifications

Certificate in Education { }

Diploma in Education { }

Degree in Education { }

Masters in Education { }

4. Teaching Experience

SECTION B: Obstacles or challenges encountered by teachers in managing Inclusive Education for learners with disability at Mgoqo Primary School.

3. The current curriculum accommodates the needs of learners with disabilities

Strongly Agree { } Agree { }

Strongly Disagree { } Disagree { }

Not so sure { }

Explain your answer

.....
.....

Challenge	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4. Lack of parental involvement.					
5. Lack of resource specifically for the disabled learners.					
6. Parents lack adequate information and guidance on available special education services.					
7. Lack of professional qualifications by teachers on teaching disabled learners.					
8. Lack of educational psychologists or regular use of simple assessment					

<p>tools making teachers unaware of the needs of learners.</p>					
<p>9. Lack of skill.</p>					
<p>10. Learners with learning disabilities cannot receive quality support from their teachers because there is no time for teachers to sit down as a team to design strategies that best serve them.</p>					
<p>11. As teachers try to adopt teaching methods and pace of different learners, this may transform to negative attitudes</p>					

towards inclusive education.					
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12. What other challenges do you face in teaching children with special needs at ECE level?

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SECTION C: Management of Inclusive Education by teachers for learners with disabilities at Mgoqo Primary School.

13. What do you understand by inclusion?

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14. Do you have any background training in inclusive education or in dealing with disabled learners?

Yes { } No { }

15. Do you have any child with disability in your class?

Yes { } No { }

Strategies	Strongl	Agre	Neutra	Strongl	Disagre
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	y agree	e	l	y Disagre e	e
16. The school has a self-contained classroom /resource room for children with disability.					
17. There is special needs teacher specifically assigned /trained for disability.					
18. The school provides resources for various disabilities.					
19. All ECE teachers with					

special needs learners attend development workshops.					
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20. How else do you manage inclusive education in your class?

Explain

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SECTION D: What guidelines can be suggested for the improvement of practice with regards to the implementation of Inclusive Education for learners with disabilities at Mgoqo Primary School?

Suggestions /Guidelines	Strongly Agree	Agree	Neutral	Strongly Disagree	Disagree
21. Enrolling teachers trainees from diverse background.					
22. Empower teacher					

<p>trainees with skills, competences and attitudes of handling inclusion in schools after qualifying as teachers.</p>					
<p>23. Modifying teaching /learning strategies in the delivery of lectures in order to cater for all learners and their exceptional needs.</p>					
<p>24. Well-structured curricula by the government which allow uniformity in</p>					

provision.					
25. Radical restructuring of schools					

26. Give other suggestions that can be used to improve inclusive education in ECE settings in Mgoqo Primary School.

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Thank you for your input and time.

APPENDIX C

INTERVIEW GUIDE FOR TEACHERS

1. Do you have learners with special needs here at your school?
2. Have you ever been trained on how to teach learners with special needs?
3. If yes, how are your skills helping the learners?
4. What are the challenges faced by the school in integrating learners with disabilities?
5. Which ones of these challenges can you address by yourself to improve the education for disabled learners in the mainstream education at the school?
6. What support do you receive in teaching these learners and from who?

APPENDIX D

Observation Guide

This observation guide will be filled in by the researcher when she visits the classrooms of teachers participating in the research. A class with a disabled learner who is participating in the research will be observed for 30minutes or so.

Indicators	Very adequate	Adequate	Fairly adequate	Not adequate
1. Are the textbooks in the				

class suitable for the learners who have disabiliti es?				
2. Is the furniture comforta ble enough for learners to learn?				
3. Is there enough classroo m space for the learners to be				

<p>comfortable when seated and when moving?</p>				
<p>4. Is the teacher's speed at a level that the learning disability learners are able to follow?</p>				

5. Other challenges faced by disabled learners in the regular class

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6. Reflections

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