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**INVESTIGATION INTO PROSPECTS AND CHALLENGES OF IMPLEMENTING  
INCLUSIVE EDUCATION. A CASE STUDY AT ZENGEZA FOUR PRIMARY IN  
CHITUNGWIZA DISTRICT.**

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**A RESEARCH PROJECT SUBMITTED TO THE FACULTY OF EDUCATION IN  
PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE BACHELOR OF  
EDUCATION IN PRIMARY EDUCATION**

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**APPROVAL FORM**

The undersigned certify that they have read and recommend to the Midlands State University acceptance: a dissertation entitled “Prospects and Challenges of implementing inclusive education at Zengeza 4 Primary in Chitungwiza District of Harare Metropolitan Province”, Submitted by Mukarati Anna in partial fulfilment of the requirements for Bachelor of Education Degree in Primary Education.

.....

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**DECLARATION**

I, Mukarati,Anna declare that this project is my original work and affirm that it has not been submitted in support of any application for the degree or any other qualifications.

Signed.....

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Supervisor.....

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## **ABSTRACT**

This study was designed to investigate prospects and challenges of implementing inclusive education at Zengeza 4 primary in Chitungwiza District .One Administrator and 8 teachers from Zengeza 4 primary participated in the research endeavour. The case study design was selected for use since it allows employment of samples that will be representative of whole populations. The researcher used questionnaires and interviews to gather data for the research. Data was presented using pie charts. . Data was analysed and ultimately discussed using descriptive and narrative approaches. The researcher has concluded that, there are many challenges than prospects in trying to implement inclusive education Zengeza 4 primary. It has recommended in service training of teachers, Supply of resource material to use in the implementation of inclusive education and educating parents on inclusive education. The research has also recommended reviewing of the curriculum for it to support implementation of inclusive education.

## **DEDICATION**

This research project is dedicated to my husband for giving me financial support and my children Calvin, Calton, Tinotenda and Caroline for enduring periods of my absence during my period of study.

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## **Chapter 1: INTRODUCTION**

### **1.1. INTRODUCTION**

This chapter present the background of the study, the statement of the problem and the research questions. Furthermore, the chapter also presents the significance of the study, limitations, and delimitations of the study as well as the definitions of key terms.

### **1.2. BACKGROUND OF THE STUDY**

This study examines the prospects and challenges of implementing inclusive education at Zengeza 4 primary school in Chitungwiza District. The government of Zimbabwe accepted the requirements of the Convention of the Rights of the Child, the Copenhagen Declaration on Social Development, the Salamanca Statement and Framework for Action and the Dakar Framework for Action (Chireshe, 2013:223). These aimed at enhancing the progress of education for children with disabilities. The aim of the government of Zimbabwe in providing special needs education is to overpass the gap for learners with special needs. In line with the Salamanca Statement and Framework for Action, Zimbabwe adopted the rule of inclusion with reference to special needs (Mandipa2013).

In 1987, the government of Zimbabwe promulgated the Education Act that was amended in 1990 and later (revised in 1996 before it was amended again in 2006). The Act stipulates that every child in Zimbabwe shall have the right to school education (Mutepfa, 2007:342; Mushoriwa, 2001:143). The Act also seats on each local authority the responsibility of providing education to all children under its jurisdiction. While Masimega (1999) interpret this to signify that this included pupils with disabilities, it is important to note that the Act makes no state whatsoever of the rights of children existing with disabilities to education.

The Secretary of Education Policy Circular 36 was issued in 1987, the year the Education Act was enacted. This policy circular stated that new strategies have been formulated as special education has come into line with the national policy by attempting to certify equal educational opportunities for children with handicaps into mainstream school (Masimega 1999). That being the case, the Education Act did not complicated how the provisions of special educational needs were to be achieved. The Secretary's Circular Minute No. P36 of 1990 attempted to remedy the anomaly in the Education Act. It elaborated the scenery and conditions under which special

needs education was going to be provided in Zimbabwe. It points to the need for incorporation of pupils with special educational needs into mainstream schools, the need for resource rooms in normal schools to cater for the needs of pupils with special needs and special schools for those with rigorous disabilities.

In spite of the above developments, Zimbabwe does not have an exact policy on inclusive education. This is so despite the actuality that many years have gone by since it ratified the international instruments on inclusive education such as the Salamanca framework. It only has acts and policies that are correlated to inclusive education that include the Zimbabwe Disabled Persons Act of 1992 which advocates for non-discrimination of people with disabilities (Chireshe, 2013:224). Mpofu (2007:76) states that, due to the lack of legislation specifically opinionated inclusive education, it is difficult for schools to implement the structures, measures and resources necessary for successful inclusion. The initiatives to develop inclusive education are not matched by proper quality instruction features such as the availability of teacher and student support, accessibility, classrooms and/or a curriculum for students with disabilities in universal education programmes.

The researcher carried out this research to analyse the challenges and prospects of implementing inclusive education in one of the schools in Chitungwiza. This study therefore assessed factors that affect the implementation of inclusive education at Zengeza 4 primary school in Chitungwiza. This has been prompted by the need to establish strategies of recuperating the implementation of inclusive education for children with learning disabilities at Zengeza 4 primary school in Chitungwiza.

### **1.3. STATEMENT OF THE PROBLEM**

The different efforts at government level in terms of providing policy frameworks and legislation to guide the implementation of inclusive education in schools demonstrate that inclusive education has become a major issue in Zimbabwe's endeavour to provide education for all. That being so, very little has been said about the implementation of inclusive education at school level. This study makes an effort to find out prospects and challenges of implementing inclusive education for pupils experiencing learning disabilities (outside a clear national policy to that effect at Zengeza 4 Primary School).

## **1.4 RESEARCH QUESTIONS**

1.4.1. What is inclusive education?

1.4.2. What prospects are there at Zengeza 4 Primary School of implementing inclusive education for pupils with learning disabilities?

1.4.3 What are the challenges faced during the implementation of inclusive education?

1.4.4 What strategies does the school employ to deal with the challenges?

1.4.5 How effective are those strategies in achieving that goal?

## **1.6. SIGNIFICANCE OF THE STUDY**

This study equipped the administrators of Zengeza 4 Primary School with skills to employ in improving inclusive education as well as motivate them to actively support the programme. The teachers were concertized with ways of handling classes with inclusive education that is planning and class management as they will be aware of challenges and interventions. All the stakeholders at the school were given hope of improvement as they were aware of prospects of inclusive education at the school through the study.

## **1.7 DELIMITATIONS OF THE STUDY**

This study was carried out at one selected school in Chitungwiza District and it focused on the classes with learners who experience learning disabilities. The researcher chose to deal with only one school for convenience purposes. That is the case since the researcher was member of staff at the school. In this study, the researcher used questionnaires and interviews to collect data. These instruments allowed the researcher to have valuable and reliable data as the instruments allowed social interaction of the researcher and the participants

## **1.8 LIMITATIONS OF THE STUDY**

This study was confined to one primary school in Chitungwiza District. Because of its limited case study, its research findings might not be generalised on all primary schools in the District. This limited generalize ability also results because the research mainly used the descriptive survey where qualitative research paradigms was employed. The researcher mainly involved the use of interviews and questionnaires. Use of interviews and questionnaires, however, resulted in responses that were not accurate due to the different attitudes of respondents towards the study.

## **1.9. DEFINITION OF TERMS**

In order to understand the key terms that are used in this study, it is necessary to define them here.

### **1.9.1. Implementation**

Implementation is an action-oriented motion that is designed to bring about change through specific behaviours that are directed at realising the choice set by the policy-maker. (Merriam WebsterDictionary). According to Klein and Solar (2014) implementation is the procedure of gaining targeted organisational members' proper and committed use of an innovation. Riesser (2012) on the other hand, defines implementation as the recognition of an claim, or execution of a plan, idea, model, design, specification, standard, algorithm, or policy. Thus in this study implementation means the practice of inclusive education in all teaching and learning processes

### **1.9.2. Inclusive education**

Inclusive education is an on-going procedure aimed at offering quality education for all while regarding diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination (UNESCO, 2009:126).

It is when all students in spite of any challenges they may have are located in age appropriate general education classes that are in their own neighbourhood schools to obtain high quality instruction, interventions and support that enables them to meet achievement in core-curriculum activities (Save the children, 2014). This is also supported by Child rights information network (2014) that says inclusive education happens when children with and devoid of disabilities participate and learn in the same classes. In this study inclusive education is putting learners with learning difficulties or disabilities in mainstream classes

### **1.9.3. Investigation**

To investigate is to search out and scrutinize the particulars of in an attempt to learn the facts about something hidden, unique, or complex, principally in an attempt to find a motive, cause, or culprit (Thesaurus.com). According to Merriam Webster dictionary to investigate is to observe or study by close examination and systematic inquest. In this study investigate is to scrutinise the prospects and challenges of implementing inclusive education at Zengeza 4 Primary School.

### **1.10. CONCLUSION**

This chapter has presented the background of the study, statement of the problem, research questions, significance of the study, limitations of the study, and delimitations of the study and the definition of key terms used in the study. Chapter 2 reviews related literature.

## **Chapter 2 Literature review**

### **2.1 Introduction**

This chapter reviewed related literature prospects and challenges of implementing inclusive education. The literature is presented under the headings from sub research question imposed in chapter one.

### **2.2 Inclusive education.**

Mandipa (2013) defines inclusive education as providing to all students including those with severe handicaps unbiased opportunity to receive effective educational services with the needed additional aids and support services in age appropriate classes in their neighborhood schools in order to train students for productive lives as active members of the society. Chimedza, andPoters (2001) defined as a process of dressing and responding to the various needs of all children, youths and adults through mounting participation in learning, culture and communities, reducing and eliminating digression within and from education. It involves changes and alteration in content, approaches, structures and strategies with an ordinary vision that covers all children with the appropriate range and a conviction that it is accountability of the regular system to educate all people.

Forlin (2004).asserts that inclusion is lessening all barriers in education for all learners.

“This means that the Intellectually Disabled Children (IDs) have equivalent access to education just like an able bodied pupil attending mainstream classes . Nziramasanga et al (1999:18) posit that “inclusive education is not just an issue of charity or an oral obligation, rather it is a legal right and therefore an obligation of law and it is based on mutually national and international legal frames”. Other scholars Turnbull, Turnbull, Shank and Lead (1999 like defines inclusive education as a term now used to describe the amalgamation of special education into mainstream

education. This however does not bring out the full elements of inclusive education since before the coming of inclusive education for the disabled persons was incorporated whereby special classes were found in mainstream schools. Unlike this scholar Clough and Corbett (2000) were able to bring out an improved definition of inclusive education. They defined it as the participation of all children and young people and the elimination of all form of exclusionary practice. Some of these exclusionary practices maybe seen as the special school structure that was found before. These scholars were able to bring out the central point of inclusive education which is non-segregation.

From all these definitions of inclusive education one can say it is giving identical educational opportunities devoid of looking at the disabilities at the same class or putting learners with special cases in the mainstream classes

### **2.3 Prospects of inclusive education**

AbdullahAl Zubayer (2011) carried a research on Problems, Prospects and Possibilities of Inclusive Education for children existing with physical disability in Bangladesh. They established that, there are lots of opportunities in Bangladesh for implementing inclusive educations. The prospect is that all people have to be educated on inclusive education and be concertized to worth learners with disabilities. For that to be achieved, the scholars have recognized that there is need of identifying and eliminate the existing false myths associated with inclusive education in order to develop the attitudes of various people towards that education. The initiating change in favor of inclusive education includes mobilizing opinion, and building consensus.

Another prospect is to instill acceptance to both disabled and able learners. Chimedza (2011) says with the inclusion education organization, there would be greater opportunities for those denied their basic fundamental right to attend school and learn. With their inclusion, a beneficial



phenomenon will upshot for each student. At the inclusion of everyone within a helpful school system, a sense of community develops for students as they live and be taught with classmates from different backgrounds. Hence inclusive education brings togetherness and plummeting discrimination among learners with disability and those without disabilities. More so positive attitude in the community will be improved through inclusion. Teachers should be permitted to use innovative teaching skills for inclusive educational system.

All learners are meant to access the learning material and evenly participate in school activities. Chireshe (2011) says the government should take the essential steps in order to make sure that curriculum developers and all subject teachers engaged in the revision of textbooks are aware of IE concept and practice.

These finding contribute a lot to the researcher as they equip the researcher with information on ways of improving the state of inclusive education. With these findings in mind the researcher will be able to collect relevant data on the ground. The findings will give lights to the researcher especially on questioning techniques when interacting with the informants. Whilst Abdullah Al Zubayer focused on the whole country the researcher will stick to one selected school in Chitungwiza District.

#### **2.4 challenges of implementing inclusive education**

Manoj Kumar Sahu and Prakash Tripathi (2017) carried a research on challenges and prospects of implementing inclusive education in the Indian schools. They came up with the following findings.

### **2.4.1 Inclusive educational policy**

Regardless of the development of comprehensive training, government reports concentrate on Inclusive education as being tied in with incorporating youngsters with handicaps in the instruction framework, however not mainly the standard. administration strategies concentrate on assets and physical get to (e.g. dissemination of helps and machines), or framework, for example, slopes in schools, and the idea of social justice through correspondent dispersion of advantage, is by all accounts more about information sources, not forms like instructional system, educational programs or states of mind. According to Shizha (2013) inclusive education in Zimbabwe is currently unintended or de-facto. With unplanned inclusion students with special needs languish in standard schools settings with firm national curriculum. This can be said is due to the dearth of proper direct legislation to support inclusive education. Chimedza (2008) stated that there is no specific guideline on inclusion in Zimbabwe. This can then be explained by the argument offered by Badza et al (2008) that in developing countries such as Zimbabwe the conception of inclusion is learned from developed countries and at international forums a such as United Nations but may not signify to them the same thing or get implemented precisely the same way. Meaning to say the policy does not identify the situation on the ground for example the teacher competence. Lack of valuable legislation and policies becomes a barrier for the specialist teacher to deliver his or her work. Peresuh (2009), states that those responsible for preparing national budgets do not have something to force them to assign adequate finances for children with disabilities. This results in lack of suitable amenities and equipment in schools and bounces back to the specialist teacher's delivery of services.

#### **2.4.2 Teacher education programmes**

Numerous administration programmes have incorporated an instructor preparing segment trying to actuate institutional change. Be that as it may, an 'exceptional needs' meditation and an absence of preparing for administration, consolidated with instructive preparing approach do little to adjust the classroom. The low quality instructive arrangement in many schools is reflected in the way that numerous government work bookings for grown-ups with handicaps stay unoccupied. It will probably be specifically accepted with the way that not very many kids with handicaps get to, or remain in, school that there is a need qualified, not to state certain applicants. In line with this a research done by Mrunalini and Dr.Premavathy Vijayan (2014) on prospects of Inclusive education in India establish out that Teachers and administrators are not skilled in inclusive teaching, and it is openly reflected in the educational attainment of the students, especially those who are measured "marginalized." A study done of private and governmental principals showed that only 37% of them had heard of inclusive schooling; there was no report on inquiring about that was well-versed in the subject. But individual administrators and teachers are not to censure for larger faults in the system. There is also a knowledge breach within the government. Most "higher up" policy makers, planners and administrators have heard of inclusion, but they do not know about the definite, technicalities of necessities in their own country. In South Africa, research by Tshifura (2012:116) revealed that teachers were not effectively trained to implement inclusive education. While the teachers were well trained, they did not have the expertise to compact with learning disabilities in their classrooms. In a similar vein, Engelbrecht and Green (2001:19) maintain that it is unacceptably trained teachers who negatively affect the implementation of inclusive education for children

with disabilities in South Africa together with a shortage of a positive teaching and learning culture

### **2.4.3 Infrastructural support**

The physical barriers which include school buildings, playgrounds, washrooms, library etc part from this, the majority of schools are physically unreachable to many learners because of poor buildings, mainly rural areas (Mavundukure, and Nyamande 2012).). Since most schools are not equipped to take action to special needs, poses obstruction for learners in physically. For example, many of the students require a personal supporter for such basic activities as taking lunch in recess, personal care, remedial education efforts. Most school buildings don't react to the requirement of these learners properly. For example, if there is a ramp, sometimes it is too steep, often the doors were too heavy for the student to open devoid of help which impedes the access. In the same wave a research done by Mrunalini and Dr.Premavathy Vijayan On Prospects of Inclusive education in India finds that School buildings are mainly not accessible to people with disabilities; only 18% of SSA schools were “barrier free,” and the statistics were even lower in some states, with 2% in Jammu and Kashmir, and 6% in Bihar. In India, most of the school buildings are formerly built, and building modifications are costly in a country that already has resource-starved programs. Badza et al (2008) posit that unavailability of assets has proven to be key factor affecting inclusive education in Zimbabwe. This line of thinking was further explained by Riesser (2012) when he wrote that inclusive education for disabled pupils and students will cost more than the approximation for education for all, yet it is already critically underfunded. Chireshe (2013) in a study on inclusive education in Zimbabwe cites dearth of resources as a major barrier in implementing inclusive education. Other studies done by Zimbabweans also cite the same reason, (Mpofu, 2000; Peresuh, 2000 and Chireshe, 2011).

#### **2.4.4 Inappropriate curriculum**

Curriculum includes the broad aims of education and has its implications on transactional and evaluation strategies. In our country of variety, curriculum is designed centrally, hence which leaves little suppleness for local adaptations or for teachers to experiment and try out new approaches. This results in making the content unapproachable and demotivating. Another finding is that the examinations are too much content slanting rather than success oriented which is the demand of flexible inclusive curriculum. In the inclusive settings, assessment of learners must be together with the wide aims of curriculum and education and also must be evaluated in opposition to their own achievements rather to be compared by others, which will be truly individualized. Badza and Tafangombe (2010) comment that most of the particular curricula are simply watered down version of the ordinary curriculum. The implication here is that, whilst it is difficult for students with disabilities to entry the regular school curriculum, it is necessary to return more difficult task with simple ones at a slower tempo than to replace them by practical skills not appropriate to the regular school curriculum

#### **2.4.5 Teacher competence**

The researcher noticed that classes are being manned by unqualified teachers thus because of dearth of knowledge, education, understanding, or effort the teachers give unsuitable replace with work to the learners, which eventually leads to learners dissatisfaction and poor quality of learning (ibid) (Mpofu, 2000). The Ecological System theory says that a system should function in different, but interrelated, levels in steady dynamic interaction with other parts of the organization. In keeping with the theory, classroom teachers have to act as facilitators of a system of support around a particular child. In this process, the teacher, while preventing the estrangement and discrimination of any child in the class, must, at the same time, keep the centre

firmly on the child's social and learning needs. Chimedza and Poters (2001) maintains that teachers must be both competent and confident in their teaching aptitude in inclusive settings. In tandem with the Ecological System theory which specifies that a part of an organization has to fully function in relation to other parts of the system in order for the system to carry on, the teacher must be fully trained and knowledgeable to ensure that the learner with learning disabilities reaches his or her highest potential. Forlin (2010) argues that the dearth of qualified special education teachers in South Africa has led to poor teaching, poor classroom administration coupled with the dearth of knowledge about the learning disabilities experienced by learners and the universal decrease in quality instruction. Zindi (1997) points out that the challenge in front of many South African teachers is that they have not been trained to administer the diversity of learners now entering schools. Currently, there are few teachers who have undergone official education in inclusive education. In Zimbabwe, research by Musengi and Chireshe (2012:230) revealed that teachers admitted to not having the skills to exercise individualistic instruction in class and lacked appropriate training in inclusive education which would support them in serving children with learning disabilities in their classes. Teachers who have not undertaken training regarding the inclusion of children with learning disabilities may exhibit negative attitudes headed for inclusion of children with learning disabilities.

#### **2.4.6 High teacher-pupil ratio**

Another important facet of the schools is high teacher-student ratios (average 1:45) and where it is expected that learners of varied abilities have to be taught together. At the first place, there is a shortage of trained teachers to deal with the diversity and secondly, it is very wrong to estimate to deal with 45 learners with diversity. Hence, it is important to reduce the teacher- learner's ratio. In the classroom, this is only probable if we have more schools with trained teachers to deal

with the diversity of learners (ibid). In line with this Mafa (2012) carried a research on Challenges of implementing inclusion in Zimbabwe's Education System and discovered that Teachers highlighted that in public schools the average class size was 45. They argued that this, coupled with special education wants of some pupils was bound to present teachers with headaches. They stated that it was difficult to give each pupil individual attention. Lack of such attention may mean that most pupils' educational concerns will remain unresolved.

Zindi (1997) posits that class size impacts on inclusion implementation due to the difficulties that teachers have in attending to individual needs, class management dynamics and the marking load they exert on teachers. Faced with large classes, teachers may end up handing over work that is easy to mark, for example short answer questions and multiple choice assignments. If they assign essay questions, it is either marking will not be functional or they will take an excessively long period before giving pupils feedback. All these eventualities interfere with pupils' learning, earning inclusion a bad name. Yet with effectual teaching, inclusion benefits all the pupils, despite of their individual differences. Mavundukure and Nyamande (2012) found that the shortage of resources was an obstruction to the implementation of inclusive education for children with disabilities. The lack of wherewithal is worsened by the high teacher/pupil ratio (1 to 40) in many Zimbabwean primary schools (Mafa and Chaminuka, 2012:37). Because of this high teacher/pupil ratio and the concomitant congestion, teachers are left with no room to cater for children with disabilities in inclusive environments. Overcrowding of classes creates negative attitudes by teachers headed for children with disabilities in inclusive settings and this may also negatively affect the provision of resources to them (Mandina, 2012:230).

#### **2.4.7 Attitudes**

It has been noted that disabled students suffer from physical harassment, or emotional bullying.

These negative attitudes results in social inequity and thus leads to segregation, which produces barriers to inclusion. Regarding disabled children some regions still uphold established beliefs that educating the disabled is worthless. It is sad to note here that these barriers are caused by society, which is more serious to any exacting medical impairment. The isolation which results from exclusion closes the doors of real learning. The negative attitudes often increase due to lack of knowledge (ibid). In the same wave Mafa (2012) carried a research on Challenges of implementing inclusion in Zimbabwe's Education System and discover that teacher, instructional supervisors, the community and pupils were acknowledged as one of the biggest barriers to inclusion. Teachers noted that the attitude crisis was epitomized by the attempts to stream pupils being witnessed in some Zimbabwean schools. In addition, teachers felt that some academically exceptional pupils just as some teachers, resented being in the same class with pupils having learning disabilities and teething troubles. The success of inclusion hinges to a greater degree on whether or not education stakeholders are prepared for a shift in their mind set.

All these findings on challenges of implementing inclusive education in schools are of great essence to the researcher .They give the researcher vision on which challenges are expected to surface when implementing inclusive education in schools.

Whilst the two connected researchers looked at challenges at a broader perspective the researcher will discuss those challenges as they are experienced at a meticulous school in Chitungwiza District.



## **2.5 Interventions in challenges faced in the implementation of inclusive education**

Mrunalini and Vijayan (2014) carried a research on Prospects of Inclusive education in India came up with the following interventions that can be used to deal with the challenges that are faced in the implementation process.

### **2.5.1 Rigid curriculum**

The teachers should be trained to develop Individualized Educational Plans compliant the curriculum and the needs of the child, putting them on one line. This becomes a tough job when the curriculum becomes rigid. This rigidity does not authorize the teachers to provide enough space for the child with a special need in her class (Chireshe (2013). In most of the cases, the teachers break through the curriculum and modify to the point possible to help the children meet their realistic need through education. Many of the children with special needs are in need of functional academics to lead a hassle free life. According to (Mukhopadhyay (2013) the curriculum content must be revised to accommodate inclusive educations. Meaning to say the curriculum need to be revised, for example the practical subjects such as agriculture and sporting actions does not cater for learners with disabilities. In Rwanda through projects funded by UNICEF the government review and adapt where essential the curriculum, text books examinations and assessment events to ensure access and inclusion of all children. Text books should be prepared which are clear and contain great writing and short sentences to ensure as many children as possible can use them (Stofile and Green 2007). Zindi (1997) says accessible formats such as brail are needed to allow literacy and access to the curriculum for children with disabilities

### **2.5.2 Parental involvement**

The parents need to be educated to worth children with disabilities. Chimedza (2008) says the success of inclusion is not economically based but it is based on the value that both the parent of the child with a disability as well as the parent with the child without the disability, see in inclusive education. Thus it can be clearly seen that inclusive education is all about working collectively, that is the two parties, that with and without the disability. Parents as stake holders may believe that children with special needs may slow the rate of the teacher thus negatively affecting their children and some even believe that their children may indenture the disability(Chireshe 2011). Some parents feel shy to depiction of their children with disability because of the myths in the community so they go to the extent of hiding their children with disability hence there is need of educating them (Nyanga and Nyanga 2013).Tshifura 2012) posits that parents should be attentive of their role in the education of their children through educating them. Parents have to be actively participating in the teaching and learning process of children with disability. This will help them to hold optimistic attitudes towards learners with disability. For example by coming to consultation days as well sporting competitions were they are being motivated that their children with disabilities are proficient of doing what is being done by these without disabilities. Research by Gwala (2006) found out that hold up services, parental support and administrators support were perceived to be critical funds in the implementation of inclusive education in Botswana. Srivastava and Srivastava (2010) argue that learners with learning disability require professional support from schools psychologists being facilitated by their parents

### **2.5.3 Class size**

The lesser the size of the class, greater the scope for inclusion. The government shall not reduce the teacher pupil ratio at this moment, but the head teacher and other teachers shall think of reducing the size of the class of the meticulous section small (Zindi 1997).). For example, if there are 60 children in a grade, 40-45 children shall be put in a section and the rest in an additional section, including the child with special need in the smaller section to have better access, individual concentration and provide extra time and efforts for the education of these children since proportionately the duties like correction, monitoring and other administrative work of the teacher gets reduced.

### **2.5.4 Teaching aids and equipments**

Such supportive devices and equipments should be used extensively to help these children. According to Nziramasanga commission(1999) the government should seek help from the non-governmental organizations like UNESCO and UNECEF. IN Bangladesh BRAC'S children with special needs programs provides interventions such as physical therapy , hearing aids ramps to school buildings, wheel chairs , crutches', glasses and surgery, to make certain access of children with disabilities to education. In Kenya the education assessment resource centers play a role in providing these services and in other countries NGO s work to build government competence to provide assistive devices (UNESCO 1999). This envisages multi disciplinary contribution and develops a cross disciplinary approach to the solutions.

### **2.6 Summary of the chapter**

This chapter has reviewed literature that is related to this study. The next chapter will present the study's research methodology.

## **Chapter 3 Methodology**

### **3.1 Introduction**

This chapter enthrals on the research methodology that was utilised by the researcher in the study. It engrossed and discussed the research design, population of the study, sample and sampling procedures, data collection methods and tools and ethical considerations.

### **3.2 Research design**

A qualitative research design was utilised in this research. A qualitative research design is a systematic subjective approach utilised to articulate life experiences and give them meaning. Its main goal is to give insight, look at the depth, richness, and complexity inherent in the phenomenon (Cresswell 2009). A qualitative design will give the researcher an in-depth admiration of the prospects and challenges of implementing inclusive education at a selected school in Chitungwiza District. The qualitative approach that will be utilised is phenomenological. Phenomenology is a qualitative research method that tends to lay momentous emphasis on situational contexts or the 'lived experiences' of participants (Babbie 2007). It articulates the subjective reality of an event as perceived by the study population. In other words, or it is the study of a phenomenon. The researcher make use of in-depth interviews to fulfill the phenomenological nature of this study.

### **3.3 Population and sample**

Rubin and Babbie (2007) define population as an aggregation of elements from which we can select the sample. The target population comprised of 32 participants from the selected school from Chitungwiza District.

### **3.4 Sample and sampling methods**

A sample is a ‘special subset of a population observed for purposes of building inferences on the nature of the total population itself’ (Rubin and Babbie, 2007: 233). A sample of 1 administrator and 8 teachers was selected out of a total population of 30 teachers. It has always been a rule of the thumb that 10-15 percent of the target population can be representative of the whole target population (Rubin and Babbie, 2007). In this research, the researcher utilised 20 percent of the target population so as to make the findings more generalizable to the whole school. Probability sampling was utilised to select the sample from the target population. According to Babbie (2001), probability sampling is a sampling method where samples are gathered in a practice that gives all people in the target population equal odds of being selected. Systematic random sampling was utilised in order to ensure the sample is representative of the target population.

Since the target population was made up of 32 participants, the researcher made a sampling frame for all the teachers in alphabetical order and employed systematic random sampling to select participants from the list. Systematic random sampling is a probability sampling method in which the researcher develops a structure of selecting a sample from the list of the target population, for instance selecting every 4<sup>th</sup> respondent from the sampling frame (Punch 2009). The researcher selected every fourth (4<sup>th</sup>) teacher from the sampling frame of all the participants

after all their names would have been arranged in alphabetical order. The selected participants make up a sample of 8

The researcher also utilized purposive sampling to select key informants. Purposive sampling is a non-probability sampling method in which researchers utilise their decision in the selection of sample members (Rubin and Babbie, 2007). These key informants were targeted for their knowledge on the research subject matter as judged by the positions that they occupy in the selected school.

### **3.4 Sample and sampling methods**

#### **3.4.1 Validity of the research Instruments**

Mugenda and Mugenda (2003) defines validity as the degree to which the results obtained from the analysis of the data essentially represents the phenomenon under study. It is the accuracy and meaningfulness of inferences which are based on the research results. To test the validity of instrument used for data collection the researcher carried a pilot study. Punch (2009) suggested that instruments which fail to measure the variables are customized and some might be discarded. The researcher administered the interview, questionnaires and observation at a selected school which were used in the study. The teachers were given questionnaires, interviewed and observed. The researcher then analysed their responses to test the validity of the research instruments in the study.

#### **3.4.2 Reliability of the research Instruments**

Mugenda and Mugenda (2003) defined reliability as a measure of degree to which research instruments yields reliable results or data after repeated trials. Therefore a reliable instrument is one of one that consistently produces the ordinary results when used more than once to collect

data from two sample randomly drawn from same population. The test reset approach was used. According to Mugenda and Mugenda, (2003) this approach involves administering the same group of subject at different times. Therefore, White (2005) observes that for a research data to be reliable, it must have the aptitude to consequently yield the same results when repeated measurements and taken under the same conditions. According to Nachimas and Nachimas (1996) states that if the instrument is administered at two different times and then complies the association between two sets of scores implies its reliability. The researcher conducted the research at a selected school in Chitungwiza District using questionnaires, interviews and observations

### **3.4.3 In-depth interview guide**

Wolcott (2001) defines interviews as fundamentally vocal questionnaires. According to Cohen and Manion (2011) it is a conversation initiated by the interviewer for the exact purpose of obtaining relevant information. Cohen and Manion (2011), further define an interview as a two person conversation initiated by interviewer for the purpose of obtaining appropriate data.

The researcher utilised in-depth interviews to gather data from the 8 participants. Yin (2016). defines an in-depth interview as a data collection method whose purpose is to collect the life-world experiences of the interviewee with respect to interpretation of the meaning of the articulated phenomena. The researcher utilised in-depth interview guides with all the participants and key informants. The researcher administered these interview guides and she will administer them to both categories of participants.

According to Rubin and Babbie (2007), interviews allow greater suppleness in diction, order and route jointly with the monitoring of non-verbal and paralinguistic behaviour, emotive tone and

the inner reliability of answers. Conversely, interviews are pricey and time overwhelming and the researcher has to instantaneously heed (practice verbal and nonverbal information), guide direction and take notes or remember the conclusion of the interview. During interview sessions, there is a possibility of twisting participants' answers since the researcher's age, sex, ethnic background, speech patterns and dressing could influence responses of participants (Rubin and Babbie, 2007). However, the researcher was careful enough not to affect the responses of participants and she took notes rapidly so as to not affect the smooth flow of interview sessions.

#### **3.4.4 Questionnaires**

A questionnaire is a list of a research or survey questions asked to participants and designed to extract particular information (McLeod, 2013). Cohen, Manion and Morrison(2011) view a questionnaire as a document containing questions to solicit information suitable for analysis. Yin (2016) defines a questionnaire as a form of inquiry which contains a systematically compiled and planned series of questions that are sent to the population sample. Questionnaires will be utilised for triangulation purposes .The questionnaires are easy to administer and they minimise bias in formulating and asking questions. However, in using questionnaires to collect data, some questions may not be answered and the researcher may have no way of probing deeper when the respondent provided an unconvincing and poor response. The researcher administered the questionnaires to key informants and she dropped the questionnaires and collected them after two working days.

#### **3.5 Data presentation and Analysis**

Thematic content analysis was utilized to analyse qualitative data. According to Anderson and Taylor (2009) thematic content analysis is a descriptive presentation and analysis of qualitative



data in terms of themes and these themes originate from the collected data. In other words, those themes are common issues or moments coming out of data. A satisfactory thematic content analysis portrays the thematic content of interview transcripts by identifying ordinary themes in the texts provided for analysis. The researcher grouped and distilled from the texts a list of common themes and this gave expression to the communality of ideas or data that was gathered. Microsoft Excel was utilized to present data on charts, graphs and tables.

### **3.6 Ethical Considerations**

The researcher considered and upheld the American Psychological Association's human research ethics and they include anonymity, informed consent and confidentiality.

#### **3.6.1 Anonymity**

The principle of anonymity essentially means that the participant will remain anonymous throughout the study. That is, only the respondent knows that he or she participated in the survey, and the survey researcher cannot recognize the participants. In protecting the participants' identity, the researcher utilised pseudonyms for instance, Respondent X or Y. This made eager to participate as their names were restricted.

#### **3.6.2 Confidentiality**

Confidentiality can be defined as an explicit or implied guarantee by a researcher to a respondent. This is whereby the respondent is made confident that any information provided to the researcher cannot be credited back to that respondent. The information obtained from participants was kept confidential by the researcher and it will only be utilised for educational or

developmental purposes only. Hence, participants were free to give true information as they assured that no information will be unnecessarily exposed.

### **3.6.3 Informed consent**

The principle of informed consent entails that potential participants must be given sufficient information to allow them to decide whether or not they want to take part in the research. The researcher explained everything that is involved in the research and she considered voluntary participation such that only those willing to participate in the research were considered.

This gave the participants confidence hence relevant data will be collected.

### **3.7 Chapter Summary**

This chapter has presented the research methodology that is going to be utilised for this research. It has discussed the research design, target population, data gathering tools and methods, data presentation and analysis and the ethical considerations that guided the researcher in carrying out this research. The following chapter presents, analyzed and discussed data gathered during the study practice.

## CHAPTER4: DATA PRESENTATION.ANALYSIS AND DISCUSSION

### 4.1 Introduction

This chapter present, analyse and discuss the findings of the research on the prospects and challenges of inclusive education at a selected school in Chitungwiza District. The findings were presented using pie charts.

### 4.2 Data from interviews

#### 4.2.1 Understanding of inclusive education

Figure 1 present the data on understanding of inclusive education

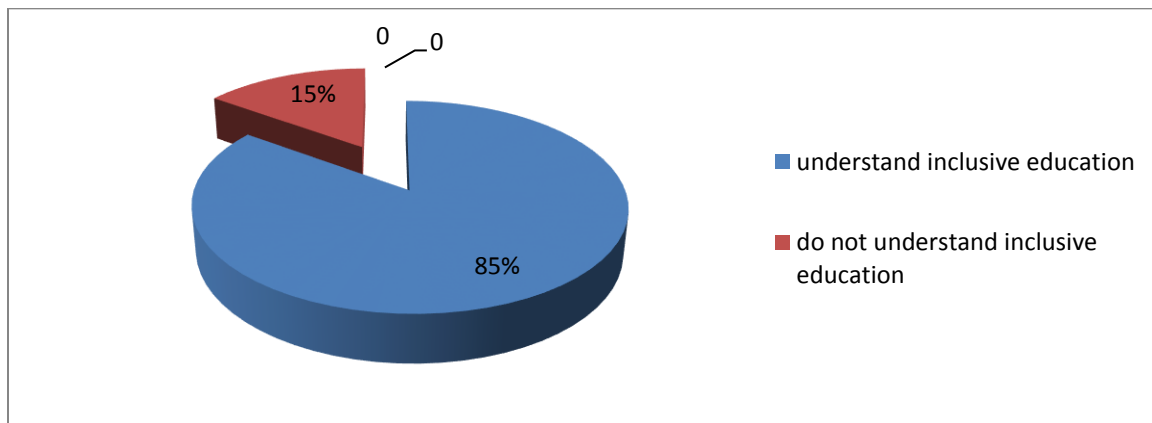


Figure 1 understanding of inclusive education

85% of the respondents indicated that they effectively understand what inclusive education is. The respondents given have the same sense that inclusive education is including learners with disabilities in mainstream classes and giving them same learning opportunity other than selecting them. One of the respondents actually said that “Inclusive education is all about breaking special classes and putting the learners in single indiscriminate classes”. Only 15% of the respondents

demonstrated that they did not understand the term inclusive education. One of those said that “I really don’t know what it means because what is on paper is not applicable on ground so it is hard for me to define it”. The definition given compliment with the observations made by the researcher. The researcher observed that, at Zengeza 4 Primary School, learners with disabilities are placed in the same classes with those without disabilities. The teachers’ responses to what is inclusive education are in tandem with the definition of special education that is supplied by Clough and Corbett (2000). These two scholars define inclusive education as the participation of all children and young people and the elimination of all forms of exclusionary practice. Some of these exclusionary practices maybe seen as the special school organization that was encouraged in Zimbabwe before the country adopted the policy of inclusive education.

#### 4.3 Extent of implementation of inclusive education at a selected school.

Figure 2 presents the data on the extent of implementation of inclusive education at Zengeza 4 Primary School

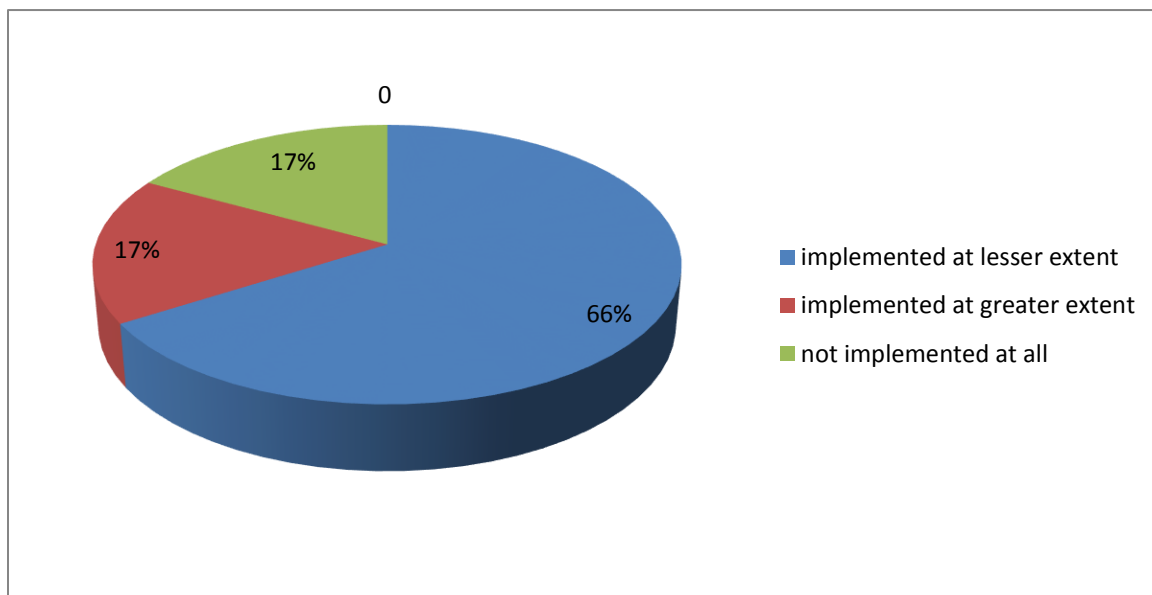


Figure 2: Extent of implementation of inclusive education

66% of the interviewed teachers indicated that inclusive education is being implemented to a lesser extent at Zengeza 4 Primary School. That being the case, 17% of those respondents held contrary views. One of them actually said that, “There is no inclusive education taking place at the school as there is still a special class”. The other 17% agreed that there was inclusive education at Zengeza 4 Primary School despite that there were challenges that the school was facing in trying to implement it. All the interviewed members of the school administration indicated that inclusive education was being implemented at the school but the school was still seeking to upgrade its standards so that they become more supportive of that system of education. The researcher also observed the teachers’ schemes of work books and discovered that inclusive education was being implemented to a lesser extent at Zengeza 4 Primary School. The researcher noted that the classes have ramps and she observed that in one of the classes there was a child on wheel chair. This means that the school is implementing inclusive education although the standards are not favourable in terms of infrastructure and classroom activities. Chimedza (2011) says inclusive classes should be equipped with assistive devices and also the classes must permit all learners to free participate. This is not the case at Zengeza 4 primary as the door knobs are traditional so those with cerebral pulse cannot handle them. At the inclusion of everyone within a supportive school system, a sense of community develops for students as they live and learn with classmates from different backgrounds

From the data collected the researcher deduced that inclusive education is being implemented to a lesser extent at Zengeza 4 Primary School. The prospect of implementing inclusive education at the school will be realised in some few years. That is the case since the researcher observed that, the school during interviews, the Head and Deputy Head of the school mentioned that the school had already received building materials, chair and text books that were donated by

UNICEF to facilitate inclusive education. The building material is used for putting ramps on classrooms. This means that much effort is being placed in implementation of inclusive education. In the same interviews the head mentioned that, the school had started a programme of educating the community on the importance and need of inclusive education. Such a programme can serve to enhance the prospect of upgrading inclusive education at the school. According to Nziramsanga commission (1999) parents have to give support to the school by providing learning materials and finance for developing the school. Meaning to say if the community is concertize they are motivated to actively participate

#### 4.3 Procedures done by the school to enhance inclusive education

Figure 3 presented the data procedures done by schools to enhance inclusive education

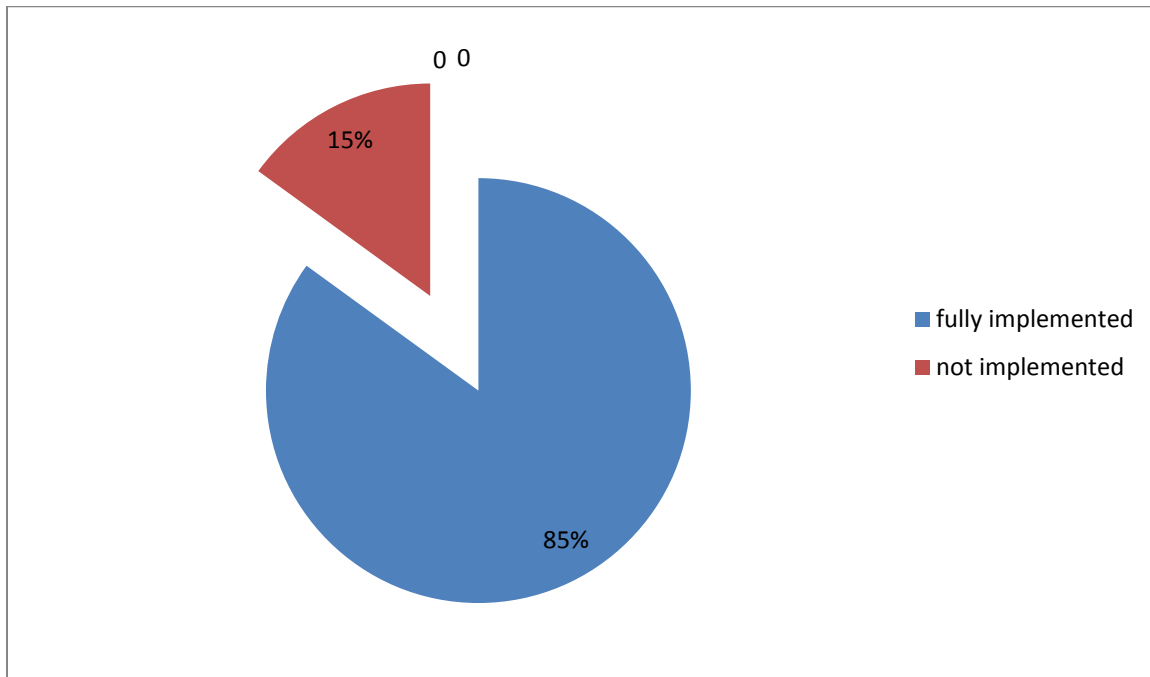


Figure 3: procedures done to implement inclusive education

85% of respondents that were teachers interviewed by the researcher revealed that the school was putting a lot of effort in seeking to implement inclusive education. It is only 15% of them that blamed the school for not being serious in its search for implementing inclusive education. These respondents blamed the school for not giving any form of support to the implementation of inclusive education since the school does not put its needs on the budget. Instead of setting a budget aside for inclusive education, the school chooses to cater for other departments at school that have nothing to do with inclusive education. The respondents in question also complained that, the school does not value teacher's concerns about inclusive education especially when the teachers lobby for improvements on the infrastructure and learning material that will promote inclusive education. They further indicated that, instead of the school renovating infrastructure meant to promote inclusive education, members of the school administration were busy repairing those old models which do not cater for inclusive education for example door knobs. However, the 85% argued that the school was seeking help from non-governmental organization to renovate infrastructure and resources that are critical to the implementation of inclusive education. They indicated that currently the school received building material to put ramps on doors and this was in process. More so they indicated that, the school was busy organising workshops with teachers in order to equip them with knowledge on how to manage inclusive classes. What the school is doing is supported by Nziramasanga commission (1999) when it stated that the government (and schools) has to seek help from non-governmental organization for the implementation of inclusive education. More so the researcher observed that the school has enrolled some learners with disabilities. This fulfils the request of the Salamanca statement (1994) that all children with disabilities have to access education opportunities.

The researcher observed that the school is putting effort towards improving some and not all areas that are critical to implementing inclusive education. The researcher observed that the planning and teaching process done does not include learners with disabilities. There was no evidence from the records that learners with dyscalculia and dyslexia are being catered for. The remedial and reading record do not clarify that there is much work done to help the learners with such disabilities. These children need extra care but unfortunately this is not the case at Zengeza 4 primary they are just treated the same as those without disabilities. More so researcher observed that the teaching is based on academic success not skills hence learners with autisms are being left behind as they need to be equipped with life based skills. The learning aids and teaching methods being used disadvantage these learners. For example the teachers do not include sign language in teaching yet they have got learners with hearing impairment in the classes. The media used by teachers is too small in such way the learners with cerebral pulse cannot manipulate them. There is also a matter of play grounds at Zengeza 4 primary. Learners on wheel chairs cannot participate in sports, they are just left seated on their wheel chairs observing others doing sports. Truly speaking learners living with disabilities are just placed in classes without any learning provided to them. Thus, the learner deduced that at the school less effort is being placed in implementing inclusive education. Therefore, in order to effectively promote inclusive education at Zengeza 4 Primary School, there is need of thorough class assessment and evaluation. The school is only concerned with renovating infrastructure at the expense of putting effort on the learning process which is the most important aspect of inclusive education.



#### **4.4 Challenges faced in implementing inclusive education**

The responses from interviews and questionnaires indicated that there are a lot of challenges being faced in implementing inclusive education. The most dominating challenges mentioned by all participants were of lack of resources followed by lack of knowledge on how to implement inclusive education. The other challenge raised was that of big classes at Zengeza 4 and of the insurmountable demands of the curriculum. All teacher respondents complained about the fully packed timetable and the content of the primary school curriculum that does not cater for inclusive education. They also pointed at the negative attitudes of parents of learners living with disabilities as a challenge to inclusive education. All these challenges to implementing inclusive education have been identified by different scholars in their works. Peters (2000) note that schools are still inaccessible to children in wheelchairs or those other mobility aides and need elevators, ramps to recreational areas, paved pathways and door handles for instance a student with cerebral palsy may not have the ability to grasp and turn a traditional door knob. Andrew and Luport (2000) posit that most teachers do not have the necessary knowledge, skills and attitudes to carry out work that is interconnected to promoting inclusive education. This is the case at Zengeza 4 primary. The researcher noted that there is still a lot to be done to combat challenges of implementing inclusive education at Zengeza 4 Primary School. There is need for the school staff , parents and the government to putting hands together to overcome the challenges.

#### **4.5 Strategies employed by the school to mitigate challenges of implementing inclusive education**

The respondents did not give clear and elaborate answers to the question on which strategies was the school employing to mitigate challenges of implementing inclusive education at Zengeza 4 Primary School. Most of the strategies were just intentions they think could be done. The workshops held at the school to equip teachers with pedagogies of handling inclusive classes was the most common strategy that was stated by participants who were interviewed and those who completed questionnaires. Both administrators and teachers agreed that the school organised staff development workshops. However, they complained that the workshops were not effective enough to upgrade teacher competence in implementing inclusive education. The administrators also mentioned that the school was seeking aid from non-governmental organizations. For instance, UNICEF had donated to the school materials meant to renovate classrooms and the school had already started constructing ramps such that learners living with physical disabilities can move around easily. The school is also involving parents as means of fighting challenges that militate against the project of promoting inclusive education at Zengeza 4 Primary School. The researcher observed parents taking part in the renovation of the buildings. Chimedza (2008) says that, “the success of inclusion is not financially based but it is based on the value that both the parent of the child with a disability as well as the parent with the child without the disability, see in inclusive education.” Thus, it can be clearly seen that inclusive education is all about working together, that is the two parties of the one living with a disability and the other living without a disability. The administrators mentioned that some of the challenges can only be combated with the involvement of the Ministry of Primary and Secondary Education curriculum planners. For example challenges that relate to the need to review educational policies and the

demands of primary school education curriculum that will enable enhancement of flexibility of the time table that is used for inclusive classes.

During observation, the researcher established that teachers are failing to promote inclusive education in their classes. There is usually low or even no interaction between teachers and learners with disabilities. She also observed that the teaching pedagogies most teachers used at Zengeza 4 Primary employ hinder learners with disabilities to fully participate in class. That is indicative of the fact that those teachers need of in-service training. The school head indicated that the UNICEF funded one teacher to train in special needs education. However, they felt that, the number is very small because almost all classes have learners with disabilities in their classes.

According to (Mukhopadhyay (2013) the curriculum content must be revised to hold inclusive education. That means the curriculum needs to be revised for it to be sensitive to inclusive education. For example practical subjects such as agriculture and sporting activities are not tailor-made to cater for learners with cerebral pulse disabilities. According to the Salamanca statement in Chireshe (2011) administrators should be invited to develop more flexible management measures, to redeploy instructional resources, to diversify learning options, to mobilize child to child help, to offer support to pupils experiencing difficulties and to develop close relations with parents and the community. From the responses given the researcher noted that school based strategies are being employed to mitigate challenges of implementing inclusive education although the pace is very slow due to economic hardships. The fact that the school is seeking help from UNICEF shows that the school is putting effort towards improving learning standards that are necessary for implementing inclusive education.

## **4.6 Summary**

This chapter presented, analysed and discussed data that was collected by the researcher using interviews questionnaires and observation. The chapter has analysed the prospects of implementing inclusive education at the selected school. It was noted in the chapter that there are several challenges that militate against implementation of inclusive education at Zengeza 4 Primary School. The challenges include lack of resources, lack of time and poor teacher training and unsupportive curriculum and educational policies. The chapter exposes and discusses strategies which the school is employing to mitigate the challenges in question. These include parental involvement, seeking help from non-governmental organization, in service training of teachers and reviewing of educational policies and the demands of the primary school curriculum. The following chapter provides a summary, conclusions and recommendations of the study.

## **CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 INTRODUCTION**

In this chapter, the context of the problem presented in Chapter 1 is recapped and a summary of the findings of the study on each sub-research question is presented. The chapter also presents the conclusions of the study and recommendations for improvement in implementing inclusive education at Zengeza 4 Primary School. The chapter also treats matters requiring further research.

### **5.2 Summary of findings**

The essence of the current study is that the prospects of inclusive education at the selected school were for all learners to have equal learning opportunities in the same class. The findings indicated that this goal is not yet achieved as there are many obstacles hindering it. The researcher noted that there is need of much preparation in order to attain the prospects of implementing inclusive education at Zengeza 4 Primary School. The situation that prevailed at the school indicated that it is just written on paper but practically there is no remarkable vision of implementation of inclusive education. Inclusive education is at its embryonic stage at the studied school. It also emerged in the current study, that there are many challenges in the implementation of inclusive education. The findings indicated that teachers at Zengeza 4 Primary School are not adequately trained to cater for learners with learning disabilities in their classes and how they should assist them. The lack of skills, knowledge and tools to help children with learning disabilities has a serious negative impact in the implementation of inclusive education for learners living with disabilities. Furthermore, the current study indicated that teachers at Zengeza 4 Primary School need to be trained in classroom management in order to teach children both with and without learning disabilities.

The present study revealed that there was lack of material resources in the implementation of inclusive education at Zengeza 4 primary. The school lacked material resources, specifically, textbooks, trained teachers, tables, desks, finances, toilets for pupils with disabilities. The unavailability of trained teachers, inadequate teaching techniques, the lack of resources and the lack of facilities, particularly stationery and textbooks, hinders the practical implementation of inclusive education. The current study also revealed that inadequate time allocation affected the implementation of inclusive education as the time tables are fully packed. The other finding of the study is that Zimbabwe's educational policies and the stipulations of primary school curriculum do not support inclusive education. The policies and the curriculum are meant to promote education of learners without disabilities hence they hinder teachers' efforts towards implementing inclusive education. It also emerged from the current study that the high teacher pupil ratio in school hampered the implementation of inclusive education at Zengeza Primary School. Another noted challenge is teacher attitude. Due to lack of training and resources most teacher at Zengeza Primary School has a negative attitude towards implementing inclusive education. The study also emerged that the school administrators are struggling to improve implementation of inclusive education. The study revealed that the school seeks help from the nongovernmental organization such that it can renovate buildings. The school also offered workshops to the teachers in order to upgrade their knowledge on the implementation of inclusive education. However, the study established that such workshops do not give adequate knowledge as they are meant for people who have already trained on inclusive education. Parental involvement is also being promoted at the school in order to enforce inclusive education. The study revealed that parents help with labour in the construction of buildings at Zengeza 4 Primary School. The study also noted that the requirements made by the

Nziramasa commission (1999) are not being practiced at the school. The commission stated that schools should be given grants by the government to support inclusive education. This is not being practised at Zengeza 4 Primary School. Thus this school is not funded by the government to implement inclusive education.

## **5.4 CONCLUSIONS**

The essence of the current study was to assess prospects and challenges of implementing inclusive education at Zengeza 4. From the findings of this study, it can be concluded that school teachers at Zengeza 4 Primary School lacked training in the implementation of inclusive education. From the findings of this study, it can be concluded that school teachers at Zengeza 4 primary lacked training in the implementation of inclusive education for children with learning disabilities. The findings indicated that most of the teachers at Zengeza 4 do not have the expertise or skill to assist children with learning disabilities in a teaching-learning situation in mainstream classes.

Another conclusion to be drawn from the findings of this study is that Zengeza 4 primary lacked material resources specifically classrooms, textbooks, trained teachers, toilets for children with disabilities finances and ramps to implement inclusive education for children with learning disabilities. The study also concluded that the unavailability of adequate financial assistance for the implementation of inclusive education for children with learning disabilities deprived these children with learning disabilities of textbooks, tables, desks and other resources required to address the academic and personal/social challenges they experienced at school.

It can also be concluded that, parents and teachers had negative attitudes towards the implementation of inclusive education for children with learning disabilities at Zengeza 4 primary. It can further be concluded that Zengeza 4 primary schools lacked mandatory policy and legislation for the implementation of inclusive education for children with learning disabilities. The nonexistence of mandatory policy and legislation on inclusive education provisions for children with learning disabilities negatively affects the teaching and learning for such children in the mainstream classes. Based on the findings of the present study, it can also be concluded that legislation and policy making processes affect the implementation of inclusive education for children with learning disabilities at Zengeza 4 primary .

#### **5.4 Recommendations of the study**

As noted in the study that the teachers are lacking knowledge on implementing inclusive education the researcher recommends the training of teacher on special needs. Zengeza 4 primary is facing the challenge on lack of infrastructure and resources of implementing inclusive education so the researcher recommends the government to give assistance in the implementation of inclusive education. It is also noted in the study that the teachers are complaining of the fully packed timetable which hinder implementation of inclusive education. On that issue the researcher recommend the Ministry of education, Arts, sports and culture and the curriculum planners to revise the curriculum for it to support implementation of inclusive education. There are no policies that support inclusive education at Zengeza 4. In fact the requirements of the Nziramasamga Commission are not practised at the school. Due to this the researcher recommend the government to have policies that support implementation of inclusive education. Another dominating issue in implementation of inclusive education at Zengeza 4 is lack of parental involvement. Parents are not actively participating in supporting inclusive education



.The researcher recommends the school to educate parents on the importance of inclusive education.

### **5.5 Recommendation for further study**

As the current study looked at the prospects and challenges of implementing inclusive education the researcher recommends further studies to look at the effectiveness of inclusive education to learners with disabilities.

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## Appendix 1: Clearance Letter MSU



# MIDLANDS STATE UNIVERSITY

P. BAG 9055  
Gweru  
Zimbabwe

Telephone: (263) 54 60404/60337/60667/60450  
Fax: (263) 54 60233/60311

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## FACULTY OF EDUCATION DEPARTMENT OF APPLIED EDUCATION

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28 October 2018

**TO WHOM IT MAY CONCERN**

The bear Anna Mukarati, is a B.Ed. student at this University. She has to undertake research on the title:

**Prospects and challenges faced during the implementation of inclusive education at Zengeza 4 Primary School in Chitungwiza District.**

She is required to present a Research Project in partial fulfilment of her degree programme.

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

Your co-operation and assistance in this regard is greatly appreciated.

Thank you

A handwritten signature in black ink, appearing to read 'M. Chauraya'.

**pp. Dr. M. Chauraya  
(Chairperson –Applied Education)**



**Appendix 2: Letter from Ministry of Primary and Secondary Education**

All communications should be addressed to  
"The Provincial Education Director"

Telephone :339334  
E-mail :  
hararemetropolitanprovince@gmail.com



**Ministry of Primary and Secondary Education**  
Harare Provincial Education Office  
P. O. Box CY 1343  
Causeway  
Zimbabwe

05 November 2018


**Mukarati Anna**  
Zengeza 4 Primary School  
P.O. Box ZG47  
Zengeza

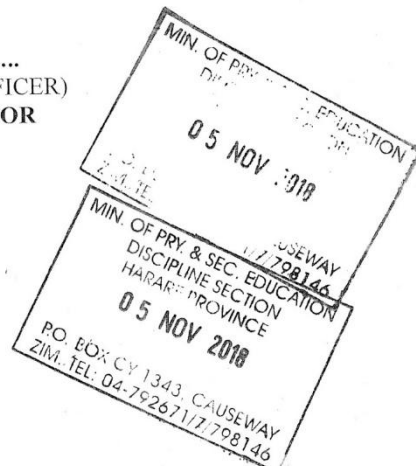
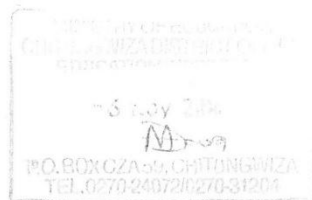
**RE: PERMISSION TO CARRY OUT RESEARCH IN HARARE METROPOLITAN PROVINCE: CHITUNGWIZA DISTRICT: ZENGEZA 8 AND ZENGEZA 4 PRIMARY SCHOOL.**

Reference is made to a letter dated 05 November 2018 from the Secretary for Ministry of Primary and Secondary Education granting you permission to carry out research in Harare Metropolitan Province on the research title:

**"PROSPECTS AND CHALLENGES FACED DURING THE IMPLEMENTATION OF INCLUSIVE EDUCATION AT ZENGEZA 4 PRIMARY SCHOOL IN CHITUNGWIZA DISTRICT"**

Please be advised that the Provincial Education Director grants you authority to carry out your research on the above topic. You are required to supply Provincial Office with a copy of your research findings.

  
CHITSINDE G.M (HUMAN RESOURCES OFFICER)  
**FOR: PROVINCIAL EDUCATION DIRECTOR  
HARARE METROPOLITAN PROVINCE**



### Appendix 3: Letter from Ministry of Education District Level

All communications should be addressed to  
"The Secretary for Primary & Secondary  
Education  
Telephone: 732006  
Telegraphic address : "EDUCATION"  
Fax: 794505



**REFERENCE:** C/426/3/Harare  
Province  
Ministry of Primary and  
Secondary Education  
P.O Box CY 121  
Causeway  
**HARARE**

5 November 2018

Mukarati Anna  
Zengeza 4 Primary School  
P O Box ZG47  
Zengeza

Re: **PERMISSION TO CARRY OUT A RESEARCH IN HARARE  
PROVINCE: CHITUNGWIZA DISTRICT: ZENGEZA 8 AND  
ZENGEZA 4 PRIMARY SCHOOLS**

Reference is made to your application to carry out a research at the above mentioned schools in Harare Province on the title:

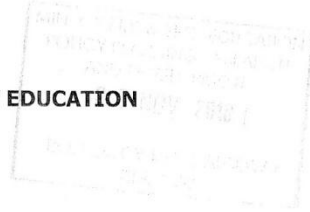
**"PROSPECTS AND CHALLENGES FACED DURING THE  
IMPLEMENTATION OF INCLUSIVE EDUCATION AT ZENGEZA 4  
PRIMARY SCHOOL IN CHITUNGWIZA DISTRICT"**

Permission is hereby granted. However, you are required to liaise with the Provincial Education Director Harare Province who is responsible for the schools which you want to involve in your research. You should ensure that your research work does not disrupt the normal operations of the school. Where students are involved, parental consent is required.

You are also required to provide a copy of your final report to the Secretary for Primary and Secondary Education by December 2018

  
P. M. Muranda  
Acting Director: Planning, Research and Statistics  
For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**

Cc: P.E.D – Harare Province



## **Appendix 4: Instruments**

### Interview guide for administrators

I am a Bachelor of Education student at Midlands State University. I am carrying out a study on the prospects and challenges of implementing inclusive education at Zengeza 4 Primary School. Since you are a teacher at this school, I kindly ask you to participate in an interview session with the researcher. The answers you are going to provide to the research questions during the interview are intended solely for this educational endeavour. Therefore, they will remain confidential. Be assured that, your name will not be revealed in the whole dissertation without your approval. That is done for the purposes of ensuring confidentiality.

### Section B

1. what do you understand by inclusive education?
2. To what extent are you implementing inclusive education?
3. What is your school doing to enhance the implementation of inclusive education?
4. What sort of challenges are you facing when implementing inclusive education?
5. What strategies is the school and yourself employing to deal with the challenges?
6. How effective are those?
7. What else do you think can be done to effectively address those challenges?
8. Do you have any information that you would like to share with the researcher on challenges faced in trying to implement inclusive education for learners experiencing learning disabilities at this school? If you do have, you are free to share it with the researcher.



## Questionnaire for Zengeza 4 Primary School teachers

---

I am a Bachelor of Education student at Midlands State University., As part of the requirements of that degree programme, I am carrying out a study on the prospects and challenges of implementing inclusive education at Zengeza 4 Primary School. Since you are a member of the school's administration, I kindly ask you to participate in this research by completing this questionnaire. Information you are going to provide in the questionnaire is intended solely for this educational endeavour. Therefore, it will remain confidential. Be assured that, your name will not be revealed in the whole dissertation without your approval. That is done for the purposes of ensuring confidentiality. Please do not reveal your name anywhere when completing this questionnaire.

### Section A

#### DEMOGRAPHIC INFORMATION

Please tick where appropriate

##### Personal Details

1. Sex: Male  Female

2. Age range: 20-30  31-40  41-50  Above 50

3. Professional and academic qualifications:      Para-professional                   Diploma   
Degree

4. The size of the class you teach 25 and below     25-45     45 and above

5. Teaching experience 0-5years     6-10     11-20     above 20

Section B

1. Does your school implement inclusive education for children with learning disabilities?

Yes                                   No

2 If your answer is Yes, how effective is its implementation of inclusive education?

Not effective     Effective     Very effective

3. At which level is the school in implementing inclusive education?

Low level     High level     Highest level

4. What challenges are you facing (as a school) in implementing inclusive education?-----

-----  
-----  
-----

5. What strategies is the school employ to deal with those challenges?-----

-----  
-----  
-----  
-----  
-----  
-----  
-----

6. How effective are those strategies?

Not effective     Effective     Very effective

7. Please give reason(s) for your answer-----

-----  
-----  
-----

8, What else do you think can be done to promote inclusive education for children with learning disabilities at your school?

-----  
-----  
-----  
-----  
-----

9, Do you have any information that you would like to share with the researcher on challenges faced in trying to implement inclusive education for learners experiencing learning disabilities at Zengeza 4 Primary School? If you do have, you are free to share it with the researcher.

Thank you for participating in this research activity.

---

**Observation guide for learners with disabilities.**

NAME OF THE CHILD.....

AGE.....

CLASS/ GRADE.....

1. Planning and scheming, is it done inclusively	Yes	No	Comment
2. Teacher use a variety of learning and teaching aids and styles, for example scaffolding, active learning, co-operative group work which caters for inclusive education			
3. Classroom environment is it catering for learners with SEN: for example space and infrastructure, sitting arrangements.			

4. Learners with SEN, are they encouraged to participate in lessons or activities.			
5. Teacher- learner interaction during the lesson.			
6. Is there learner- learner interaction those with SEN and those without.			
7. Is Teacher's presentation of teaching and learning materials support inclusivity			



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