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APPROVAL FORM

This serves to confirm that the undersigned has read and recommended to the Midlands State University for acceptance a dissertation titled: **Challenges faced by teachers in the implementation of inclusive education in Lower Gwelo Cluster schools**. Submitted by Mubaiwa Providence in partial fulfilment of the requirements for the Bachelor of Education Honours Degree in Religious Studies.

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DECLARATION

I, Mubaiwa Providence, declare that the project is an original work and confirms that it has not been submitted to this or any university or institution in support of an application for any other qualification.

Student..... Date

Supervisor..... Date

DEDICATION

This project is a special dedication to my loving and caring father Mr E Mubaiwa for the financial assistance to ensure that my studies went on successfully. Thank you for believing in me and encouraging me when pressure seemed unbearable. You are my pillar, without your support I was not going to attain this level.

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ABSTRACT

This paper reports on the findings of a research study that investigated on the challenges faced by teachers in the implementation of inclusive education in two of the secondary schools in Lower Gwelo Cluster. The study made use of a mixed method approach .The research methodology was underpinned by a descriptive survey .The specific constructs studied were teachers and administrators .The sample was purposely drawn from 2 schools, 24 teachers and 2 heads of schools in Lower Gwelo cluster. The questionnaires were administered to secondary school teachers whereas the schools heads responded to face to face interview .Teachers were also directly observed by the researcher. Data was presented and analysed thematically using the research questions. The statistics package for social scientists (SPSS) was used to input collected raw data, process and generate descriptive statistics for presentation and statistics. The evidence pointed to the fact that teachers in Gweru district face challenges during inclusion and the challenges faced included lack of resources, lack of trained teachers, lack of clear cut policy, inappropriate infrastructure and lack of funding, large teacher to pupil ratio lack of team work and collaboration. Through the study , it has been established that the implications of the challenges result in stigmatisation and lower self-esteem among learners ,divided attention to learners , poor lesson delivery and overcrowded classes, and high dropout rate .Possible solutions were also revealed in the study and these solutions included training teachers, provision of relevant and appropriate infrastructure, provision of resources, lower teacher to pupil ratio, government to design a policy to enhance effective inclusion, facilitation of workshops and meetings to educate the teachers to enhance effective inclusion .The study made some recommendations to the ministry ,schools and teachers so as to mitigate the barriers to effective inclusion.

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CHAPTER ONE

THE RESEARCH PROBLEM

1.1 Introduction

Globally, inclusion has become an important aspect of education. The phenomenon of inclusion is driven by the philosophy that every child, regardless of their mild or severe individual difference should attend the same school, in the same class with their peers. The aim of inclusive education is to provide equivalent educational opportunities and experiences for the students. The purpose of this research is to investigate the challenges faced by teachers in the implementation of inclusive education in secondary schools in Lower Gwelo Cluster .This chapter outlined the background of the study. The statement of the problem created by the research was stated followed by guiding major research questions. Delimitations and imitations of the study are explained. The chapter also defined key terms used in the study.

1.2 Background of study

A number of international instruments provide good legal and structural frameworks that could help the provision of children with disabilities. The instruments are; the World Conference on Education for All, the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO 1994).According to Mariga (2014), the instruments have indicated strong and collective international commitment that stimulates individual countries worldwide to improve on education, especially for the most vulnerable and disadvantaged children and hence calls for inclusive education. In response to increased international understanding and in an effort to implement these international treaties, quite a number of countries have stepped up their efforts to improve inclusive education Mariga (2014).

According to Osgood (2005), in the US, there has been a steady growth of inclusive education, since the passage of Education for all Act in 1975. Free education has been provided to all students regardless of the severity of their disabilities. Berato (2006) asserts that, (Individuals with Disabilities Education Act) IDEA also went on to specify that students with special needs should be educated in least restrictive environment. The Act went on to state that children with disabilities, children in public or private institutions or other care facilities are educated with children in the mainstream and special classes or removal of children with disabilities from regular educational environment occurs only when the nature on severity of the disability of the child is serious to the extent that even the use of supplementary aids in the regular classes cannot be achieved satisfactory.

Special education has grown progressively in Malaysia since its introduction in the country in 1990. Lay and Hui (2014) postulated that, from the year 1990, Malaysia has shown a rapid progress on special education. All students registered by special education programmes are eligible to receive monthly allowances since 2006. The Ministry of Education in Malaysia set up its mission to provide full and equal participation to the students with special needs in education and this is stated in National Education Blueprint 2013-2025. This is according to MOE (2013). Based on the latest release, students with special needs are placed in the mainstream classrooms full-timely with their peers for all academic subjects.

Since the passage of the Persons with disabilities Act in 1995, India has been progressing very well in the implementation of inclusive education. Das (2013) states that, since the initiative by the United Nations Education development policy which was implemented in several countries influenced India's decision to embrace this concept of inclusive education to provide equal educational opportunities to children with disabilities. The Salamanca

conference of 1994 initiated the mainstreaming of disabled children. Das (2013) concurs that, after India attended the world conference on special education in Salamanca (Spain) it undertook some key initiatives which includes, National Trust Act, Persons with disabilities Act and the Action Plan for inclusive education. The initiatives have brought a number of education reforms in India.

Coming to Africa, Chavuta (2008), asserts that, Malawi is one of the countries that adopted the implementation of inclusive education. The government of Malawi has developed a policy called “Policy Investment Framework (PIF- 2001) whose aim is ‘to specify the country’s commitment to quality education for all and reduce inequalities in schools .Chavuta (2008) states that, two decades later, the Ministry of education established a new special needs programme on learners with learning difficulties. The National policy was developed by the government on the Equalization of Opportunities for Persons with Disabilities (NPEOPWD) in 2006. This policy demands for recognition of individuals with disabilities to be integrated into all government policy spheres, and equal participation of such people in all developmental activities (Malawi Government 2006). In 1996, the Ministry of Education began to build a more inclusive education system by introducing the Learning Difficulties Programme whose aim was to train teachers to become specialists in special education and thereafter handle learners with disabilities in mainstreamed schools.

In keeping pace with international trends in education, The Herald (2010) outlined that the inclusive education for all campaign was initiated by the Leonard Cheshire Zimbabwe trust and was meant to benefit 1000 disabled children from government schools. Zimbabwe embraced inclusive education as the means by which children with disabilities could be educated (The New Constitution of Zimbabwe 2013). Zimbabwe has offered necessary the need for secondary schools to change and become responsive to diverse learners needs

.Chireshe (2013), Mandina (2012), Mugweni and Dakwa (2013) stated that, the Government of Zimbabwe passed among other rights, the policies and legislation that protect the rights of children with disabilities. A number of children with disabilities are served in mainstream settings country wide, pressurizing regular teachers to meet more diverse needs as mainstream classes now constitute more heterogeneous mix of children with different backgrounds and with different levels of abilities and disabilities (Musengi&Chireshe, 2012).

The situation with regards to inclusive education in Zimbabwe Schools is mainly characterized by the idea to accommodate all learners without exclusion. The pupils are given equal opportunities and resources regardless of their physical, psychological or mental capabilities. Traditionally, in rural areas provision of special education was never given priority. All the learners were never awarded the opportunity to be enrolled at any school regardless of any special need. Although the School psychological department has been functional, it has never prioritized the evaluation and assessment of learners with special needs with the intension of regrouping the pupils according to special needs. Mafa (2012) asserts that, teachers pointed out that it was hard to successfully manage the class especially when pupils are enrolled without any consideration of their abilities. Based on this background, the researcher is motivated to carefully examine the problems faced by teachers in the implementation of inclusive education in Lower Gwelo Cluster as a means of improving access to education for all children with disabilities.

1.2Statement of the problem

Schools are instructed by the government to implement inclusive education in schools. However, the curriculum used in schools is exam oriented and does not suit the needs of learners with disabilities. These learners lag behind and cannot match their counterparts. Teachers may also lack knowledge and skills in handling these learners. The needs of learners with disabilities are not adequately met in mainstream classroom settings as teachers

have not appropriate training, and are still grappling with the implementation of inclusive education. They has been a dilemma between administrators and teachers on how best they can mitigate the challenges they face on the implementation of inclusive education and in the same process coming out with solutions on how can these challenges be eradicated or reduced. This study, therefore, investigated the challenges faced by teachers in implementing inclusive education, their implications on teaching and learning .and possible solutions and recommendations.

1.3Research questions

The following research questions summarise the major issues that will be investigated in this study.

1. What are the challenges faced by teachers in the implementation of inclusive education?
2. What are the implications of these challenges on the teaching and learning process?
3. How can these challenges be overcome without compromising the learner's background?
4. What adaptive management strategies that could be employed by teachers to implement inclusive education?

1.5 Significance of the study

The study, if put in the library is an eye opener to other researchers about the challenges faced by teachers in the implementation of inclusive education. This research will also develop researcher's skills to deal with children with disabilities. The research is significant to the school especially the school staff since inclusive education is a new phenomenon and it will also assist other learners without disabilities to accommodate and assist their peers with special needs if presented on staff development. This study will also create awareness; assist in providing yawning gaps on inclusive education locally, nationally, regionally and

internationally. The study will also highlight how prepared are the teachers who should serve as community network ready with expertise and experience to accommodate all learners to fulfil this mandate. The pupil's ability under inclusive education is dependent on the expertise of the teacher who ensures that learner's needs are met and provides the direction through which learning should be implemented, hence the need to find out the challenges faced by teachers in the implementation of inclusive education. The study may also be able to identify and collate the knowledge, ideas, skills, experiences and innovations required by trainee teachers to enable them to have confidence and competence in teaching learners with special needs within the inclusive framework. The finding may also be useful to policy makers to device effective systems that may make improvements in the implementation of inclusive education system.

1.6 Delimitations

According to Simon (2011), delimitations are characteristics that limit the scope and define the boundaries of your study. In this case, the study will be conducted in Lower gwelo Cluster. They are 13 schools in Lower Gwelo cluster of which the research focused on 2 schools, A and B. The schools were selected because they had efficient information that was needed by the researcher and they are close to where the researcher resides. The research study focused on the challenges faced by teachers and administrators in the implementation of inclusive education. This means that teachers and administrators were included in the research because they were the implementers of inclusive education.

1.7 Limitations

Simon (2011) defines limitations as potential weaknesses in the study and is out of one's control. The study involved small samples which affected the generalisability to the findings to the whole of Zimbabwe. To add on, it meant that they were few population based perspectives on diversity and need. The study time was also limited since the researcher is a

student and was supposed to attend all lectures and at the same time was supposed to meet the deadline of submission of the research, therefore this hindered the stretching to some schools thus ending up working with two secondary schools. More so, some of the targeted population were shy and unwilling to cooperate as they cited other commitments which led the researcher to take more time collecting data. More so, insufficient resources on the side of the researcher and this hindered the researcher to carry the research effectively and efficiently. The feelings and perceptions of teachers on the area of study may hindered the researcher to get accurate information .lastly; Attitudinal changes: the head of schools changed their attitude while they were being interviewed by the researcher as the study seemed sensitive, they were not free to air out their views concerning the challenges faced by teachers in the implementation of inclusive education. The researcher had to inform the respondents about their information to be confidential so as to feel free.

1.8 Assumptions of the study

The study is based on the assumption that;

- This is not a comprehensive treatise of all schools in Gweru district but a micro molecule in a macro molecule.
- There is a fragmented approach to the implementation of inclusive education (its not holistic, consultative and harmonised)
- Schools have a policy that guides them when dealing with special needs education.
- There is an institutional bias approach to inclusive education.
- Schools have resource units or at least have access to a cluster one.
- Teachers have basic knowledge, ideas, skills ,experiences and innovations on how to handle special needs learners but there is no cross pollination of ideas.
- The teachers will disclose their challenges on teaching learners with special needs.

- Respondents of this study will be honest and willing to participate.
- The sample used will be a true reflection of the total population.

1.9 Definition of terms

Inclusive education

McBayer and Pig-man (2013) defines inclusive education as an educational process that reaches out the disabled children to include them in regular schools with other children and where they can learn without any discrimination or feeling of being marginalised.

Special needs education

NCSE (2004) defines special needs education as a restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health or learning disability or any other conditions which results in a person learning differently from a person without that condition. Kink ,Gallagher ,Coleman ,and Anastasio (2009) state that ,children with special educational needs are children with a variety of different disability such as health and mental health conditions that require special intervention services ,or support .Parenting a child with special need can be particularly challenging .

Disabilities

Borblte,Guillemin, Chau and Lord Handicap Group (2001) define disability as a restriction or an in ability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment.

1.10 Summary

The background of study was outlined in this chapter. The background of study explained how other countries in Europe, Asia, Sub-Sahara Africa and Zimbabwe have implemented inclusive education. Guiding research questions were included to show the direction of the study. The significance of the study outlined the beneficiaries of the study and how they will benefit. Delimitations and limitations were outlined as they had an effect on the outcome of the research. Literature review on learners with special needs in the regular classrooms and its significance will be discussed in the next chapter.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter will focus on different studies that were once carried out on the challenges faced by teachers in the implementation of inclusive education and the possible solutions. The literature will focus on the following headings: theoretical framework, various researchers on the challenges faced by teachers in implementing inclusive education in India, Singapore, Cameroon, South Africa, Botswana and Zimbabwe, implications to those challenges, and solutions to mitigate the challenges of inclusion.

2.1 Theoretical framework

All learners ought to learn academic concepts as well as behavioural skills within the school setup. These areas hinder learners who are disabled. These hindrances may develop low self-esteem issues and these may hinder the learners socially. Mdikana, Ntshangace and Cronk (2008) postulates that, because of the learners failure repeatedly, at school, they have a likelihood as though academic outcomes are beyond their control hence perceiving themselves as less competent than their peers. It is however important that academic skills are addressed within the classroom.

Miller (2011) asserts that, Albert Bandura discovered in his theory that, social learning theory is suitable in inclusion. He also went on to state that, humans have the capacity to develop ideas about how new behaviours are performed through observing and imitating others. This theory of social learning is appropriate because it proposes that academic and behaviour modelling takes place through verbal instruction, live modelling by a person and symbolic modelling through four steps which are attention, retention, reproduction and motivation.

Harding (2009) concurs that , inclusive class capitalise on this theory because learners with disabilities are able to observe their peers who are not disabled and also their teachers and then imitate them both intellectually and behaviourally .The theory of social learning combines with Freudian learning principles which focus on teaching learners important real-life social behaviours .More so through this learning community ,learners with special needs are able to interact with their peers and develop friend ship.

Furthermore, Harding (2009) propounded that according to Vygotsky, the zone of proximal development states that people learn when guided by an elderly people or when working with their peers who are more capable. Learners with disabilities can learn from their peers who are not disabled as well as with the guidance and support and this helps them gain a better understanding of the concept they are being taught . More so, the teacher may scaffold the learners with disabilities .According to Harding (2009), the scaffolding occurs when a great learning support is provided at the time new concepts are introduced and the support is lowly taken from the students as he or she masters the content .The theory is also suitable for learners with special needs as they need a lot of scaffolding especially the mentally challenged learners.

The theory of Vygotsky is important to inclusive education because it helps the teacher to know and understand the learner's level of development so that he or she may assist the learners. Teachers can scaffold the learner's prompts and hints since the learner is an apprentice who learns by being dragged, challenged or assisted by others, Vygotsky understands that children construct knowledge through social interaction with others thus guided learning theories appropriate for inclusion.

These two theories clearly describe how learning occurs in the classroom internationally both academically and socially .Mdikan,Ntshangase and Cronk (2008)assert that ,his social

interaction is not only important for learners academic achievements but also for their long term general well-being and personal development in conjunction with the social learning theory .The theory should theoretically help explain how learners with disabilities progress academically and increase appropriate social interactions with places within an inclusion environment.

2.2 Challenges faced by teachers in the implementation of inclusive education

Inclusion with learners with different disabilities can be challenging for an educator. In a study, Bhatnagar and Das (2014) discovered that, the challenges in the implementation of inclusive education are the lack of inclusion policies, lack of resources and lack of trained teachers and High teacher to pupil ratio.

To begin with, in Asia specifically in Singapore, national examinations are part of the compulsory education in Singapore. Ang and Huan (2006) state that people in Singapore take great pride in national examination results and there is a sense of overwhelming pressure for the children and teachers, when examinations are administered each year. Although mainstream teachers are encouraged and eager to support students with special needs in classes, the emphasis on covering curricular content in preparation for the national exams does not provide adequate support to students with special needs. Whereas mainstream teachers are being trained to work with students with special needs as part of the Teachers Trained in Special Need program, large class sizes (i.e., 1 teacher: 35-40 students) do not provide the academic and learning supports students with disabilities need to succeed in mainstream schools

Sharma ,Moore and Sonawe (2009),in their findings from the survey of teachers in India and the results specified that, the teachers were very concerned about the lack of resources that were necessary for the implementation of inclusive education .In the study of Da ,Kuyini and

Desai (2013) ,they examined the current skill levels of regular ,secondary school teachers in Delhi, India in order to teach students with disabilities in inclusive education settings .They reported nearly 70% of the regular school teachers had neither received training in special education nor had any experience teaching students with disabilities .Further ,87% of the teachers did not have access to support services in their classrooms .Coskun,Tosun and Macaroglu (2009) states that the inefficiency of teachers to develop and use instructional media for inclusion students is also the challenge .Minnaert (2010) concurs in his study that the other challenge faced in India is the attitude towards inclusion and disability among teachers ,administrators and policy makers. However negative attitude are still persisting among these in many cases and this is adversely affecting inclusive education scenario in India .Zambelli and Bonni (2004) have similar findings that teachers with negative attitudes believe that inclusion is a burden on teachers and they should be given special service delivery in special education settings to avoid the negative impact their typically developing peers in the regular classroom. According to Unainu (2012) Lack of awareness about the children with disabilities among general teachers is another challenge.

Coming to Africa ,The findings by Mbibeti (2013)in Cameroon show that teachers and administrators are of the view of low budgetary allocations are impediments to the implementation of inclusive education for the children with disabilities .In accordance with the different learners' needs Mbibeti (2013) concurs that ,budget, do not cater for the purchase of materials needed in the teaching of children with learning disabilities or for learners with visual and hearing impairments like tape cassettes ,headphones ,braille machines ,tactile maps and sign language books.

Findings were also done in Namibia by Zimba (2007) who stated that, lack of resources is worsened by high teacher to pupil ratio. Zimba (2011) who discovered that the curriculum

used at schools was modified to accommodate learners with wide array of educational needs .Teaching pupils with learning disabilities using techniques makes learning and teaching a challenge for the teacher and the learner in an inclusive class for instance in a curriculum adapted so called normal learners ,a teacher can teach pupils by writing on board .However this is applicable in the case where some learners cannot see .The use of concrete objects must therefore be emphasized in the inclusive curriculum for all learners to benefit.

In other research carried out in Botswana by Dart (2007), the teachers complained about lack of financial resources in their schools due to budgetary constraints experienced by the school authorities. The research by Mkhuma (2012) found out that support services such as professional support, parental support and administrators support were perceived to be critical resources in the implementation of inclusive education in Botswana .His findings affirms the findings by Chhabra, Snrvastava (2010) who argues that learners with learning disabilities need professional support and should be referred to specialists when necessary. The lack of material resources such as teaching aids and physical structures hampered the success of implementing inclusive education for children with disabilities Eloff and Kgwete (2007). Mukhopadhy , Molosiwa ,Moswela (2013) stated that the use of inappropriate instructional media or teaching method for example using teacher centred methods which do not cater for individual differences .He went on to say that ,few teachers use accommodating media during teaching and learning. This becomes a challenge because learners with special needs will lag behind in the lessons.

Zimba (2007) and Tshifura (2012) discovered that, in South Africa, both rural and urban schools lack the resources to engage in inclusive education practices .A study conducted by Gwala (2006) in south Africa, revealed that teachers were frustrated with the unavailability of time and resources for planning together and supporting personnel in provision of training to

the staff in inclusive education .More so, Eloff and Kgwete (2007) revealed in their study that, south African teachers included large classes and insufficient resources as the challenges in inclusive education. In the same vein Ntsanwisi (2008) mentioned that in South Africa there was no equal distribution of qualified teachers for inclusive education within the urban and rural areas. Most qualified teachers for inclusive education do not always prefer to work in rural areas because of lack of basic infrastructure such as tarred roads to schools. According to Ntsanwisi (2008) ,Cottages for teachers are usually in poor condition ,un safe and non-existent when posts for trained inclusive education teachers become available in better areas. These movements leave rural schools with no alternative but to employ unqualified teachers who do not have expertise to provide quality instruction to learners with learning disabilities and this creates changes in the implementation of inclusive education Ntswanisi (2008).Mkhuma (2012) who found out that , support services such as professional support, parental support and administrators support were perceived to be critical resources in the implementation of inclusive education .This shows that lack of support hinders effective implementation of inclusion.

In Swaziland, Bagree and Lewis (2013) mentioned that, teachers are often simply not trained or supported to teach children with learning disability, which makes these children among the most marginalised in terms of educational opportunity and attainment. National standards for teacher training can vary considerably between countries and are often inadequate. Teacher training for regular teachers also rarely prepares teachers for working in diverse classrooms and in particular does not equip them with the confidence, knowledge and skills to effectively support learners with disabilities. This is a key reason why so many children with disabilities remain out of school or excluded from the learning process within school.

A study by Mahlo (2011) reiterates that most classroom teachers indicate that they need intensive training in inclusive education so that they are able to support learners with special educational needs (SENs) in their classes. According to Van Reusen and Barker (2001), the classroom teachers were frustrated by situations that they failed to handle. Research further reveals that teachers who have not undertaken training regarding the inclusion of students with disabilities and special learning needs may reveal negative attitudes toward such inclusion.

Sometimes educators, often through inadequate training, use inappropriate teaching styles that may not meet the needs of some of the learners. The teacher may teach at a pace that only accommodates learners who learn very quickly. Alternatively, the pace and style of teaching may limit the initiative and involvement of learners with high levels of ability. What is taught or the subjects that learners are able to choose may limit the learner's knowledge base or fail to develop the intellectual and emotional capacities of the learner. Such challenges arise when sufficient attention is not given to balancing skills that prepare learners for work in other words vocational skills and skills that prepare the learner for coping with life (life skills) (Department of Education 1998).

According to Pijl and Meier (1997) inclusive education can only be successful if teachers develop an attitude acceptable to all learners and when they have sufficient support and resources to teach all learners. Teachers in the kingdom of Swaziland are to a larger extent lacking this support as the Ministry of Education and Training has only recently established structures for teacher support. According to Fakudze (2012), lack of support for teachers is characterised by lack of state funding for inclusive education programmes and provision of in-service training for teachers that can empower them and so lead to a change in their attitudes towards inclusive education. Fakudze (2012) further argues that, the Ministry of

Education and Training has failed to provide schools with specialists in areas such as braille, hearing specialists and learning difficulty specialists to mainstream inclusive schools. In a study conducted by Mahlo (2011) in Gauteng Province in South Africa, interviews revealed that the school-based support teams (SBST) lacked the knowledge and skills to assist learners and teachers and yet empowering the SBSTs could be one strategy to enhance the implementation of inclusive education. In the same vein, Najjingo (2009) revealed that, the absence of resources / teaching media impacted negatively to the implementation of successful inclusion.

2.3 Researches on the challenges faced by teachers in implementation of inclusive education in Zimbabwe

Mafa (2012) carried out a study aimed at exploring the inclusive education challenges from a Zimbabwean context. The findings of his study were as follows: Lack of policy on inclusion; negative attitudes of stakeholders; inadequate resources and lack of suitable facilities; teachers' limited skills and lack of support from instructional supervisors .Samkange (2013) also carried out a study at a certain former group B primary school in Harare on inclusion. From his research, the following learning challenges were established: Learning disabilities; visual impairment, learning impairment, the gifted students, intellectual challenges, behaviour problems and physical disabilities, attitudes of peers, parents and teachers, problem of teacher- pupil ratio and lack of resources such as wheel chairs, Braille, computers and furniture. Chireshe (2011) mentioned that, the other challenge in Zimbabwe is of negative attitude on the side of the educators towards learners with special needs. The findings above on the negative attitudes of teachers are in line with Mandina, (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 environments. Over crowdedness of classes create negative attitudes by teachers towards children with disabilities in inclusive settings and this

may also negatively affect the provision of resources to them. It, furthermore, hinders teacher pupil personal interaction during lessons and makes movement of physically disabled to be near impossible

Lack of clear inclusion policy

Mafa (2012) asserted that the absence of a policy leads to lack of clear guidelines on how schools ought to implement inclusion in schools. In line with Mafa's view, Chireshe also asserted that lack of policy signifies that special learners are not prioritized. This coincide with Mpofu (2009) who asserted that, there is no specific legislation for inclusive education in Zimbabwe .He went on to state that, The disabled person Act (1996) does not commit the government to providing inclusive education in any correct way in fact it specifically prevents citizens with disabilities from suing the Zimbabwean Government regarding government facility access issue that may impair their community participation .In the same vein. Mpofu (2006) concurred that, in the absence of mandatory order stipulating the services to be provided and by whom, when, and where there could be no meaningful educational services for learners with disabilities in Zimbabwe.

Lack of resources

Eloff and Kgwete (2007) stated that, the lack of material resources such as teaching aids, and physical structures hindered the success of implementing inclusive education for children with disabilities. This supports the observation made by Mpofu (2007) and Chireshe (2011) who asserted that, The study revealed that the implementation of inclusive education in Zimbabwe is perceived to be presently effected by lack of resources .They went on to assert that, previous Zimbabwean studies by lack of resources lamented on the shortage of resources as impediment to the implementation of inclusive education. . In line with this assertion, Bormann and Rose (2010) and Chimhenga (2016) concurred that, in effect general lack of

resources contributes significantly to the poor implementation of inclusive implementation of inclusive education in many of the countries in sub-Saharan Africa Bormann and Rose (2010) identified that limited resources in form of financial, infrastructural and material resources as the major challenges in implementing inclusive practices in Zimbabwe.

Lack of trained teachers

This challenge was observed by Chireshe (2011) and the study revealed that, most of the teachers were perceived to be lacking training in inclusive education. The study went on to confirm that, despite more universities and teachers colleges in Zimbabwe training teachers in special needs education, many teachers remain untrained in the area.

Large teacher to pupil ratio

Cheshire (2014) stated that, a low teacher to pupil ratio mathematically entails more learners allocated to one teacher, it is best understood in terms of fractions where by the larger the denominator the less the value of a fraction. Cheshire (2014) mentioned that, large class sizes and teacher to pupil ratio in some developing countries are a great source of frustration in the inclusion of learners with disabilities into main stream schools.

2.4 Implications to the challenges faced in the implementation of inclusive education

Poor lesson delivery

The above analysed challenges have been attached to a number of negative implications on the teaching and learning process. Blumberg and Cooper (2011) postulate that the challenges result in poor lesson delivery as the teachers lack appropriate skills on choosing effective content, objectives, methods and evaluation for mixed learners. In the same vein, Carter and Kennedy (2006) stressed on the importance of appropriate skills to teach mixed learners. One of the effects of the challenges is poor performance of learners. Turnbull (2001) chronicles

how poor teaching skills can lead to poor performance of pupils. Sailor and Roger (2005) suggest that poor selection of content and methods can demotivate learners and result in poor achievement of set goals.

Overcrowded classes

According to Mafa (2012), lack of classrooms may result in overcrowding of classes in schools. Previous Zimbabwean studies Chireshe (2011), Mavundukure and Nyamande (2012), Musengi and Chireshe (2012) lamented on the shortage of resources as the barrier to the implementation of inclusive education for children with disabilities in inclusive environments. Overcrowding of classes create negative attitudes by teachers towards children with disabilities in inclusive settings and this may also negatively affect the provision of resources to them Mandina (2012).

Compromised learners needs

The shortage of time of training and planning together has serious implications here in that learners needs are compromised and they cannot be identified or supported because teachers do not have the time to or expertise to design their support programmes. According to Mukhopadhyay (2012). Botswana teachers involved in inclusive education feel that there is insufficient time available for collaboration and consulting with other teachers, parents and professionals to meet the needs of learners. Eloff and Kgwete (2007) asserted that, special needs learners cannot receive quality support from their teachers because there is no time for teachers to sit down as a team to design strategies that can best serve the needs of learners.

Poor selection of content

Due to the implementation of inclusion they may be poor selection of content as the teacher tries to accommodate all the diverse abilities. Roger (2005) suggested that poor selection of

content and methods can demotivate learners and result in poor achievement of set goals. In line with this, Njeru and Orodho (2003) stated that, most of the instructional materials used in regular class are developed without considering those with special needs and therefore the instructional media should be adopted to meet their needs.

Negative attitude of the teacher

Van Reusen and Barker (2001) in their research revealed that , teachers who have not undertaken training regarding inclusion of students with disabilities and special learning needs may exhibit negative attitude towards such inclusion .He goes on to say that , the classroom teachers were frustrated by the situation that they were unable to handle such as the abuse children had experience .hence lack of training may lead to teachers having a negative attitude towards learners with special needs education. This coincide with Hsien (2007) who asserted that teacher preparation for inclusive education is important for building confidence and developing positive attitude towards inclusion. Teachers in ordinary schools are willing to offer their services for inclusive education provided only if they are trained properly.

Low self- esteem due to lack of learning aids

Najjingo (2009) mentioned that, when children with special needs education lack their learning aids and the support appliances, their mobility is reduced and they feel inferior to the other peers as a result their pace of learning becomes slow because they are not able to hear, see or express themselves properly or because they write slowly that the other children and learning at unfriendly facilities results in poor performance .This negatively affects the process of implementing inclusive education.

2.5 How to overcome the challenges of inclusion without compromising the learner's background

According to Chireshe (2000) the challenges experienced were as follows: lack of specific policy on inclusive education; scarcity of resources such as special needs education trained teachers and assisting devices; existence of negative attitudes among some stakeholders and lack of understanding of meaning of inclusive education. The solutions are: enacting a specific policy on inclusive education; training more teachers in special needs education; implementing more community awareness programs; having specialist teachers and sufficient funding of education system and availing more resources for inclusion.

Adequate training programs

Landsberg (2005) supports this view of teacher training by stating that for inclusive teaching, teachers need systematic and intensive training, either as part of their initial training, or as well-planned in-service training by competent and experienced people. Being the focus of classroom instructional activities and curriculum delivery, a teacher is a critical determinant of the quality of education offered. According to McDonnell (1997), teachers require information that could broaden their understanding and appreciation of learners with special needs. For example, information on how to identify learning difficulties and how to adapt the environment. In the same vein, Fakolade (2009) subscribes to the idea that professionally qualified teachers have favourable attitude towards inclusion. Bones (2006) further mentioned that, pre service training is the most suitable point of intervention to build up teacher's attitude towards inclusion in regular classrooms. According to the Samkange (2013), teacher trainees should be equipped with theory of education and practical teaching skills, trained on how to collaborate with other specialists, attached to experienced teachers during their early years of teaching and be aware of learners' individual needs and diversities. From the study it emerged that the purpose of inclusive education in teacher training is to

sensitise teacher trainees on inclusion, produce teaching graduate who can teach inclusive classes. Eleweke and Rhodda (2000) reiterate that successful inclusive education programs require the services of appropriate professionals who assist in identification, referral, diagnosis, treatment and training. In most countries south of the Sahara, there are a few training programs of educational audiologists, physiotherapists and speech and language physiotherapists. Boater(2008) supports the view by suggesting that , teachers should be involved in training programs and equipped with the ideal leadership skills to help deal with challenging situations that arise in their learning environments .In line with Boater ‘s view , Mahlo (2011) reiterated that there is need for intensive training for teachers in inclusive environments so that they will be able to support learners with special educational needs in their classes .Powers (2002) also suggested that training is more associated with positive attitude towards inclusion students with disabilities .Kuester(2000) added on to say that training in the field of special needs education appears to enhance understanding and improve attitude regarding inclusion .In line with these views , Bawa and Mangope (2011) suggested that , the Ministry of Education and skills development should organise regular workshops for teachers where one gets opportunities to inclusive education. Hence teacher training is needed for successful implementation of inclusive education.

Varying in teaching methods and strategies

In the study of Jenjenkwa , Tutoro , and Runyowa(2013),they found out 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 schools .He further suggested that ,teachers need to be staff developed in order to use innovative teaching methods and activities to meet the different learning needs of children from diverse backgrounds .Timlison and McTiggle (2006) also stated that, they are several strategies that

influence teachers in mixed ability classes to think in a different way to help their students attain academic success. The recommendation for addressing teaching in a diverse classroom is differentiation. This strategy has grown in status becoming a recurring theme in classroom instructional strategies. More so, Pedersen and Kronborg (2014) stated that teachers can divide their pupils into various groups, incorporating different student centred to improve on their study and to motivate them to participate more in their preferred learning methods example dramatization and open ended plans. In line with that, Carter and Kennedy (2006) believed that cooperative learning lessons are very beneficial for both general education students with disabilities. They are given the opportunities to learn from their peers and support each other in small groups. This can help students have a better understanding of the content being taught because of the help they receive in cooperative groups.

Minimising teacher to pupil ratio

Tafa (2001) stated that for effective inclusion to take off effectively there is need to reduce the sizes to manageable numbers to help the teacher to give the learners individual attention. Tafa, (2001) explained that large classes will always hinder successful implementation of inclusion.

The government to make resources available

The government should make resources available for successful implementation of inclusion. This was supported by the study of Charema (2005). He recommends that countries should make use of available equipment resources instead of depending on donor agencies

Support

The need for support is another challenge that has been observed by Charema (2005). He notes that children with disabilities who are integrated in regular schools would need

additional provision and support in order to benefit socially, psychologically and educationally from inclusive education system. Charema's research suggests that approaches differ from country to country depending on the economic, social and political status of the country.

2.6 Adaptive management strategies that could be employed by teachers in the implementation of Inclusive education.

Collaboration

If the staffs collaborate with members of the community with a broad and professional knowledge on all special needs, teachers can overcome their lack of knowledge, and attitudes can be improved through deeper knowledge and a sense of professional community. According to Saggars (2013), the practise of collaboration supports inclusive education by building a sense of partnership amongst professional personnel. The real-world allegation of inclusive education is that teachers are faced with the unknown, and they do not have the necessary foundational knowledge to foster and support effective and equitable education for all students. However, if teachers engage themselves in collaborative learning and partnerships, knowledge and experience can be shared, together with resources and ideas for inclusive curriculum .Saggars (2013) states that ,Collaborative partnerships can be designed by teachers who meet to establish joint learning goals or assessment strategies for their students, as well as planning an inclusive curriculum for their students .

Teachers may collaborate to establish alternative assessments that meet curriculum requirements, such as planning alternatives to oral presentations for non-verbal students, or providing assessment information in audio format for visually impaired students. Teacher-teacher collaboration encourages shared responsibility for student progress, and makes use of the skills and specialised knowledge different teachers possess (Voltz 2010). Collaboration supports the planning process, because there is a sense of responsibility for all students, and

therefore teachers will support each other with resources, curriculum plans, assessment plans and strategies. If a non-verbal, physically disabled and vision impaired student begins to learn switching, a teacher may collaborate on communication goals and strategies with an occupational therapist, to best support the learning needs of the student. Overall, through the process of collaboration, significant gaps in professional knowledge of disabilities or lack of understanding in designing inclusive curriculum and learning experiences can be overcome. Furthermore, to overcome additional gaps in knowledge or attitudinal issues surrounding inclusive education, ongoing professional and critical reflection can assist teachers in becoming an effective inclusive educator.

Critical reflection

Critical reflection, according to Larrivee (2000) is both the process of critical inquiry and self-reflection. It involves the consideration of personal and professional beliefs, assumptions and values, ethical implications and how these impact upon professional practice. For example, through practice and critical reflection, teacher's views on disabilities may be challenged, no longer viewing disability as a deficit (McKay, Carrington & Iyer, 2014). The challenges to ensuring quality education for all students exist in every classroom, and require frameworks, strategies and resources to support teachers in enabling their students to learn. By engaging in formal and informal collaboration in teacher-teacher, parent-teacher, teacher-student and teacher-paraprofessional, some existing barriers, such as lack of knowledge on disabilities and negative attitudes towards inclusion, can begin to be overcome. Furthermore, by committing to ongoing critical reflection, understanding how values affect what is taught and how, teachers can reach and teach every student that comes into their classroom.

Communication through workshops

Sage (2006) stated that, teachers can promote communication through workshops and meetings. The findings reveal that these workshops and meetings promote team work and collaboration. Sage (2006) goes on to suggest that communication at every level of implementation promotes co-operation towards effective implementation of inclusive education.

Furthermore, Awareness campaign was agreed upon by teachers to stand a management strategies that could be employed by teachers in the implementation of inclusive education. This is evidenced by the mean value of 4 which shows that all the teachers agreed to the notion of awareness campaign. Stubbs (2000) in support of that stated that, the community should be educated through awareness campaigns as established by the study. According to the study, this eradicates discrimination and stigmatization among teachers, learners and the community.

2.7 Summary

This chapter discussed the theories of implementing inclusive education by Vygotsky and Bandura. The theories revealed that learners who are disabled learn through observing and imitating what their teacher and peers do. The chapter also outlined different studies that were once carried on the challenges faced by teachers in implementing inclusive education. The other studies highlighted that the resources are lack of resources, trained teachers and lack of funds only to mention a few. The chapter also highlighted the implementation of the challenges from other studies and these are divided attention, teacher's attitude and poor lesson delivery. The possible solutions were also outlined in the chapter and these are training teachers for effective implementation of inclusion.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

Kumar (2011) defines a methodology as the analysis of principles, rules and postulates employed by a discipline. The chapter of methodology in this study gives a clear description of the research methodology to be applied during the process of gathering data. The chapter justifies and specifies the research design to be employed in the study, research instruments as well as source of data. Research design will as well help the research to explain how the problems were investigated and why particular methods and techniques were used. This chapter will comprise of the research design, population, sample and sampling procedure, data collection procedure and research instruments.

3.2 RESEARCH DESIGN

According to MacMillan and Schumacher (2010), a research design is a plan and the structure of investigation used to obtain evidence to answer research question. Thus an educational research design is a strategy for collecting evidence, analysing it and report findings. In this study the research has to investigate the challenges faced by teachers in the implementation of inclusive education in Lower Gwelo cluster schools. Creswell (2013) states that there are three main approaches to a research problem and these are quantitative, qualitative and mixed methods. This study adopted a mixed method which involves mixing or combining quantitative and qualitative research techniques, methods, approaches, concepts or language into single study. Johnson and Onwuegbuzie (2004) assert that, mixed method provides strengths that offset the weakness of both quantitative and qualitative research. The other strength of conducting a mixed method research is the possibility of triangulation. This is the use of several means (methods, data source, and researchers) to examine the same

phenomenon. The research method was underpinned by a descriptive survey .Chiromo (2006) asserts that, a descriptive survey describes what we see over and beyond. According to Posinasetti (2011),in a descriptive survey data is generated without changing the environment and it is used to obtain information concerning the current status of the phenomena to describe “what exists “with respect to variables and conditions in a situation. MacMillan and Schumacher (2010), stated that, the chances of providing accurate description of particular situation are very high when using descriptive survey. The survey design involves natural settings which entail physical observation, interviewing participants and involvement of the researcher; hence the choice of the design which includes human beings as participants can be justified. Best and khan (2007) concurs that the descriptive survey method employs careful procedures so that generalizations extended to other individuals or groups. These procedures of the descriptive survey prompted the research to opt for this method because this research is on current issues which contributed to the challenges faced by teachers in the implementation of inclusive education.

However, the researcher noted that the descriptive survey has some shortfalls in certain areas .According to Best and Khan (2007), descriptive survey might look descriptively simple but it calls for the researcher to be thorough and well versed with the theoretical frame work of the field of inquiry .The researcher also must be well versed when it comes to the theories that pertains the area under study. This therefore makes descriptive survey highly intensive and requires developed language skills so as to be able to identify construct in verbal data and to write a report that brings the study to life to the researcher. Although they are some noted short falls above, the researcher made efforts to minimise them by triangulation of questions and maintaining a professional code to guard against confidentiality and to be objective as possible.

3.3 POPULATION

According to Popoola (2011), Population is the ‘totality of the items or objects under the universe of study’. Research population is also known as a well-defined collection of individuals or objects known to have similar characteristics .All individuals or objects within a certain population usually have a common binding characteristic or traits this is according to Alvi (2014) .My population has 13 secondary schools , 13 heads of schools and +/-300 teachers.

3.31 SAMPLING

Alvi (2014) states that a sample is a group of relatively smaller number of people selected from a population for investigation purposes .The concept of sample arises from the inability of the researchers to test all the individuals in a given population .The sample must be representative of the population from which it was drawn and it must have good size to warrant statistical analysis. The main focus of the sample is to allow the researchers to conduct the study to individuals from the population so that the results of the study can be used to derive conclusions that will apply to the entire population .It must be like a give and take process. The population “gives” the sample ,and then it “takes” conclusions from the results obtained from the sample .Kenton (2018) asserts that, sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population .The methodology used to sample from a larger population was purposive sampling .The researcher chose the size as Faber (2014) states that ,samples should not be either too big or too small size both have limitations that can comprise the conclusion drawn from the studies .Too small samples may prevent findings from being extrapolated where as too large a sample may amplify the detection of differences that are not clinically relevant .

The researcher used purposive sampling techniques .The teachers were chosen to be part of the sample with a specific purpose in mind. According to Edwards (2013), purposive

sampling enables a selected number of people who are known to be related to the topic to be part of the study .He also states that the method has less chances of having people who will distort the data, less time is consumed in the process and there is low cost of sampling. As such the researcher established 24 teachers. They have characteristics to be investigated as compared to other teachers. The teachers teach mixed ability learners and learners who have different learning disabilities

The criterion for selecting teachers to answer questionnaires and to be observed was purposive sampling. And the criterion for selecting Head of schools to be interviewed was purposive sampling.

Table 3. 1 Population and selected sample size

Category	Population sample	Sample size	Technique
Schools	13	2	Purposive
Heads	13	2	Purposive
Teachers	+/-300	24	Purposive

3.5 Research Instruments

According to Cohen (2011), research instruments are measuring tools that are designed for the purpose of data collection. The researcher tried to achieve the objectives of the study and to address the research questions by collecting data using questionnaires, interviews and observation.

3.5 Interview Schedule

In this study, two head of schools were interviewed. This research instrument is an important data gathering technique that is used when carrying out a descriptive survey .Chiromo (2009)

highlights that an interview is the way of collecting data face to face with the researcher and the interviewee .An interview prompts detailed discussions and there is a room for making verifications and justifications of views. Singleton and straits (2009) concurs that, interviews help in visually identifying the non-verbal responses of the interviewee and subsequently being able to clarify the intended questions. Marshall (2016) also states that, face to face interview helps the explanation of responses and also gives the researcher the opportunity to interpret body language and facial expressions. The researcher noted Cohen (2011) 's advice which states that vocabulary to be used should be kept simple and short, ambiguity and impression should be avoided as well as double barrelled questions. They are four types of interviews which are structured interviews, semi –structured, in –depth interviews and focus group discussion. The study adopted semi-structured interviews where by the researcher is allowed to use a number of already planned questions and also allowed to modify the wording and order of the questions. The interview offset the weakness of questionnaire in that the interview could explain more clearly just what information was needed .Where the subject misinterpreted the question ,the interviewer would evaluate the insight of the interviewee .this was done by observing the non-verbal cues like facial and body expressions, tone of voice, gestures, reaction , feelings, attitude, and non-cooperation. The researcher will record voice data during the interview using a phone.

However the short comings on an interview are that they are not user friendly if the researcher wants to collect vast amount of data.

3.6 Questionnaires

The researcher also used questionnaires .McMillan (2008)states that a questionnaire is a written document comprising of statements or questions that are used to obtain subjects ,perception ,attitudes ,beliefs ,values ,perspectives and behaviours .The study employed closed ended questionnaires. Closed ended questions are those that follow only two possible

answers. The respondents to the questionnaires were strictly attended to present questions on their own without the guidance of the researcher. This enabled the researcher to gather reliable and correct information. The study used questionnaires because of their main advantage of confidentiality .Pelts (2011), concurs that questionnaires maintain privacy of respondents since they answer them alone thus giving them room of feelings and expression. This in turn helps in the validity and reliability of data as anonymity plays an essential role to responses.

The major draw backs of structured questionnaires is that they can be ineffective that is if questions are not clear, respondents may be prompted to discuss thus bias and false information given to the researcher therefore distorts and diverts the quality of the results to be obtained. The other reasons why questionnaires were used is that they are less expensive in administration .Since the researcher is a fulltime student, there is limited time for the researcher to go from teacher to teacher .So the researcher left the questionnaires to the head of departments to give the teachers. This also allows anonymity and the respondents are free to express what he or she wants. The researcher also used straight forward questions to make sure that everyone understands.

3.7 Observation schedule

The researcher also used observation technique .To observe is to look and note systematically at the environment round you. In observations, sensory systems of the body such as inclusive of eyes and ears are used in the recording of information and also in making judgements of environmental elements. Simpson and Tuson (2003) concurs that observations gives clear picture of what is on the ground and also gives the researcher an opportunity to gather live data from the natural setting .This helped the researcher to look directly at what was taking place at these two schools to look at the facilities that they do have which can be of importance in the implementation of inclusive education. The researcher was mainly

concerned with key features such as lesson delivery, available resources and other. An observation guide was created by the researcher so as to try and confirm some of the responses from interviews and questionnaires. According to Russ-EfL and Preskll (2001) an observation is more reliable since it does not rely on people's behaviour and perceptions for example willingness or the ability to provide required information. The researcher observed teachers directly delivering lessons, observing the facilities available and the teacher's teaching techniques so as to be able to gather information on the challenges and possible solutions. Observation according to Creswell (2007) helps the researcher to understand better and capture the context within which people interact. The researcher also gathers first-hand information with a setting which allows researchers to open to discovery and inductive rather than predicting what the content is like. The researcher may discover things that people may be unwilling to discuss in an interview.

The main weakness of an observation is that they are bias to the observer that is one observes what he /she only wants to observe. Observation is also time consuming and it's an expensive method of collecting data.

3.8 Data collection procedures

The procedures for data collection spell out the steps to be followed in administering and collecting data using research instruments. A letter seeking permission of research at the two schools was obtained from the chairperson of the department of Education at MSU to carry out the study. In an effort to observe issues of ethics, the researcher sought for clearance to carry out the study from the Ministry of Education as the custodians of the education system of the country. The researcher formulated and administered questionnaires to the teachers. The head of schools were also asked face to face questions via the interview method. In the process the researcher observed teachers in the classroom delivering lessons and observed the

teaching methods used and the availability of resources .The researcher collected all administered questionnaires and also recorded the head of schools during the interviews.

3.9 Data analysis

Vaseo (2014) defines data analysis as the ordering and organising of data to provide knowledge .Cooper and schindler (2014) asserts that, data analysis in an attempt to organise, account for and provide explanations of data so that some kind of meaning made from them. Both qualitative techniques and quantitative techniques were used to analyse data. Data collected was organised first through the use of interview schedules, questionnaires and direct observation .In this study, In quantitative research the data generated was presented in form of pie charts, tables and bar graphs .The tools used for doing this was a statistics package for social scientists (SPSS).According to Pallant (2005), this tool (SPSS) sought to establish patterns from the data and any relationships developed from the patterns to draw up conclusions based on the research themes. In qualitative research the data was presented in a narrative and descriptive manner.

3.10 Ethical considerations

In all forms of research ,ethics has a great impact .All interviewees and other informants in the research were made aware on the offset of moral principles that guided the researcher’s views on confidentiality , legality, anonymity, privacy and professionalism in conducting the research .Since the study area focused on human ability and behaviour especially on the aspects of learners with disabilities ,the interviewees were assured confidentiality and professionalism .The interview was conducted after obtaining explicit approval from the interviewee by signing of consent forms. The researcher ascertained the schedules of people ‘s schedules so that the interviewees won’t face disturbances in their daily routines to answer questions but they will be interviewed whenever they were free to do so .Participants were made aware of their right to withdraw when they feel like doing so.

3.11 Validity

Taherdoost (2016) is of the view that, validity is the extent to which the scores from a measure represent the variable they are intended to measure. Best and Khan (2008) viewed that validity is viewed by ensuring that each question in the instrument is linked to the topic under study. The researcher also worked very hard to ensure that the questionnaires and interview guide measure the factor under study. The researcher constructed the questions in such a way that they will be no confusion but mean exactly what they intend to mean.

3.12 Reliability

According to Singh (2014), reliability increases transparency, and decreases opportunities to insert researchers bias on qualitative research. Heale (2015) defines reliability as the consistency of a measure. To check reliability of a question, pre-testing may be done. Pre-testing was done amongst teachers to make sure that questions give the same results if administered to the same group now and then. Pre-testing of questionnaires is important because it helps the researcher refine and adjust some of the questions. This is an agreement with Richland (2009) who says that pre-testing provides extra information leading to the improvement of the study, since it reduces the number of errors.

3.13 Summary

In chapter 3, the research design which was adopted was mixed method. A descriptive survey was used to generate data. The sampling technique used was purposive sampling. The research used interviews, questionnaires and observation to collect data. Thus one can note that chapter 3 is an eye-opener of how chapter four will be prepared.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

Chapter three discussed on the research design and methodology of this study. This chapter focuses more on data presentation, analysis and discussion. The results of the study are presented based on responses of interviews, questionnaires, and observations which were conducted by the researcher respectively. The results will be presented in form of tables, bar charts, and pie charts. More so, different relationships between the various variables will be searched in this chapter.

4.1 Presentation and Analysis of Findings

Table 4. 1 Section A: Showing gender

Category of respondents	Males	Percentage	Females	Percentage
	13	50%	13	50%

Source: Primary Data

Table 4.1 shown above presents the distribution of respondents according to gender. Out of 26 respondents 13(50%) were females whereas 13(50%) were males. This shows that the researcher was gender sensitive because there was equal proportion of respondents in relation to gender.

Table 4. 2 shows the teaching years of experience

Years	Frequency	Percentage
Less than 5		
5-10	4	15.4
11-15	4	15.4
16-20	10	38.4
Above 20	8	30.8
Total	26	100

Source: Primary Data

Table 4.2 shows the findings of the teacher years of experience .The majority of teachers 10(38.4%) have been in service for 16-20 years whereas 8(30.8%) had been teaching for more than 20 years , 4(15.4%) had served between 11-15 years and 4(15.4%) had served between 5-10 years .Unicef (2011) asserts that , Maturity is directly related to experience ,The more the respondent is grown the more he/she gets mature enough to know how to handle children of different background.

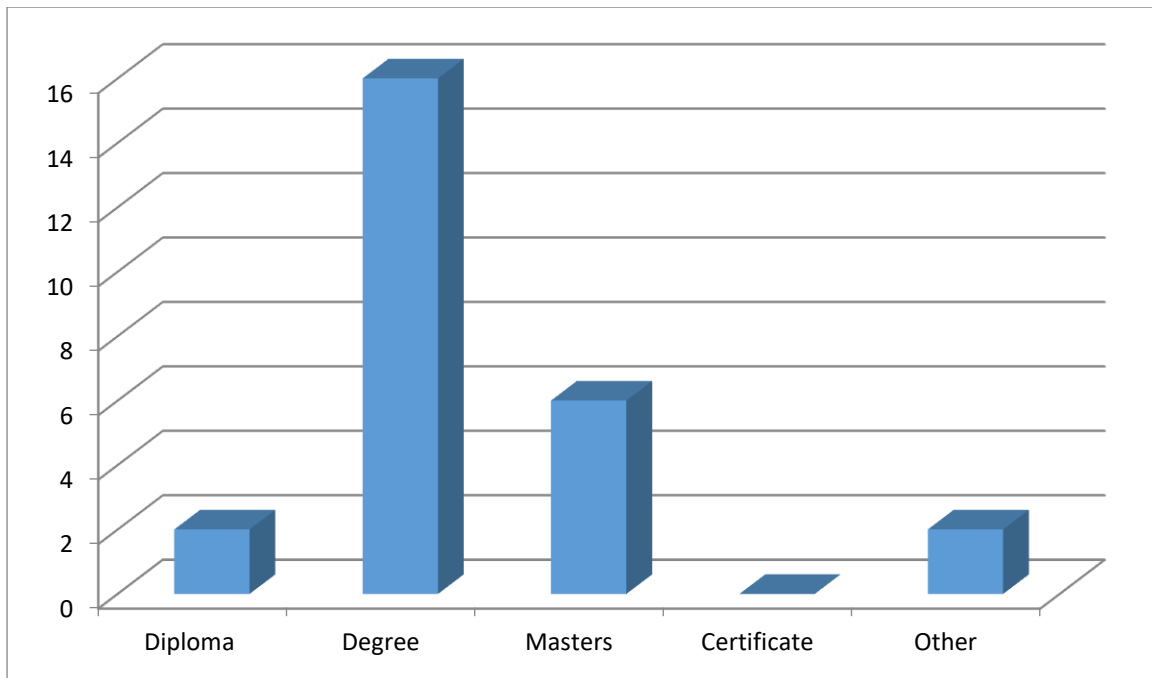


Figure 4. 1 shows the Professional Qualification of Respondents

Source: Primary Data

The professional qualifications shown in Figure 4.1 clearly show that the respondents are highly qualified to assess the barriers that hinder effective implementation of inclusive education in schools. Out of 26 respondents ,16(61.5%) had Degrees whereas 6(23.1%) had Masters ,2(7.7%) and 2(7.7%) had other qualifications for example PHD .Edward (2013) suggests that teachers should be equipped with relevant skills that promote implementation of any change and innovation in the education arena, especially inclusive education.

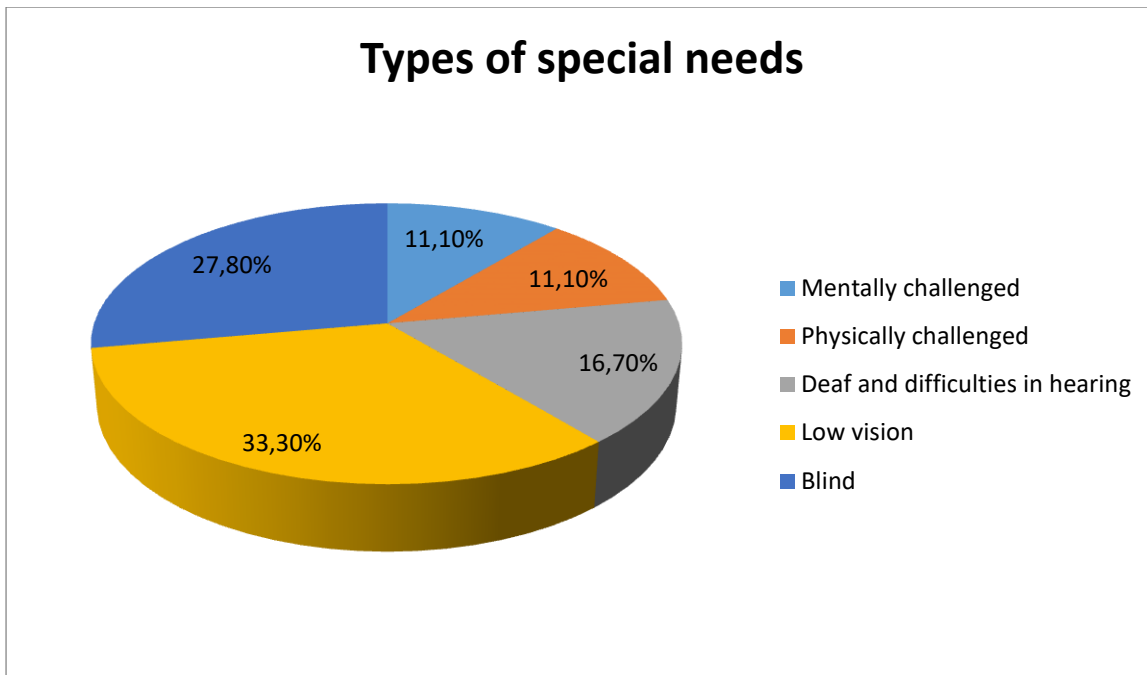


Figure 4. 2 show the type of special needs teachers have in their schools.

Source: Primary Data

Figure 4.2 shows the findings of the types of needs teachers had in their schools. The learners with low vision were 33.3% whereas those with who were blind were 27.8%.Learners that were deaf and had difficulties in hearing were 16.70% whilst learners who were mentally challenged were 11.1% and the physically challenged were 11.1%.

4.2 Quantitative analysis

The respondents of questionnaires were teachers only.

Table 4.3 Descriptive statistics showing the challenges faced by teachers in implementing inclusive education.

Koay (2006) stated that teachers are the pillar to the implementation of inclusive education as they are the ones on the main ground carrying out the myriad of tasks bestowed upon them. Therefore their opinions and thoughts are of great benefit to note down.

Challenges	N	Mean	Std. Deviation
1.Lack of policy and planning of inclusive education by government	24	3.500	0.722
2.Lack of resources to engage in inclusive education practices	24	3.917	0.282
3.Teachers lack training and exposure in teaching learners with special needs	24	3.833	0.380
4.Large class sizes/teacher-pupil ratio/prohibitive teaching load	24	3.125	0.850
5.Teacher inefficiency to develop and use instructional media for inclusion students	24	3.609	0.499
6.Negative attitudes towards inclusion among teachers , administrators ,and policy makers	24	1.261	0.449
7.No equal distribution of qualified teacher for inclusive education within urban and rural areas	24	3.522	0.510
8.Low budgetary allocations /lack of enough funds to purchase special requirements	24	3.739	0.449
9.Fear of down fall of academic achievements	24	1.000	0.000
10.Lack of support services example parents and administrators	24	3.826	0.387
Average mean	24	2.821	0,447

Source: Primary Data

Table 4.3 presents the responses made by teachers on the challenges they face in the implementation of inclusive education.

The mean value 3.5, which is above average mean of 2.821 implies that there's an agreement .It shows that the teachers agreed to the view that because of lack of inclusion policy and

planning of inclusive education by the government, they are facing a challenge in the implementation of inclusive education .The standard deviation which is 0.7223 which is fairly low indicates that responses are homogeneous (similar) for all teachers. In other words, teacher's responses are positively correlated. This was reiterated by Mafa (2012) who suggested that the lack of policy leads to lack of clear guidelines on how schools should implement inclusion in schools. In line with Mafa's view, Chireshe also asserted that the absence of a policy implies that special learners are not prioritized. This coincides with Mpfu (2009) who asserted that, in Zimbabwe there is no specific legislation. He went on to state that , The disabled person Act (1996) does not commit the government to providing inclusive education in any correct way in fact it specifically prevents people with disabilities from suing the Government regarding government facility access issue that may impair their community participation .In the same vein .Mpfu (2006) concurred that, in the absence of mandatory order stipulating the services to be provided and by whom , when , and where there could be no meaningful educational services for learners with disabilities in Zimbabwe.

The table also shows the mean value of 3.917, which is above average mean of 2.81.This means that there is an agreement on the notion that teachers lack resources in the implementation of inclusive education. The standard deviation of 0.2823, which is fairly low, indicates that responses are homogeneous (similar) for a majority of teachers .This indicates that teachers' responses are positively correlated. The above findings on lack of resources to teachers are in line with Eloff and Kgwete (2007) who stated that, the dearth of material resources such as teaching aids, and physical structures hampered the successful implementation of inclusive education for children with disabilities. This supports the observation made by Mpfu (2007) and Chireshe (2011) who asserted that, Zimbabwe is perceived to be presently effected by lack of resources .They went on to comment that, previous Zimbabwean studies on lack of resources lamented on the shortage of resources as

impediment to the implementation of inclusive education .Similar findings were also done in Namibia by Zimba (2007) who stated that, lack of resources is worsened by high teacher to pupil ratio. In line with this assertion, Bormann and Rose (2010) and Chimhenga (2016) concurred that, in effect general lack of resources significantly contributes to the poor implementation of inclusive education in numerous countries in sub-Saharan Africa. Bornman and Rose (2010) identified that the major challenges to implement inclusive practices in Zimbabwe are limited resources in form of financial, infrastructural and material resources .Mwang and Orodho (2014) coincided with this assertion by stating that, in Kenya, lack of resources such as instructional material impacted negatively on the implementation of inclusion.

On the challenge that teachers lack training and exposure in teaching learners with diverse need had a mean value of 3.833 and it was above the average mean of 2.826. The standard deviation of 0.3807 specifies that the teachers responses were homogeneous (similar) and they had a positive correlation. This shows that the majority of the teachers implementing inclusion failed to handle learners with disabilities due to lack of training .This was observed by Chireshe (2011) and the study revealed that, most of the teachers were perceived to be lacking training in inclusive education. The study went on to reveal that, despite more universities and teachers colleges in Zimbabwe training teachers in special needs education, many teachers remain untrained in the area .In line with this assertion, Forbes (2011) went on to argue that, the requirements of inclusive education will be met only when all the schools have teachers with adequate training in special education. This challenge was also highlighted by Da kuyini and Desai (2013), in their study they mentioned that nearly 70% of the regular school teachers in India had never received any training in special education and had no experience in teaching learners with disabilities and this hindered the successful implementation of inclusive education. This coincide with Bagree and Lewis (2013) who

asserted that ,teachers are often simply not trained or supported to teach children with learning disabilities, which makes these children among the most marginalised in terms of educational opportunity and attainment This shows that lack of training is a challenge that hinders successful implementation of inclusion.

The table also presents the mean of 3.125 on large class sizes /teachers to pupil ratio shows that all the teachers who responded to the questions agreed that they had problems with classroom size in implementing inclusive education. The standard deviation of 0.8502 which is fairly low indicates that the responses of teachers were homogeneous (similar), in other words the responses are positively correlated .In the same vein, Ang and Huan (2006) alluded that, large class sizes (example1 teacher: 35-40 students) do not provide the academic and learning supports that students with disabilities need to succeed in mainstream schools. In line with this, Cheshire (2014) stated that, a low teacher to pupil ratio mathematically entails more learners allocated to one teacher, it is best understood in terms of fractions where by the larger the denominator the less the value of a fraction. Cheshire (2014) is worried that large class sizes and teacher to pupil ratio in some developing countries are a great source of frustration in the inclusion of learners with disabilities into main stream schools .Howarth (1987) concurs that large class sizes have a negative impact in the implementation of inclusive education due to difficulties related to attending to individual needs, class management dynamics of marking loads.

Another challenge that was identified was teacher inefficiency to develop and use instructional media for inclusion students was modelled by a mean value of 3.609 which is above the average mean of 2.821, which means that teachers agreed that the above hindrances had been a challenge towards the full implementation of inclusive education .The standard deviation of 0.4990 shows that the responses were homogeneous (similar) and they were

positively correlated. According to the department of education (1998), use of teaching styles that may not meet the needs of some of the learners hinders the successful implementation of inclusive education. An educator may teach at a pace that only accommodates ordinary learners who learn very quickly. Alternatively, the pace and style of teaching may limit the initiative and involvement of learners with high levels of disability. This shows that it is a major challenge because learners with disabilities may lag behind due to the pace of the teacher.

Furthermore, The teachers did not agree to the fact that they is negative attitude towards inclusion among teachers, administrators and policy planners as one of the challenges faced. The mean value was 1.261, which was below the average mean of 2.821. The standard deviation of 0.4990 which shows that the responses were homogeneous (similar) and they had the same thought on this view. This is supported by Maunganidze and Kasayira (2002) who asserted that, 54% of regular education teachers had positive attitude towards the education of students with disabilities in the inclusive education settings. In line with this assertion, Hungwe, Mkandla, (2002) and Mpofu (2004) stated that these studies seem to suggest that the regular teachers in Zimbabwe are developing more positive attitude towards inclusion related to children with special needs. It appears that having students with disabilities at regular schools with resource room support enhances the teaching and learning environment as well as teacher's awareness about disabilities.

The mean value of low budgetary allocation to purchase special requirements was 3.789. This clearly shows that all the teachers agreed that idea and the standard deviation of 0.449 indicates that the responses were homogeneous (similar) and they were positively correlated. Mbibeti (2013) stated that, teachers and administrators are of the opinion of low budgetary allocations are impediments to the implementation of inclusive education for the children

with disabilities .In accordance with the different learners' needs he also stated that, ,budget, do not cater for the purchase of materials needed in the teaching of children with learning disabilities or for learners with visual and hearing impairments like tape cassettes ,headphones ,braille machines ,tactile maps and sign language books.

The mean value of no equal distribution of qualified teachers for inclusive education within urban and rural areas is 3.522 which is above the average mean of 2.821 .The standard deviation is 0.510 is fairly low implies that teachers were of the same thought towards the challenges of inclusion. Ntsanwisi (2008) mentioned that in South Africa there was no equal distribution of qualified teachers for inclusive education within the urban and rural areas. Most qualified teachers for inclusive education do not always prefer to work in rural areas because of lack of basic infrastructure such as tarred roads to schools, which makes most rural schools inaccessible during the summer rainy season

The challenge of lack of support services example parental and administrators support had a mean value of 3.826.This shows that all the teachers agreed that lack of support was a major challenge because the mean value is above the average mean of 2.821 .This challenge of lack of support is in line with Mkhuma (2012) who found out that , support services such as professional support, parental support and administrators support were perceived to be critical resources in the implementation of inclusive education .This shows that lack of support hinders effective implementation of inclusion.

The challenges of fear of down fall of academic achievements have a mean of 1.000 which is below the average mean of 2.821 ,which means that the teachers disagreed to that there is fear of down fall of academic achievements in their schools. The standard deviation of 0.3876 indicates that the teacher's responses were similar and there was a negative correlation of the responses.

Table 4. 3 the implications of the challenges faced in the teaching and learning process.

Implications	N	Mean	Std. Deviation
1. Stigmatization and Lowering of self-esteem and self-pity among learners with disabilities.	24	3.83	0.381
2.poor lesson delivery	24	3.70	0.470
3.Poor performance or poor results of the teachers and learners	24	2.26	0.449
4. Confusion among teachers on the use of appropriate teaching strategies.	24	3.58	0.974
5. Teachers fail to meet the set objectives.	24	3.87	0.338
6.High rate of dropout of learners with disabilities	24	4.00	0.000
7.Overcrowded classes	24	3.79	0.415
Average mean	24	3.57	0.432

Source: Primary Data

The table above shows the responses of teachers on the implications of the challenges in teaching and learning process.

The mean value 3.83, which is above the average mean of 3.57 shows that a majority of teachers agreed on the issue that the challenges of inclusion may lead to stigmatisation and lowering of self-esteem among learners with disabilities and self -pity .The standard deviation of 0.381 indicates that the responses are homogeneous .In other words, the responses of teachers are positively correlated. This is in line with Cater and Kennedy (2006) who reiterates that the challenges of inclusion may produce learners with low self-esteem .Forness (2000) went on to argue that, learners with learning disabilities may also have low self-esteem and decline of self-confidence due to the tasks given by the general education teacher which is not modified and explained to the students with disabilities enough so they

may become frustrated and embarrassed because they cannot successfully complete the task in time and even Fail to complete the tasks.

The next mean value of 3.70 which is above the average mean of 3.57 shows that teachers agreed that poor lesson delivery is an implication to the challenges faced. The standard deviation of 0.470 specifies that the teacher's responses are similar and they are positively correlated. Blumberg and Cooper (2011) postulate that the challenges of inclusion result in poor lesson delivery as the teachers lack appropriate skills on choosing appropriate content, objectives, methods and evaluation for mixed learners. This is further supported by Carter and Kennedy (2006) as they stress on the importance of appropriate skills to teach mixed learners.. Turnbull (2001) chronicles how poor teaching skills can lead to poor performance of pupils. Sailor and Roger (2005) suggest that poor selection of content and methods can demotivate learners and result in poor achievement of set goals

To add on, poor performance or poor results of the teachers and learners had a mean value of 2.26 which is below the average mean of 3.57 implies disagreement .It shows that teachers disagreed to the view that inclusion challenges may lead to poor performance of the teachers and learners. The standard deviation of 0.449 indicates that the responses were homogeneous (similar) and the responses are negatively correlated.

The mean value of 3.58, which is above the average mean of 3.57, shows that the teachers agreed to the idea that challenges of inclusion lead to confusion among teachers on the use of appropriate teaching strategies. The standard deviation of 0.974, which is fairly low signpost that the teachers responses are similar and the responses are positively correlated. This is in line with Mukhopadhy , Molosiwa ,Moswela (2013) who stated that ,the use of inappropriate instructional media or teaching method for example using teacher centred methods which do not cater for individual differences impacts negatively on learners with disabilities. He went

on to say that, few teachers use accommodating media during teaching and learning. This becomes a challenge because learners with special needs will lag behind in the lessons.

The next mean of 3.87 which is above the average mean shows that teachers agreed that the challenges of implementing inclusion lead to teachers failing to meet the set objectives. The standard deviation of 0.338 indicates that the responses were homogeneous and are positively correlated. This is in line with Roger (2005) who suggested that, poor selection of content and methods can discourage learners and result in poor achievement of set goals. In line with this, Njeru and Orodho (2003) stated that, most of the instructional media used in regular classes are developed without the consideration of those with special needs and therefore the instructional media should be adopted to meet their needs.

More over the implication caused by the challenges which is, high rate of dropout of learners with disabilities was agreed upon by all the teachers .The mean value was 4 and it was above the average mean of 3.57.The standard deviation shows that the responses were similar by the figure of 0.This indicates that all the teachers agreed to this view. The responses are positively correlated.

The last mean value of 3.79 shows that, teachers agreed that large classes lead to overcrowding. .The standard deviation of 0.415 shows that the responses were homogeneous (similar) and are positively correlated This implication was supported by Mandina (2012) who stated that, over crowding of classes create negative attitudes by teachers towards children with disabilities in inclusive settings and this may also negatively affect the provision of resources to them. In the same vein, Mandina, (2012), stated that with high teacher pupil ratio and over crowdedness, teachers are left with no room to cater for learners with disabilities in inclusive setting. Over crowdedness of classes create negative attitudes by teachers towards children with disabilities in inclusive settings and this may also affects the

provision of resources to them. It, furthermore, hinders teacher pupil personal interaction during lessons and makes movement of physically disabled to be near impossible.

Table 4. 4 teacher responses on how they can overcome the challenges of inclusion without compromising the learner’s background.

Solutions	N	Mean	Std. Deviation
1.Support from government ,parents ,community	24	4.00	0.000
2.Training of teachers	24	3.83	0.381
3.Addressing teacher to pupil ration/Average classes	24	3.83	0.381
4.Making resources available	24	4.00	0.000
5.having special classes for learners with disabilities	24	1.25	0.442
Average mean	24	3.382	0,240

Source: Primary Data

Table 4.5 shows the responses of teachers on the ways of overcoming the challenges of inclusion without compromising the learners background.

Support from government, parents, community was one of the solutions suggested to overcome the barriers to successful implementation of inclusive education. All the teachers agreed upon that solutions leading to the mean value of 4.00, which is above the average mean of 3.38. All the teachers agreed to the view that they should be support from stakeholders. The standard deviation of 0 indicates that the responses were homogeneous (similar) and were positively correlated. The solution was once supported by Calitz (2000) who stated that, a supportive environment is needed where there is teamwork among teachers, district officials, principals, parents and support from learners to teachers is crucial for successful implementation of inclusive education. Support may involve a group of colleagues who are available to assist learners experiencing obstacles to learning; therefore,

educational support services need to be organised and the roles of all participants in the implementation of inclusive education clearly defined.

The next mean value is 3.83 which show that a majority of teachers agreed that teachers should be trained so as to implement inclusion successfully. The standard deviation of 0.381 indicates that the responses were homogeneous and were positively correlated. This is in line with Rhodda (2000) who reiterated that successful inclusion programs require the services of suitable professionals who assist in identification, referral, diagnosis, treatment and training. It must therefore be in the interests of education that teachers are adequately trained for new demands in education. Landsberg (2005) supports this view of teacher training by stating that for inclusive teaching, teachers need regular and intensive training, either as part of their initial training, or as well-planned in-service training by knowledgeable and experienced people. Being the focus of classroom instructional activities and curriculum delivery, a teacher is a critical determinant of the quality of education offered. According to McDonnell (1997), teachers require information that could widen their understanding and appreciation of learners with diverse needs. For example, information on how to identify learning problems and how to adapt the environment. In the same vein, Fakolade (2009) subscribes to the idea that professionally qualified teachers have positive attitude towards inclusion. Bones (2006) further mentioned that , pre service training is the most appropriate point of intervention to build up teacher's attitude towards inclusion in regular classrooms.

More so, the mean value of 3.83 shows that teachers agreed that minimising teacher to pupil ratio can alleviate the barriers to successful inclusion. The standard deviation of 0.381 indicates that the responses were similar. The responses of the teachers were positively correlated. This is in line with Tafa (2001) who stated that For successful inclusion to take off effectively there is need to reduce the sizes to manageable numbers so as to help the

teacher to give the learners individual attention. Tafa, (2001) explained that large classes will always hinder successful implementation of inclusion.

Furthermore, the mean value of 4 means that all the teachers agreed that schools and the government should make resources available for successful implementation of inclusion. The standard deviation of 0 indicates that the responses were homogeneous (similar) and were positively correlated. This was supported by the study of Charema (2005). He recommended that countries should make use of available resources instead of depending on the support from donors.

Lastly, the mean value of 1.25 is below the average mean of 3.382 .This shows that teachers disagreed that they should be special classes for learners with disabilities. The standard deviation of 0.442 indicates that the responses were homogeneous (similar) and the responses were negatively correlated.

Table 4. 5 show Descriptive statistics of adaptive management strategies that could be employed by teachers in the implementation of inclusive education.

Adaptive strategies	N	Mean	Std. Deviation
1. Practicing collaboration learning and partnership.	24	4.00	0.000
2.Critical reflection/self-reflection	24	3.83	0.381
3.Attending workshops with other teachers	24	4.00	0.000
4.Awareness campaigns	24	4.00	0.000
Average mean	24	3.95	0.095

Source: Primary Data

Table 4.6 shows a descriptive statistics of teacher's responses on the management strategies that could be employed by teachers for successful implementation of inclusion.

The mean value of 4 shows that all the teachers agreed to the view that for effective implementation of inclusion the, management strategy to be done is to practise collaboration learning and partnership. The standard deviation shows that the responses were similar by the figure of 0. This indicates that all the teachers agreed to this view. The responses are positively correlated. This view is in line with Saggars (2013) who stated that, if the staffs collaborate with members of the community with a broad and professional knowledge on all special needs, teachers can overcome their lack of knowledge, and attitudes can be improved through deeper knowledge and a sense of professional community. Saggars (2013) also went on to mention that, the practise of collaboration supports inclusive education by building a sense of partnership amongst professional personnel. This shows that collaborative learning help in effective implementation of inclusive education. In line with what Saggars said, Charema (2005) suggested that team work and collaboration can be encouraged through establishment of local research centres.

More so, self- reflection /critical reflection was not agreed upon by the majority of teachers. This is seen by its mean value of 3.83 which is below the average mean. The standard deviation shows that the responses were similar by the figure of 0.381. This indicates that all the teachers disagreed to this view. The responses are negatively correlated.

To add on, the next mean value which is 4 shows that all the teachers agreed that attending workshops with other teachers will help in the implementation of inclusive education. The standard deviation of 0 indicates that the responses of teachers were similar. The responses are positively correlated. The idea of workshops is supported by Sage (2006) who stated that, teachers can promote communication through workshops and meetings. The findings reveal

that these workshops and meetings encourage team work and collaboration. Sage (2006) goes on to suggest that communication at all levels of implementation promotes co-operation towards effective implementation of inclusive education.

Furthermore, Awareness campaign was agreed upon by teachers to stand as a management strategies that could be employed by teachers in the implementation of inclusive education. This is evidenced by the mean value of 4 which shows that all the teachers agreed to the notion of awareness campaign. The standard deviation of 0 specified that the teachers responses were homogeneous (similar). The responses are positively correlated. Stubbs (2000) in support of that stated that, the community should be educated through awareness campaigns as recognised by the study. According to the study, this eliminates discrimination and stigmatization among teachers, learners and the community.

4.3 Qualitative Analysis

The school heads were asked questions on the challenges faced by teachers in the implementation of inclusive education. Therefore, using qualitative approach the researcher will find out the responses of the heads. In carrying out the research, the researcher desired to find out whether the school heads had knowledge on the challenges faced by teachers in the implementation of inclusive education. In response to the interview, the following responses were obtained:

4.3.1 Lack of trained personnel

Head (a) *“The problem is that, the ministry demands us to enrol every child in our schools whether disabled or not. So we end up enrolling these learners even though the teachers are not trained to teach learners with mixed abilities hence the implementation of the inclusive education continues to be challenging for teachers”.*

Head (b) *our teachers lack knowledge, skills, ideas, and experience on how to deal with different levels of disabilities. This is due to the fact that they were not trained to teach mixed learners in one class.*

The information obtained from head(a) and (b) on lack of trained personnel is in line with the assertion of Loiacona and Allen (2008) who stated that teachers also face the challenge of shortage of training programs and strategies to prepare for such situations at the workplace .These strategies have been floated to be very important and contributory in ensuring there is success in the learning expenses of the students .The fact of the matter is that most teachers lack the professional development ,planning time ,or the capacity to consistently implement differentiation .In line with the assertion of Allen (2008) , Winter mentioned that , teachers feel that they are not prepared to teach in an inclusive environment setting because they feel that they did not receive appropriate training or professional development to properly implement inclusion into their classrooms .

4.3.2 Lack of resources

Head (a) *they is dearth of resources at the school such that they is limited funds to support learners with disability and at the expense of able bodied learners .hence teachers find it very difficult to implement inclusion without resources.*

Head (b) *Our teachers face a challenge due to lack of resources for example they are few or no resource materials in regards to library materials hence learners with disabilities lack knowledge in some aspects that need research.*

In line with these challenges,Najjingo (2009) revealed that, the dearth of resources / instructional materials negatively impacts the access to all inclusive education .The critical deficiency of instructional material means that though inclusive education is in place ,when

the children with special needs education lack learning aids and support appliances they lag behind in their studies leading to poor performance or poor results .

4.3.3 Does the curriculum cater for different levels of disabilities?

Head (a) *The curriculum is examination oriented and it is not flexible in nature this prevents it from meeting the diverse needs of learners .The learning time table which is 35 minutes per lesson was planned considering able bodied learners not the ones with learning disabilities .this becomes difficult for teacher to concentrate on learners with disabilities since they are under pressure of meeting their set objectives.*

Head (b) *the curriculum is not inclusive because it does not take cognisance of different learning abilities. Teachers face challenges in delivering the lessons since they try to accommodate every learner in the classroom.*

In line with the head's response, Motitswe (2012) purports that; the curriculum itself is inflexible nature. This prevents it from meeting diverse needs among learners. In line with this ,Zimba (2011) who discovered that the curriculum used at schools was designed to accommodate learners with wide array of educational needs .Teaching pupils with learning disabilities using techniques makes learning and teaching a challenge for the teacher and the learner in a mixed class for example in a curriculum modified so called normal learners ,a teacher can teach pupils by writing on the board .However this is applicable in the case where some learners cannot see .The use of tangible objects must therefore be emphasized in the inclusive curriculum for all learners to benefit.

4.3.4 Instructional media

Head (a) *Choosing appropriate instructional media for an inclusive class is very challenging. This becomes challenging for the teacher who has more than 40 ordinary learners and only 2 with disabilities. The teacher is forced to choose the teaching methods and instructional*

media which best accommodates the majority of learners and this leads to learners with disabilities facing challenges of lagging behind in many aspects of learning.

Head (b) a majority of teachers use lecture methods in teaching their subjects .this becomes a challenge to learners who are slow learners who need role play, group work and even who need objects and work cards to understand better. Due to the time limit of lessons (35 mins) teachers has no time for remediation since he or she has a heavy work load or a tight schedule .Hence at the end of the day learners with disabilities benefit nothing in class.

In line with what the heads of schools said ,Mukhopadhy , Molosiwa ,Moswela (2013) stated that the use of inappropriate instructional media or teaching method for example using teacher centred methods which do not cater for individual differences hinders successful implementation of inclusive education.He went on to say that ,few teachers use accommodating instructional media during teaching and learning. This becomes a challenge because learners with special needs will lag behind in the lessons.

4.4 The responses of the Heads on the implications to the challenges faced by teachers in the implementation of inclusive education.

4.4.1 Negative attitudes due to lack of training

Head (a) in the classroom setup, teachers meet learners with diverse abilities .Hence due to their lack of skills to deal with each and every one's need they can be frustrated because of their failure to help their learners.

Head (b) teachers may develop a negative attitude towards inclusion due to lack of support from the government and the community, Lack of resources and skills to handle learners with different disabilities.

The information obtained from the heads of schools was also alluded in the research by Van Reusen and Barker (2001) who revealed that , teachers who have not undertaken training

regarding inclusion of students with disabilities and special learning needs may show negative attitude towards such inclusion .He goes on to say that , the classroom teachers were discouraged by the situation that they were unable to handle learners problems such as the abuse children had experienced .hence lack of training may lead to teachers having a negative attitude towards learners with special needs . This coincide with Hsien (2007) who asserted that teacher preparation for inclusive education is important for building confidence and developing positive attitude towards inclusion. Teachers in ordinary schools are willing to offer their services for inclusive education provided only if they are trained properly.

4.4.2 Low self-esteem due to lack of learning aids

Head (a) *Due to lack of relevant resources to facilitate the effective learning of the disabled .Learners experience low self-esteem as they feel that they do not possess the relevant /necessary information to perform outstandingly.*

Head (b) *Learners encounter scenarios of discrimination and stigmatization due to their basis of their disabilities which demotivates the learners to actively participate in their learning process as they will be haunted by low esteem.*

This compliments the assertion of Najjingo (2009) who mentioned that, when children with special needs education lack their learning aids and the support appliances, their mobility is reduced and they feel inferior to the other peers as a result their pace of learning becomes slow because they are not able to hear, see or express themselves properly or because they write slowly that the other children and learning at unfriendly facilities results in poor performance .This negatively affects the process of implementing inclusive education.

4.5 THE responses on how teachers can overcome the challenges of inclusion without compromising the teacher's backgrounds.

4.5.1 Training teachers

Head (a) *Teachers should be trained so as to have knowledge and skills on how to deal with learners with disabilities .Training also alters the attitude of teachers towards inclusion.*

Head (b) *our teachers need some support inform of workshops and short courses that will train them to know how to handle learners with disabilities.*

Boater(2008) supports the view by suggesting that , teachers should be involved in training programs and equipped with the ideal leadership skills to help deal with challenging situations that arise in their learning environments .In line with Boater 's view , Mahlo (2011) reiterated that there is need for intensive training for teachers in inclusive environments so that they will be able to support learners with special educational needs in their classes .Powers (2002) also suggested that training is more associated with positive attitude towards inclusion students with disabilities .Kuester(2000) added on to say that training in the field of special needs education appears to enhance understanding and improve attitude regarding inclusion .In line with these views , Bawa and Mangope (2011) suggested that , the Ministry of Education and skills development should organise regular workshops for teachers where one gets opportunities to inclusive education. Hence teacher training is needed for successful implementation of inclusive education.

4.5.2 Varying in teaching strategies and teaching methods

Head (a) *Teachers should embark on diversifying teaching methods in relation to the disabilities of the learners they intend to impart knowledge.*

Head (b) *the teachers should be knowledgeable on the teaching strategies which enables the learners with various disabilities to grasp the content presented to them.*

In line with what the two heads said, Jenjenkwa , Tutoro , and Runyowa(2013) revealed that teachers need to be exposed to a variety of teaching strategies which cater for individual needs of learners and should master these teaching strategies in order to use them in inclusive environments in school .He further suggested that ,teachers need to be staff developed in order to use innovative teaching methods and activities to meet the different learning needs of children from diverse backgrounds .Timlison and McTiggle (2006) also stated that, they are numerous strategies that influence teachers in mixed ability classes to think in a different way to help their students attain academic success. The recommendation for addressing teaching in a diverse classroom is differentiation .More so, Pedersen and Kronborg (2014) stated that teachers can divide their pupils into various groups, incorporating different student centred activities to improve on their study and to motivate them to participate more in their preferred learning methods example dramatization and open ended plans. In line with that, Carter and Kennedy (2006) believed that cooperative learning lessons are very helpful for both general education students with disabilities .They are given the opportunities to learn from their peers and support each other in small groups .This can help students have a better understanding of the content being taught because of the help they receive in supportive groups.

4.6: Responses on the adaptive management strategies that could be employed by teachers in the implementation of inclusive education.

4.6.1 Collaboration

Head (a) *if our teachers practice collaboration, they will be able to overcome their lack of knowledge and can have positive attitudes through that deeper knowledge on how to handle learners with disabilities.*

Head (b) *if our teachers collaborate with each other, they will be able to share experience, resources and also ideas on inclusive education.*

Mukhopadhyay (2013) supported the issue of collaboration by suggesting that, school with long history of practicing inclusive education regularly, teachers can practise collaboration with special educators .The teaching methods can be ideal if they employ instructional adaptations strategies such as (1) large fonts for learners with visual impairments (2) Peer tutoring to meet the learning needs of individuals with visual impairments (3) Team teaching can also be highlighted at the school. This highlights the effectiveness of appropriate teaching methods against inappropriate ones.

4.7 Observation

4.7.1 Lesson delivery

During the lesson the researcher observed that ,teachers were failing to assist their disabled learners when they had some problems .This means that attention given to that learner becomes an extra burden since the teacher struggles by all means to try to assist the learner but fail due to lack of the skills and knowledge on how to handle such disability .This leads to the teacher ignoring the learner with disabilities and concentrating on other ordinary learners were her skills and knowledge is .Thus , the educational concerns of the learners will always remain un resolved hence creating problems. In line with what the researcher observed, Butterworth (2010) and Xanthou and Parvlov (2010) stated that the literature indicates that teachers face challenges as they are not equipped with necessary skills and approaches to deal mixed ability students .They lack training programs that would help them deal with the situation.

4.7.2 Methods used

A lot of teachers used the lecture method in teaching learners and this was a very big disadvantage to learners with mental disability .teacher also made use of the chalk board and this was a disadvantage to the blind .this clearly revealed that teachers face challenges on the choice of appropriate teaching methods to use in a mixed class .This is in line with what

Light brown and Spada (2006) said ,They are many factors which may differ from one student to another such as their attitude, motivation and self-discipline .This makes it difficult for teachers to effectively plan for their lessons to ensure that all their students have benefited from their lesson.

4.7.2 Facilities, equipment and resources

The researcher also observed that learners with low vision did not have large print books and they were using the ones with small prints and these learners showed to struggle reading the ordinary prints and then strained their eyes even more .The blind and low vision also had a challenge when they wrote exercises, they had to wait for the exercise to be transcribed by the resource person first then hand it for marking to the teacher but however the resource person at the school was only one and it took a long time for one exercise to be transcribed and the teacher had to face a challenge of making follow ups every day because learners lagged behind when other were receiving their feedback. Also during the examinations sometimes the teacher would forget handing the question paper to the resource person for it to be transcribed and this led to the learner to write the exam after others had already finished writing .This made learners with disabilities to feel inferior and feel as burdens to the teacher hence affecting their performance .The researcher also discovered that lack of resources affected the implementation of inclusive education. Library facilities were scarce for learners with disabilities .The researcher discovered that learners with disabilities were still using old books of the old curriculum yet ordinary learners had many books that they could even share in twos. There was only 1 braille machine for learners to share, 1 radio and their writing pads were limited to the extent that at times they used manila sheets to write on and this will be very disturbing for the learner. The issue of facilities and resources was complimented by Kik(2000) who mentioned that ,the importance of facilities and resources is emphasized by a number of authors .He also went on to say that, without the suitable facilities and adequate

resources ,it will always be difficult to implement inclusion properly .Techers need resources to produce teaching aids and to differentiate instruction.

4.7.3 Instructional media used

All the two teachers used the instructional media and lesson plans that they thought provided optimal learning environment for students with and without learning disabilities. The observation revealed that the teachers used predictable lesson structures like reading notes out loud and hands on activities to check for understanding .This indicated that even though teachers were not trained to deal with learners but they tried with their might to assist the learner. However, learners with disabilities had no text books that are designed to carter for their needs especially the slow learners and the mentally challenged .The blind were just listening as one learner was reading aloud and the one with hearing difficulty and the one with low vision were sited at the front benches for them to hear well and the one with low vision to see well. Teachers really tried to accommodate the leaners with disabilities but lack of training will always be a barrier.

4.7.4 Written work, quality and quantity

Since the teacher was teaching a mixed class ,the teacher gave them work to do .The researcher noticed that the work was too easy for ordinary learners and a bit challenging for those with learning difficulties .this means that the quality of work to the ordinary learners was very easy and this is a disadvantage to them and to the ones with disabilities ,it was difficult hence the teachers get even more confused on how to set exercises and tests .When learners were given tasks to work on in class, ordinary students finished the work very quick and the ones with disabilities took their time to write .This disadvantages the ordinary learners and the teacher because the set objectives will not be accomplished daily also the issue of time (35 mins per lesson) does not suit the disabled learners .As a result ,when the ordinary learners finish work earlier , they misbehave making noise ,the weaker learners on

the other hand ,cannot finish the tasks as quickly as the strong ones and may result in classroom management problem and low-self-esteem on learners with disabilities.

4.7.5 Teacher to pupil ratio

The researcher observed that the teacher to pupil ratio was very high and it was very difficult for the teacher to give each learner individual attention .The classroom size also made it difficult for the teacher to attend every learners needs and this also affected classroom management.

Summary

This chapter focused on presenting and analysing results of the study. The focus of the study was to investigate the challenges faced by teachers in the implementation of inclusive education .The challenges articulated by the respondents were lack of resources , lack of trained teachers , absence of the inclusion policy , abnormal teachers to pupil ratio and lack of trained teachers .The chapter also highlighted the possible solutions that were stated by the respondents and these were training teachers, lowering teacher to pupil ratio , supporting inclusion financially and provision of required resources . Discussion was done concerning these issues .chapter five focuses on conclusions and recommendations of the research.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The researcher's aim was to find the challenges faced by teachers in the implementation of inclusive education. In the following conclusions the findings of this research are summarised and they are recommendations made for future action to enable improvement, competitiveness to mitigate the challenges faced by teachers in the implementation of inclusive education. The major focus of this chapter is to summarise the findings, drawing up of conclusion and recommendation on the challenges faced.

5.1 Summary

The main aim of the research was to explore the challenges faced by the teachers in the implementation of inclusive education in Lower Gwelo Cluster schools. In chapter 1, there was an introductory background of study. The background of study highlighted that teachers are facing challenges in the implementation of inclusive education. Challenges of inclusion are not only encountered by teachers in developing countries but also teachers in developed countries encounter the challenges of inclusion. The statement of the problem revealed that both teachers and administrators face the challenges of inclusion and lack of resources was one of the challenges. The chapter also revealed how the study would help the researcher to assess the implications of the challenges and to determine the possible solutions that promote effective and meaningful inclusion in schools. Research questions were formulated so as to guide the study. The significance of study highlighted its benefit to upcoming researchers, school staff, community and the policy makers. The study also defined terms used throughout the research for clarity and meaning.

Chapter 2 discussed the theories of implementing inclusive education and how to deal with learners with disabilities in the mainstream. This chapter also reviewed the related literature, highlighting the challenges, the implications and possible solutions to the challenges. Among other authors, Bhatnagar and Das (2014), Dart (2007), Lewis (2013) and Mafa (2012) revealed that lack of resources, lack of trained teachers, lack of clear cut policies, large teacher to pupil ratio are some of the challenges faced by teachers in the implementation of inclusive education. Suggestions were also discussed as to what can be done to alleviate these challenges in implementing inclusive education.

Chapter 3 highlighted the research methodology. In this chapter, the descriptive survey was used as the research design. The study was centred on two secondary schools in Lower Gwelo cluster. Data from teachers was gathered using interviews, questionnaires, and direct observation. This chapter also revealed that the data was presented through descriptive statistics in form of tables, Bar graphs and pie charts, Narratives and discussions. Chapter 3 also highlighted on the data collection procedures, analysis plan and ethical considerations during the study.

Chapter four highlighted the findings which included that lack of resources, lack of trained teachers, lack of clear cut policy, inappropriate infrastructure and lack of funding, discrimination and stigmatisation among teachers, large teacher to pupil ratio, lack of team work and collaboration are the major challenges hindering effective and successful implementation of inclusive education. The chapter also revealed the implications of the challenges on the teaching and learning process and the implications were as follows, divided attention to learners, stigmatisation and low self-esteem among learners, confusion of learners on the use of appropriate teaching strategies, high rate of dropouts and overcrowded classes due to teacher to pupil ratio. The way forward to address the challenges was also

revealed on this chapter .The solutions range from , endorsing a specific policy on inclusive education ,training more teachers in special needs education, implementing more community awareness programmes ,provision of sufficient funding of education system , lower teacher to pupil ratio ,provision of more resources for inclusion and facilitating more support services for teachers .Among some of the challenges , the researcher was delayed by the process of seeking permission to conduct the research from the responsible authorities in the province .The other challenges faced by the researcher was on data collection when teachers showed negative attitude towards answering questionnaires since the research topic was sensitive .However , the researcher overcame the challenges by insuring more questionnaires to more teachers than required so as to compensate for the non –respondents .

5.2 Conclusions

5.2.1 Challenges faced by teachers in the implementation of inclusive education

Based on the research findings ,the researcher concluded that the teachers in Lower Gwelo Cluster were facing challenges in the implementation of inclusive education .The researcher discovered that lack of resources ,lack of training on the part of teachers ,lack of policy and planning for inclusive education by the government ,low budgetary allocations and lack of funding ,discrimination and, large teacher to pupil ratio, teacher inefficiency to use instructional media for inclusion students. The researcher concluded that these findings hinder successful implementation of inclusive education in schools.

5.2.2 The implications of the challenges faced in the implementation of inclusive education.

The results of the research have indicated that the challenges have a number of implications on the teaching and learning process .The researcher concluded that these challenges make it difficult for teachers to choose appropriate teaching strategies. Due to high teacher to pupil ratio there is divided attention to learners. The researcher also found that since teachers are

not trained to teach a mixed class, they may be poor lesson delivery and .More so the challenge of inappropriate use of instructional media by teachers may lead to stigmatisation and lower self-esteem among learners with disabilities. Moreover they are some of the implications that include poor performance when teachers fail to meet the set objectives, and high dropout rate.

5.2.3 Teachers suggestions on overcoming the challenges of inclusion without compromising the learners background.

From the teacher's responses, the emerging solutions were to train teachers, provide relevant and appropriate infrastructure, provision of resources, lower teacher to pupil ratio, government to design a policy to enhance effective inclusion, facilitation of workshops and meetings to educate the teachers .These solutions mentioned by teachers act as yardsticks to minimise the barriers to the implementation of inclusive education.

5.2.4 Adaptive management strategies that could be employed by teachers in the implementation of inclusive education.

Based on the findings, the researcher established that, teachers should have management strategies for effective inclusion even if they are challenges faced. Teachers pointed out that collaborating of teachers overcome their lack of knowledge and change the negative attitude towards inclusion since they will be having deeper knowledge and a sense of professional community .The teachers also stated that critical reflection (self-reflection) may change the perceptions of teachers towards the learners with disabilities.

5.3 Recommendations

The researcher suggested the following recommendations to overcome the challenges faced by teachers in the implementation of inclusive education in Gweru district.

5.3.1 To the Ministry

The ministry is recommended to design training programs in disability and inclusion in teacher's colleges and universities for every teacher studying a Bachelor's degree or a diploma in education so as to ensure that teachers have full knowledge and have skills to handle and teach a mixed ability classroom .The training will promote attainment of relevant skills that will equip the teachers with appropriate methods and evaluation strategies. More so, the ministry should make it a mandate that teachers attend workshops and participate in training programs that promote inclusive education in secondary schools.

To add on, the Ministry should make sure that there is a well-designed curriculum which will allow consistency in the provision of both the resources and time to promote inclusive education .The ministry is also recommended to re-organise and re-evaluate the curriculum to best suit every learners needs.

On the issue of funds, the government is recommended by the researcher to source funds through donations from the corporate world, income generating projects and non-governmental organisations to provide relevant infrastructure and resources that promote a favourable teaching and learning environment for mixed learners.

On the challenge of lack of effective policy that deals with inclusion ,the researcher recommends that the government should try to design a policy that is very sensitive to teachers views on inclusion .The policy should spell out assessment ,monitoring and evaluating strategies of mixed learners .This policy will act as a guide line to the implementation of inclusive education .

5.3.2 To the school

The researcher recommends the school to come up with inclusion programs so that the teachers can be equipped with necessary skills and knowledge regarding inclusion.

5.3.3 To the teachers

The researcher noticed that attitude has the greatest implication in the progress or hindrance of inclusion. A positive attitude promotes effective implementation whereas negative attitude hinders progress. Thus, teachers should be made aware on the suitable professional development practices. Teachers are also recommended to alter their attitude and treat every learner equally, in the execution of daily duties in a loco parentis manner (in the place of parents). Teachers are recommended to be willing to learn more especially on the use of appropriate media for mixed learners, time management and this learning can occur in form of workshops.

5.3.4 Recommendation for future research

This research focused on the challenges faced by teachers in the implementation of inclusive education in Lower gwelo cluster which is located in rural areas hence future research should focus on the urban schools and focus on the same area of study. The research was also limited to the challenges faced by teachers only, therefore future research should also centre on the challenges faced by learners with disabilities who learn at an inclusive environment.

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APENDIX A: INTERVIEW GUIDE FOR HEAD OF SCHOOLS

My name is Providence Mubaiwa; I am a student at Midlands State University undertaking Bachelor of Education Honours Degree in Religious Studies. I am conducting a research on the Challenges faced by teachers in the implementation of inclusive education in Gweru district with specific reference to lower gwelo cluster. I have identified you as a key person who can provide information required for this study, you can kindly assist me by giving honest responses to questions on this questionnaire. Responses are anonymous and be assured that all information provided shall be treated in confidence and will be used for the purposes of this research. Your time and effort spent answering these questions will be greatly appreciated.

Please note: participation in this study is voluntary

1. For how long have you been teaching pupils of different learning and physical abilities
2. As the head of school what challenges are you facing in the implementation of inclusive education?
3. What are the implications of these challenges on the teaching and learning process?
4. How can these challenges be addressed?
5. What are the adaptive management strategies that could be employed by the teachers to implement inclusive education?

Thank you for your participation

APENDIX B: QUESTIONNAIRE FOR TEARCHERS

My name is Providence Mubaiwa; I am a student at Midlands State University undertaking Bachelor of Education Honours Degree in Religious Studies. I am conducting a research on the Challenges faced by teachers in the implementation of inclusive education in Gweru district with specific reference to Lower Gwelo cluster. I have identified you as a key person who can provide information required for this study, you can kindly assist me by giving honest responses to questions on this questionnaire. Responses are anonymous and be assured that all information provided shall be treated in confidence and will be used for the purposes of this research. Your time and effort spent answering these questions will be greatly appreciated.

Please note: participation in this study is voluntary

Instructions to respondents

1. You should not write your name in the questionnaire
2. Indicate some of your responses by ticking in the boxes provided
3. Fill in other responses by writing your responses in the spaces provided.

Part A

1. Gender

Male Female

2. Years of teaching experience

0-5 5-10 11-15 16-20 above 20

4. Highest Professional qualification

Diploma Degree

Masters certificate

If any other please specify.....

Part B

1a) which type of special needs learners do you have in your school?

TYPE OF SPECIAL NEED	AGREE	DISAGREE
Mentally challenged		
Physically challenged		
Deaf or difficulties in hearing		
Those with low vision		
Blind		

a) Are you trained to deal with learners with physical and learning disabilities?

Yes

No

2a) which are the challenges that you face in schools in the implementing of inclusive education?

Challenges	SD	A	D	SD
1. Lack of policy and planning of inclusive education by the government.				
2.Lack of resources to engage in inclusive education practices				
3. Teachers lack training and exposure in teaching learners with diverse needs.				

4.Large class size /teacher –pupil ratio/Prohibitive teaching load				
5.Teacher inefficiency to develop and use instructional media for inclusion students				
6.Neggative attitudes towards inclusion among teachers ,administrators and policy planners				
7.No equal distribution of qualified teachers for inclusive education within urban and rural areas				
8. Low budgetary allocations /Lack of enough funds to purchases special requirements.				
9.Lak of support services example parents and administrators				
10.Fear of down fall of academic achievements				
Other (specify).....				

3a) below are some of the implications of the challenges faced in the implementation of inclusive education in teaching and learning process.

Implications	SD	A	D	SD
1. Stigmatisation and Lowering of self-esteem and self-pity among learners with disabilities.				

2. poor lesson delivery				
3.Poor performance or poor results of the teachers and learners				
4. Confusion among teachers on the use of appropriate teaching strategies.				
5. Teachers fail to meet the set objectives.				
6.. High rate of dropout of learners with disabilities				
7.Poor lesson delivery				
8.Overcrowded classes				
Other (specify).....				

4a) how can these challenges be addressed without compromising learner's background

Solutions	SA	A	D	SD
1.Support from government ,parents ,community				
2.Training of teachers				
3.Adressing teacher to pupil ration/Average classes				
4.Making resources available				

5.having special classes for learners with disabilities				
Other (specify).....				

5a) what are the adaptive management strategies that can be employed by the teachers in the implementation of inclusive education.

RESPONSES	SD	A	D	SD
Practising collaboration learning and partnership.				
Critical reflection/self-reflection				
Attending workshops with other teachers				
Awareness campaigns				

Thank you for your participation

APENDIX C: DIRECT OBSERVATION GUIDE

Key aspects to be observed are:

Lesson delivery to check for:

- a) Methods used to deliver content in an inclusive environment
- b) Instructional Media used
- c) Teacher-pupil ratio and its effect on teaching and learning
- d) Written work ,quantity and quality of written work

2a) Observe the facilities, equipment availability of resources for the implementation of inclusive education.