

**MIDLANDS STATE UNIVERSITY**



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

**AN EXAMINATION ON THE TEACHERS' PERCEPTIONS ON THE  
IMPLEMENTATION OF INCLUSIVE EDUCATION AT EARLY CHILDHOOD  
LEVEL IN PRIMARY SCHOOLS. A CASE STUDY IN HOPE FOUNTAIN  
CLUSTER OF THE IMBIZO DISTRICT.**

**BY**

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A PROJECT SUBMITTED TO THE FACULTY OF EDUCATION (EDUCATIONAL FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES) IN PARTIAL FULFILLMENT OF THE BACHELOR OF EDUCATION DEGREE IN EARLY CHILDHOOD EDUCATION.

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# APPROVAL FORM

Midlands State University



The undersigned certified that that they have supervised MOYO NOSIZI’s project entitled “**an examination on teachers’ perceptions on the implementation of inclusive education at Early Childhood level in primary schools. A case study in the Hope Fountain cluster in the Imbizo District**” the submitted in partial fulfilment of a Bachelor of Education Degree (ECE)

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## ABSTRACT

This study sought to examine the teachers' perceptions of the implementation of inclusive education at Early Childhood level in primary schools in the Hope Fountain cluster in the Imbizo District. The research design followed both quantitative and qualitative approaches since data gathered was both descriptive and numerical. The research was conducted in Hope Fountain Cluster, Imbizo District in Bulawayo Metropolitan Province which consists of eight schools. A population of sixty four participants which comprised of eight school heads, eight teachers in charge and forty four early childhood education (ECD) teachers. The study also used a non-probability sampling called convenience sampling where a total of twenty respondents were selected to represent the population. These consisted of four school heads, four TICs and twelve ECD teachers. Questionnaires were administered to ECD teachers and interviews conducted to administrators to gather as much info as possible and also to check if their responses correlate to each other. Data was presented in three different ways namely, tables, bar graphs and pie charts. The research found that the ministry of primary and secondary education (MoPSE), still lags behind on policy implementation with regards to inclusive education. The ministry has not yet done enough to ensure pre-service teachers are equipped with necessary attitudes, virtues and skills to handle children with disabilities in an inclusive environment. Teacher's perceptions on inclusive education are guided by ignorance on how to deal with learners with disabilities and as such the negatively impact on the implementation strategies on inclusive education. School authorities are not doing enough in ensuring that all stakeholders get adequate information on inclusion. In view of the above conclusions it is recommended that; the ministry designs a thorough training programme in disability and inclusive education in teachers colleges to ensure that teachers are equipped with knowledge and skills to handle and teach in inclusive classrooms. . It should make sure teachers attend workshops and training programs that promote inclusive education in primary schools. There should be a well-structured curriculum by the ministry which will allow uniformity in the provision of both resources and time to promote inclusive education. The curriculum should be re-organized, re-evaluated to best suit every learner's needs. The school head has to initiate professional development programs at their school premises so that the teachers can be equipped with the necessary skills and knowledge regarding inclusion.

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## **DEDICATIONS**

This is dedicated to my late father Zephania Regis Moyo who passed on before the final lap of completing this study.

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## **ACRONYMS AND ABBREVIATIONS**

MOPSE	- Ministry of Primary and Secondary Education
UNESCO	- United Nations Educational, Scientific and Cultural Organisation
UN	- United Nations
ECE	- Early Childhood Education
ECD	- Early Childhood Development
TICs	- Teachers In Charge
UNICEF	- United Nations Children's Educational Fund
EFA	- Education for all
BEAM	- Basic Education Assistance Module
MoLSS	- Ministry of Labour and Social Services
WHO	- World Health Organisation
SNE	- Special Needs Education
SH	- School Head

# CHAPTER 1

## INTRODUCTION

### 1.0 Introduction

Inclusive education is a phenomenon that has prevailed for a while. However, its implementation seems to have some few loopholes. This study sought to outline the current perceptions of teachers with regards to the implementation of inclusive education. This chapter outlined the background of the study, statement of the problem and research questions. The significance of the study, delimitations, and limitations of the study were also discussed after which, the definition of key terms were given. The chapter was wrapped up by a summary of the key themes discussed in the whole chapter.

### 1.1 The Background of the Study

The idea of inclusive education came along as a small idea in the 1950s. This was sparked by parents who wanted their children to be included in the regular educational system without having to go to special schools. Therefore they formed schools in their basements as well as provincial groups that advocated for so many changes. This was also assisted by the 1945 League of Nations that adopted the Universal Declaration of Human Rights. This was in line with Article 26 of the Declaration, which proclaims that every citizen has the right to appropriate education regardless of gender, race, colour and religion (Kisanji, 1999).

In almost every country, children and adults with disabilities are being excluded from formal education altogether, some of those who go to school do not complete school (Fareell, 2000). They are gradually and deliberately pushed out of the school system because schools are not sensitive to their learning styles and backgrounds. In a seemingly gesture of sympathy, some children are sorted out into categories and placed in separate special schools, away from their peers. This has led to the development of two separate systems of education within countries,

regular and special education. However that has since emerged to be inappropriate, and many countries in the world have noted that (Farell, 2000).

The 1975 United States of America Handicapped Children's Act led to formation for Individuals with Disabilities Education Act of 2004. This paved a way for children with disabilities to be accepted and taught in all regular schools. This however had flaws as it took decades for students to actually be able to access the schools (Daniels and Garner, 2013).

In Europe, they were more effective in looking into their policies. There are over 32 laws that cover inclusive education and all these laws are in effect. Hence Europe is the only continent that has efficiently implemented the policy on inclusive education (Heezen, 2017). Ljubljana (Slovenia), Valetta (Malta), Vienna (Austria), Flensburg (Germany) and Essunga (Sweden) are some examples of the schools that are high achieving in Europe in terms of inclusive education. They have based their accomplishments on being able to apply the seven basic fundamental factors of transformative change (Ainscow and Sandhill, 2010).

In Africa the concept of inclusive education is now a popular phenomenon. Take Uganda and Lesotho for example, though Uganda has suffered severely from civil wars and a terrible AIDS pandemic, the education system has opened its doors to a number of underprivileged disabled children. In a family of four children, each has access to free education, and among the four, a child with disability is given first priority, (Charema, 2010). Lesotho, though being among the poorest countries in Africa, has however opened its doors to inclusive education. They held a pilot programme, where in ten rural schools, all disabled children in that area were enrolled in one school and the result was spectacular. Despite the large class sizes of up to 100 pupils, a wide range of teaching strategies were noted, ranging from group work, one to one teaching and peer tuition. The report also indicates that teachers never lost track of including all children all the time and so there was naturally inclusivity (Charema 2010).

Inclusive education continues to be the subject that dominates the educational discussions world over as the need to end segregation of the physically challenged individuals rises. According to UNESCO (2013), inclusion entails the integration of learners with special education needs into the least restricting environments as required by the United Nations declarations that give all children the right to receive appropriate education. The idea of inclusive education propounds that all children despite diverse social, cultural and learning background should have equal learning opportunities in all schools. The challenge that has affected many developing countries such as Zimbabwe in particular, is that generally environments in schools do not allow inclusivity despite having learners of diverse backgrounds. In Zimbabwe inclusion of learners with disability has been actively considered since 1994, but there is still a lot of scepticism and ambivalence towards the implementation of inclusive education (Chimhenga, 2016).

Inclusive education is intended at providing effective learning for the majority of learners whereby the needs of individual learners are successfully and adequately met. According to Mpya (2007), inclusion entails a thorough commitment to create regular schools which are inherently capable of educating learners including those with various disabilities.

In 2015 Zimbabwe's Minister of Primary and Secondary Education stated that as a ministry they were looking into inclusive education, viewing it as a strategy to address the diverse needs of learners through increasing their participation in learning and reducing exclusion within the education system. Plans were speculated on having workshops that would impart skills to the teachers on how to teach children with disabilities (Mafa, 2015).



Primary schools in Zimbabwe, with special reference to the Hope Fountain cluster, have challenges in the implementation of inclusive education despite the entailments of the new constitution (Chimhenga, 2016). This has necessitated this study to investigate the hindrances to the implementation of inclusive education in the schools in this cluster.

For many years, Hope Fountain cluster schools have been offering education to able-bodied learners who do not have major disabilities. Those learners with specific behaviour problems, psychological, neurological and physiological shortcomings are taught in special schools (Mafa, 2012). This had been viewed as discriminatory and an infringement to the rights of the children. Inclusive education negates diversities and conjures the learning together of all children in order to crush discrimination and cultivate acceptance and tolerance among learners. In order to achieve this, it is crucial to begin at the grassroots level, such as at Early Childhood Education level, as young children can grow up without phobia of the disabled.

## **1.2 Statement of the problem**

Inclusive education is a rights based approach to education that centres its efforts on children who are vulnerable and prone to exclusion and marginalisation. This means that every child has the right to education, provided in the same way despite any form of difference inherent in their physical, mental or psychological set up. However, looking at the statistics released in 2015 by the Ministry of Primary and Secondary Education of Zimbabwe, there are over 1.2 million children out of school. In that staggering figure, a large percentage is made up of children with disabilities, orphans and children with special needs. These children are excluded in the education system (Mafa, 2015). When verifying this with the United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2014), the statistics support the above mentioned notion. Over a third of children with disabilities are out of school. Looking at the case study of Hope Fountain cluster a lot is left to be desired.

The schools in the area still do not meet the needs of the learners with disabilities hence the mentioned learners move to specialised schools. This has influenced the need to investigate the implementation of inclusive education in primary schools in the Hope Fountain cluster from the perceptions of the teachers, in order to establish how they have tried to implement inclusive education and what could have been some of the inhibiting factors.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the perceptions of the teachers in relation to the implementation of inclusive learning in Hope Fountain cluster. The particular emphasis is on the challenges faced by the teachers and the Schools' administrations in implementing inclusive education and establishing the factors that hinder the successful implementation of inclusive education in primary schools at large, since it is now a government policy as enshrined in the New Constitution of Zimbabwe.

### **1.4 Research Questions**

1. What form of strategies are employed in the implementation of inclusive education in primary schools in Hope Fountain Cluster?
2. What challenges are faced in implementing the strategies for inclusive education in primary schools in Hope Fountain Cluster?
3. How do teachers perceive the implementation of strategies for inclusive education in Hope Fountain Cluster?
4. What are the critical inputs needed to improve implementation strategies for inclusive education in Hope Fountain Cluster?

### **1.5 Significance of Study**

Inclusive education is critical in the contemporary era where rights of children and people living with disability are clamoured for globally. As such, this research will assist the children

whose rights are being overlooked upon. The research paper, indeed, acts as their voice. It is also necessary for every school to be able to cater for all learners despite their make-up. Therefore from this research, every school in the Hope Fountain Cluster, and other schools in Zimbabwe alike, stand to benefit from the findings of this research which may well be exactly what they are also going through. This study brings to the fore, the inhibiting factors to the successful implementation of inclusive education hence equipping policy makers and education administrators, on which issues they should prioritise in dealing with. This study also adds some moss to scholars in inclusive education as it creates awareness of the necessity of inclusion and acceptance without discrimination in terms of disability. Ultimately, the hope is for this study to enlighten the teachers and citizens of Zimbabwe on the importance of inclusion and acceptance, coupled by self-evaluation before or after any form of action, by taking cognisance of the impact that any perception or action may cause to other parties or programmes.

### **1.6 Assumptions of the study**

The study assumed that almost every school has learners with disability, that schools have a policy to apply on special needs education they also have resource units or have access to a cluster resource unit. It was also assumed that teachers have basic knowledge on how to handle special needs learners. Lastly but not least the study assumed that teachers will say their perceptions on learners with special needs.

### **1.7 Delimitations of the Study**

The study assessed the perceptions on teachers on inclusive education in four primary schools in the cluster. The Hope Fountain cluster consists of eight primary schools. The selected schools were selected because they were information rich and were nearer to the researcher.

The participants of this study, that is, teachers and administrators, were drawn from the four schools.

### **1.8 Limitations of the Study**

The empirical study was confined to four primary schools in the Hope Fountain Cluster. The limitation may affect the overall generalisation of the findings to whole of Zimbabwe. The researcher could have assessed the perceptions of teachers on inclusion with regards to its implementation from different clusters but because of time, transport and material constraints, the empirical study was carried out only in four primary schools which were nearer to the researcher.

The data was collected from primary school teachers, teachers in charge, (TICs) and the heads and excluded other stakeholders who might have given a clearer picture of the teachers' perceptions on inclusive education with regards to its implementation. Two types of instruments, namely questionnaires and interviews, were used for collecting data. Even though the instruments used were found to be reliable and valid, more light could have been shaded if different instruments were used. The researcher did action research at Diploma level and this type of research is new to her, hence lack of adequate knowledge may affect the carrying out of the research since she is also learning. However the research will attempt to fetch adequate information despite having been carried out at a small scale, using a minimum number of instruments, since the researcher will put maximum effort to obtain true information.

## **1.9 Definition of terms**

### **Perception**

Valeo (2004) posits that perception is the ability to see, hear or become aware of something through the senses. Noe (2011) defines perception as the process by which people translate sensory impressions into a coherent and unified view of the world around them. Looking at the two definitions above, one will deduce that perception is the process of acquiring, interpreting, selecting and organising sensory information to interpret a given environment or scenario.

### **Inclusive Education**

UNESCO (2009), defines inclusive education as an on-going process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination, in which schools, communities, local authorities and government strive to reduce barriers to participation and learning for all citizens. Therefore, the researcher views inclusive education as the education provided for learners with disabilities in a regular school, where instruction is provided by a regular specially trained teacher, who knows how to address the unique needs of each learner.

### **Disability**

Thomas (2005) defines disability as a difficulty encountered in any of or all three areas of functioning. Barron and Ncube (2010), allude that disability is the loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers. Therefore disability is any restriction or lack of ability to perform any activity in the manner or within the range considered normal for a human being. Disability is that force which plays a limiting role to major life activities such as bathing, dressing up or even eating.

## **Special Needs Education**

Zindi (1997) defines special needs education as a specially designed instrument that meets the unique and specific needs of children who may have disabilities in line with learning, physical disorders, emotional torture, visual and hearing impairments and any other handicaps that inhibit them from realising their full potentials. Mushawira (2001) agrees that special needs education, as a form of instruction, is specially designed to meet the needs of learners with disabilities. The source adds that, such instruction may require the use of special materials like wheel chair, braille, hearing aids or spectacles. As such, special needs education is viewed as a technically crafted instructional piece of material with the intention to fully provide for various needs of children with disabilities. It is a plethora of knowledge, skills, attitudes and competencies required to complement the child with special needs.

## **Impairment**

Farrell (2008) posits that, impairment refers to a problem with a structure or organ of the body, be it a physical or mental defect at the level of a body system or organ. In this regard, impairment is considered as any partial abnormality or a complete failure of a body part, organ or system. This may be due to an injury, medical amputations or birth deformations. An impairment may prevent one from doing something completely, or it may result in one partially failing to execute a task.

## **Mainstreaming**

Mainstreaming, in the context of education, is the practice of educating learners with special needs in regular classes during specific time intervals based on the pre-requisite skills required by the task, (Tennant, 2000.) This then implies that mainstreaming is the act of combining learners with special needs together with learners in the 'regular classes for a stint in the learning of particular skills and concepts which both parties can address with minimum or no fuss.

## **Early Childhood Development (ECD)**

Pollit (2008) views, ECD as the most and rapid period of development in a human life conception, through birth, to eight years of life, as being critical to the complete healthy cognitive, emotional and physical growth of children. According to UNICEF (2011), ECD refers to a comprehensive approach to implementing policies and programs for children from birth to eight years of age by their parents and caregivers with an aim of protecting the children's rights to develop their cognitive, emotional, social, moral, language and physical potential. In this regard, ECD is a critical stage that forms the basis of the future wellbeing of a child if a holistic approach to implementing policies and programmes is taken by stakeholders.

### **1.10 The chapter summary**

The chapter covered what other nations in the world have done in terms of implementing inclusive education in schools. Also covered in this chapter is what Zimbabwe has done, and where it currently stands with regards to implementing inclusive education in schools, based on the country's constitution. This was enshrined in the background of the study, before outlining the statement of the problem. Research sub questions, significance of the study, assumptions of the study delimitations, and limitations of the study and definition of terms were also highlighted. The next chapter will examine some scholarly facts presented by earlier authorities in their quest to address this and related areas around the scope of this study.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The previous chapter introduced the background of the study, research questions significance of the study, assumptions delimitations, and limitations of the study together with the definition of terms frequently used in the study. This chapter focuses on the findings of other scholars with regards to the perceptions of teachers on the field of implementing of inclusive education in schools. Teachers' perceptions about the implementation strategies on inclusive education are based on themes ranging from, the strategies for inclusive education, challenges faced in implementing the strategies and the critical inputs still required to overcome the challenges cited by teachers in the implementation of inclusive education. The chapter ends with a chapter summary.

#### **2.1 Inclusive Education, Disability and impairment**

Inclusive education is a global phenomenon that has been extensively advocated for in recent history. It is a philosophy and a principle that has its roots sunk in the civil rights movements and educational reform (Rombo, 2007). Thomas (2005) articulates that, disability refers to difficulties encountered in any or all of the three areas of functioning, namely the physical, mental and or emotional ground of functioning. UNICEF (2001), posits that impairment is any loss or abnormality of psychological, physiologic, or anatomic structure or function.

According to UNESCO, inclusive education is a process of addressing and responding to the diverse needs of all children by increasing participation in learning and reducing exclusion within and from education (Nguyet and Ha 2010). Thus, it embraces an “education for all” (EFA) perspective, where all disadvantaged learners such as those from poor backgrounds,



ethnic minorities, the disabled, gifted or talented learners, and even girls, in some cultures, learn together without any discrimination or segregation.

As such, inclusive education becomes a pillar upon which all educational policies, already imposed and there yet to be implemented, must relate to, for it to become a vital process, whose outcomes can better be ascertained and evaluated if implemented as early as the ECD stage.

Synonymous to each other are the terms ‘disability’ and ‘impairment’ when the two definitions are examined closer, in the context of their effects on children’s abilities in class , according to the sources cited above

## **2.2 Implementation strategies of inclusive education in primary schools**

When looking at inclusive education one has to keep in mind that the learner does not have to adapt to the school system but the school has to be pro-active. The school or the education system has to change in order to meet the learning needs of all children in a given community (Kisanji 1999). This means that architectural structure of the classroom, pathways, such as tracks on the school ground, should be made accessible to the learners with disability for ease of mobility purposes. Pivik, McComas and LaFlame (2002), echo that facilitating inclusive school environments requires ensuring physical accessibility. Peters (2003), also emphasises that adapting a whole school environment reduces the difficulties experienced in inclusion, while Naukkarinen (2010), believes that creating a barrier-free environment increases the capacity for learners with disability to experience freedom in learning.

Opertti and Brady (2011), argue that a learning environment that cannot be easily accessed by learners with disabilities does not produce successful inclusive education. Therefore, the school environment should ensure that all learners feel welcome and become a part of the school community.

In Zimbabwe, since 2001, the government introduced and implemented the Basic Education Assistance Module (BEAM) fund as part of the Enhanced Social Protection Programme. One of the major objectives of the BEAM programme is to prevent households from resorting to withdrawing children from school in response to worsening household poverty. As such, it specifically targets children who have never been to school, have dropped out of school for economic reasons or are at risk of doing so – for example, orphans and other vulnerable children. The BEAM programme covers the costs of core education such as levies, school and examination fees. It is a nationwide scheme covering primary and secondary schools including special schools for children with disabilities – in fact, 10% of the beneficiaries are expected to be children with disabilities (Smith 2014). The programme is managed by the Ministry of Labour and Social Services (MoLSS), as part of their National Action Plan for Children and is provided in the form of a lump sum payment directly to schools, on the condition that children beneficiaries are allowed free access to school.

Another strategy is the implementation of a self-contained classroom. Tennant, (2000) asserts that, access to a special education classroom, often called a ‘self-contained classroom or resource room’, is valuable to children with some disabilities. Learners have the ability to work one-on-one with special education teachers, addressing any need for remediation during the school day. Many researchers, educators and parents indicated the importance of these classrooms amongst school environments as they are said to create a sense of belonging to the disabled learners and also appreciation by those so called normal children. By implementing this system it enables the children with disabilities to stay at par with other students without disabilities in the mainstream class (Tennant, 2000), thereby reducing labelling and discrimination.

UNICEF (2011) clearly articulates that, research has proven that, half a person’s intelligence potential is developed at about four years of age and that Early Childhood Education level

(ECE) interventions have a lasting effect on intellectual capacity, personality and social behaviour. Therefore the earlier a child starts in the mainstream class the better. Integrated programs that target children in their earliest years are, therefore, very critical for their mental and psychosocial development. Failure to invest in Early Childhood level may result in disability as well as inhibit the optimal development and performance of children throughout their lives. Some ECE centres are community based services, and they meet the needs of ECE children hence the need to include attention to health, nutrition, education and water and environmental sanitation in order for children to grow and develop in a holistic manner (Westwood, 2013). If these facilities were extended to children with disabilities, they would surely fit into society and later in school much easier.

Overall, the reasons for such a fuss are presented out appropriately by Slaving (1994), who contends that when children with or without disabilities are educated together they learn life-long lessons and skills necessary for positive relationships with each other. The scholar also insinuates that when young children with disabilities attend inclusive programs their peers are more accepting of them than children with disabilities catered for in separate schools. Young children with disabilities can achieve their highest potential only when they are provided with normal opportunities (Nguyet and Ha 2010). This shows that engaging on inclusive education when children have grown of age may not heal the wounds that the programme intends to.

In 2012 a good strategy was taken by the then Minister of Higher and Tertiary Education by hosting a one week long workshop on inclusive education (Westwood, 2013). The participants were drawn from lecturers in the fourteen (14) teachers' colleges in Zimbabwe, thus creating a platform for sharing ideas on conceptual issues on inclusive education and on how colleges could incorporate this practice in the teacher education curriculum. At the end of the workshop, the ministry directed that colleges should come up with action plans for the introduction of inclusive practice in teachers' education. Four years have elapsed since that workshop was

conducted and there is not much on the ground going on in terms of the introduction of inclusive practice in teachers' colleges. (Westwood, 2013). This, therefore, demands for more research on the barriers behind the implementation of such a noble cause, one of which is related to the perceptions of teachers and their related impact.

### **2.3 The challenges encountered in implementing strategies for inclusive education in primary schools**

There are many challenges that have been identified in a number of countries. For example, in Malawi, lack of coordination between stakeholders (Griender 2010), in South Africa, lack of knowledge among teachers (Stofile and Green 2007), and in Zimbabwe, lack of resources, lack of training among teachers, lack of commitment by policy makers (Musengi and Mukhopadhyay, 2012). This section will examine these and more, as perceived by teachers from various countries

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

stakeholders maintain a positive attitude towards it. Nevertheless, the need for a policy will assist in showing how serious the country is about inclusive education.

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

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

Florian and Rouse (2009) argued that it is critical for pre-service teacher education programmes to equip teachers with pre-requisite skills and attitudes in order to enable them to teach learners in inclusive settings. Mafa and Makuba (2013), agree as they observed that teacher training colleges are not mainstreaming inclusive practice in their teacher education

programme. .Thus, a challenge exists where teachers are incapacitated to teach and handle all children equally in an inclusive class when they are not well qualified for that

Mafa (2012) notes that inclusion in Zimbabwe has not yet been fully accepted. Very few children with special needs have been included in Zimbabwe's mainstream public schools as more are institutionalised. The scholar further states that learners with special needs in education often fail to be cultivated to the limit of their academic potential in public schools. However the school system tends to blame the learners for the lack of performance. This blame game poses another challenge where stakeholders fail to evaluate themselves and upgrade their skills but rather push the ball into each other's half.

WHO (2012) posits that children with disabilities are among the world's most stigmatised and excluded children. Limited knowledge about disability and negative attitudes result in the marginalisation of children with disabilities within their families, schools and communities. In cultures where guilt, shame and fear are associated with the birth of a child with disability, they are frequently hidden from view, ill-treated and often excluded from activities that are crucial for their development. Due to the discrimination of children with disabilities, many have poor health and attain inferior educational outcomes. They also develop low self-esteem and limited interaction with others (Griender, 2010). Therefore even when included in a mainstream class they do not perform well or fit in. Zimbabwe, being a multi culturally diversified country, faces such challenges as well ranging from witchcraft to infidelity. When one gives birth to a child with a disability such views amount to gross stigmatisation and exclusion.

Dean (1996) states that there are a number of challenges which children with disabilities are likely to encounter in inclusive settings. Some children with special needs particularly those who spent a lot of time in hospitals may be less able to relate to their peer group than any other child. Mainstream learners, like teachers, may have a phobic attitude towards learners with disabilities.

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

#### **2.4 Teachers' perceptions on the implementation of inclusive education**

Little research exists on teachers' perceptions on inclusive Education (Koay, Lim, Sim and Elkins, 2006). Teachers are the face of inclusive education as they reflect on what transpires on the playground carrying out the many tasks bestowed upon them. Therefore their opinions and thoughts are of great benefit and worthy to be noted down.

A study conducted by Koay *et.al* (2006) illustrated that the success of inclusive education heavily depends on the perceptions and attitudes of teachers within regular schools towards special needs learners. Perceptions and feelings on the part of the teacher may encourage or discourage the success of inclusive education. Some scholars, however, have illustrated that the teacher's acceptance or resistance to inclusion of learners with disabilities to be included in regular classrooms is closely linked to knowledge and experience of the teacher (Stoler 1992, Taylor, Richards, Goldstein and Schilit 1997). kauffman, Gerber and Semmel, (1988) indicated that lack of necessary skills to teach learners with disabilities is the most common source of teacher resistance.

A study carried out in Daresalaam by Koay *et al*, found out that teachers gain more experience on learners with disabilities through being positive in their perception and beliefs about learners with disability. They also illustrated that teachers who had received training and experience with special needs learners have more positive perceptions about inclusive education.

Ainscow and Farrel (2000) are of the view that teachers' perceptions on success in educating the learners in inclusive classrooms seem to be influenced by their efficacy beliefs for teaching learners with special needs. For effective inclusive education to take place teachers are required to know the characteristics of children with disabilities, the special education laws, strategies

for assessing learner's needs and strategies for teaching and planning instruction to individual learners' needs (Lusono 2001). In this context, teachers are afraid of obtaining poor results when they incorporate learners with disabilities in the regular class.

Scruggs and Mastropieri (1996) carried out a research on teachers' perceptions on inclusive education and they found out that some teachers held positive perceptions regarding to inclusive education only at conceptual level and not on a practical level, while other teachers indicated willingness to include learners with disabilities in their classroom. The variability in support of inclusive education tended to be related to severity level of the disability and the degree of intensity of implementation. Variability in willingness to include learners with disability was also related to the degree perceived as it added responsibility on the part of the teacher (Scruggs and Mastropieri 1996). Teachers' perceptions on the degree of impairment compared negatively to their view on learners' capabilities.

Teachers view inclusive education as difficult and stressful (Subban and Sharma, 2006). The need for collaboration with several support systems and staff has resulted in tension and confusion, and including learners with disabilities into regular classrooms has been viewed by some teachers as increasing workloads (Daane, Beirne, Smith and Latham, 2000). Teachers are concerned with non-acceptance of learners with disability by the so called normal children (Daane et al, 2000). In this regards, fear of extra loads is the underlying factor behind the shunning of inclusive education by teachers.

Other teachers perceive that if more learners are included, the teachers may need additional tools and skills for coping with the social and emotional problems that are accompanied by inclusive education (Ali, Mutsapha and Jelas, 2006). Teachers evidently perceive access to resources as being limited and restricted (Subban and Sharma, 2006). Findings from previous studies also echo the view that teachers concerns about the inclusion of learners with disabilities could stem from the need for additional support, resources and access to teaching



aids (Kuester, 2000). It then, follows that teachers, when fully supported, do not shun inclusion in education, but rather perceive that the process requires a holistic approach by all stakeholders in the education system for it to be a success.

Previous Zimbabwean studies (Chireshe, 2011, and Mavundukure and Nyamande, 2012) lamented on the shortage of resources as an impediment to the implementation of inclusive education for children with disabilities. The lack of resources is worsened by the high teacher pupil ratio of up to or exceeding (1 to 40) in many Zimbabwean primary schools (Mafa and Chaminuka, 2012). Due to this 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 creates 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).

Though, typically, attitudes and beliefs are positive, there are teachers who think that children with disabilities should be taught in special schools, and are disconcerted by the inclusion of children with disabilities in mainstream classes.

A study conducted by Gwala in South Africa, revealed that teachers were frustrated with the unavailability of time for planning, and resources for supporting personnel in the provision of training additional staff in inclusive education. The shortage of time for training and planning together has serious implications for the implementation of inclusive education in the classroom (Gwala, 2006). The implication here is that learners' needs are compromised and they cannot be identified or supported because teachers do not have the time or expertise to design their support programmes.

According to Mukhopadhyay, Nenty and Abosi (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 with special needs. The learners with learning disabilities cannot receive quality support from their teachers because there is no time for teachers to sit down as a team to design strategies that can best serve the needs of the learners (Eloff and Kgwete, 2007). 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 affirm the findings by Chhabra, Srivastava and Srivastava (2010) who argue 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). This is similar to the findings by Dart (2007) who noted that implementation of inclusive education for children with disabilities were being hampered by lack of resources in schools of Botswana. Observations in computer resource centres for children with disabilities, in and around the schools, show that the centres had outdated software and non-functional hardware. Because much of the hardware, software and expertise needed for the upkeep of the computers are only available outside Botswana, it is extremely difficult to maintain the little provisions that exist.

It is true, however, that budgetary constraints on the part of the Ministry of Primary and Secondary education and the school authorities themselves may create limitations in the implementation of various projects in schools (Mandina, 2013).

One explanation for this is that most of the budgetary allocation is spent on salaries, then a disproportionately small fraction is spent addressing real educational issues such as providing adequate school infrastructure, teaching and learning materials. This hinders the effective implementation of a coherent basic education programme in the country.

In Namibia and South Africa, both rural and urban schools lack the resources to engage in inclusive education practices but prudently utilise the available resources (Zimba, Mowes, Naanda, 2007; Tshifura, 2012). The findings by Mbibeh (2013) in Cameroon; show that parents, teachers and administrators are of the opinion that low budgetary allocations are impediments to the implementation of inclusive education for children with disabilities.

In accordance with the different learners' needs, budgets 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, large print books, sign language books and many others (Mbibeh, 2013). In another research, carried out in Botswana by Dart (2007), the participants complained about lack of financial resources in their schools due to budgetary constraints experienced by the school authorities. The lack of financial resources within the school system will create problems in the provision of other resources such as books, computers, and teaching aids that will be used in the implementation of inclusive education within different classes of the schools. The teachers' perceptions on inclusive education are significant because they can influence the degree to which learners with disabilities are accepted and included in a regular school setup.

## **2.5 Critical inputs needed in improving perceptions of teachers on the implementation of strategies for inclusive education**

From earlier discussions in the study, it was clear that the teacher has a hand in implementing inclusive education through their perceptions and attitudes. In this regard, the study went on to discuss the many recommendations that could improve the perceptions of teachers on the implementing of strategies on inclusive education, which include: running awareness campaigns, coordinating stakeholders, training of teachers and availing resources among many others.

Enrolling teacher trainees from diverse backgrounds including the group referred to as ‘vulnerable’ is another step that should be taken. (Nziramasanga, 1999 and Corbett, 2001). In those training programs it is important to have content in the form of topics on inclusive education in the college curriculum which will empower teacher trainees with skills, competencies and attitudes of handling inclusion in schools after qualifying as teachers (UNESCO, 2001). This will make them better equipped to do better with inclusive education demands and work better with children with disabilities. Content should also modify the teaching and learning strategies in the delivery of lectures in order to cater for all learners and their exceptional needs (Jenjekwa, Tutoro and Runyowa, 2013). Trainee teachers must be exposed to a variety of teaching strategies which cater for unique needs of learners for them to learn and master these teaching strategies and are likely to use them in inclusive settings in the school. These become teacher expected minimum standards as a way to recognize that every child is different, hence the approach should cater for them. Since charity begins at home, therefore adaptations to college infrastructure are needed so that it is friendly to everyone in the college community (Westwood, 2013). A teacher trained in an inclusive system would likely work tirelessly to improve these infrastructural adaptations in schools in which they will all teach. They are likely to influence decisions of School Development Committees in modifying and adapting infrastructure, as a result of their positive perceptions.

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

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

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

Another critical input should be seen from the government. The government must design some well-structured curricula for learners with disabilities in general, with disability specific provisions, to allow uniformity in provision and supervision of special needs education in the inclusive set up (Hlatywayo and Ncube, 2014), before a clear cut transitional policy is instituted which specifies the paths to be followed by children with disabilities in school, to enable them

to move swiftly into adulthood and employment. The transitional policy must be disability specific.

Stakeholders, especially employers should also be consulted frequently for feedback on the job performance of persons with disabilities which will be in turn used for curricula modification. Furthermore, support services should be put in place for employed school or college leavers with disabilities, as well as students in school, since their struggles began in school first before the workplace. Dictionaries with technical signs should be put in place for the teaching and learning of subjects such as science, geography, computers and others (Hlatywayo and Ncube, 2014). These complement the tutor's effort in explaining using audio and visual systems especially for those learners with hearing impairments.

A research by Johnstone and Chapman (2009) in Lesotho, found out that lack of resource materials such as classrooms and other facilities affected inclusive education for children with disabilities in primary schools. A similar scenario was also reported in South Africa by Eloff and Kgwete (2007) who revealed that South African teachers cited large classes and insufficient resources as challenges to inclusive education. Lack of classrooms may result in overcrowding of classes in schools (Mafa, 2012). All authorities above agree that infrastructural development is key to implementing inclusive education.

In Zimbabwe most teachers were perceived to be lacking training in inclusive education. Chireshe (2011), laments that despite having many universities and teachers' colleges in Zimbabwe training teachers in special needs education, many teachers remain untrained in this area. Forbes (2007), argues that the obligations of inclusive education will be met when all schools have teachers with adequate training in special needs education. This challenge on lack of teacher training skills in inclusive education could be overcome by having peripatetic or itinerant specialist teachers. The implication is that better services could be availed if the available specialist teachers could move from one mainstream school to another assisting main

stream teachers and supporting the included learners. In this regard, the few specialist tutors would benefit a wider area. Itinerant teachers have been used in countries such as Ghana (Kuyini and Desai 2008), Netherlands (Pijl and Hamstra 2005) and Uganda and Kenya (Lynch and McCall 2007). However, lack of resources may negatively affect the availability of itinerant teachers. For example, Kuyini and Desai (2008) revealed that the few itinerant teachers in Ghana could not meet the demands of many children with disabilities. However their use has been met with success and obtained great appreciation.

## **2.6 Chapter Summary**

This chapter has reviewed the literature gathered from other researchers as well as their findings. Teachers' perceptions with regards to implementing inclusive education were openly discussed, with reference being focused towards Zimbabwe and other Southern African countries. Scholarly views on challenges elongated towards implementing inclusive education were scrutinised before looking at critical inputs needed to successfully implement inclusive education. The next chapter looks on the research methodologies to be employed in the study.

## CHAPTER 3

### RESEARCH METHODOLOGY

#### 3.0 Introduction

The previous chapter discussed the relevant literature regarding the perceptions of teachers in implementing inclusive education schools In Zimbabwe. This chapter specifies and justifies the research designs employed, research instruments as well as the source of data. This was done by looking at the research design firstly, followed by the research instruments and lastly, the data presentation. The chapter then closed with a summary.

#### 3.1 Research Design

Research design refers to the basic plan or strategy of research, the logic behind it, which made it possible and valid to draw conclusions (Oppenheim, 1992). The study was mainly based on a qualitative approach with some quantitative aspects being employed through the administration of questionnaires to collect data. This was done to broaden the scope of the data collected.

Strauss and Corbin (1990) define qualitative research as any kind of research that produces findings not arrived at by means of statistical procedures or other means of qualifications. Qualitative research therefore uses a true-to-life approach that seeks to understand an issue in a context specific setting. The Qualitative method is concerned with attempting to accurately describe, decode and interpret the meanings of phenomena occurring in their normal social contexts (Matveev, 2002). Fryer (1991) postulates that qualitative research is an interpretive paradigm focused on investigating the complexity, authenticity, contextualization, shared subjectivity of the researcher and the researched and minimization of illusion. This approach assisted the researcher to develop rich, comprehensive data that is of critical significance in the field of study.



Qualitative research was chosen by the researcher because it allowed the researcher to obtain more in-depth information about the implementation of inclusive education in primary school. Lincoln and Guba, (1985) contend that qualitative research best suits a natural setting whose focus is on everyday activities as defined, enacted, smoothed and made problematic by people going about their normal routines. That is considered the best way to find out more about teachers' perceptions, for unless it is a natural setting the teachers' opinions and thoughts become mere manipulated news. The strength of a qualitative approach, as noted by Hitchcock and Huggers (1995) are that it allows the researcher to learn at hand, about the social world being investigated by means of involvement and participation in that world through a focus upon what individual actors are involved in. Therefore, this was a major advantage for the researcher to clearly see the teachers' emotions as both parties conversed on inclusive education. The qualitative tools used included questionnaire and interviews.

Yet, Yin (1993) simply puts it that a case study refers to an event, an entity, or even a unit of analysis. Creswell (2003) defines a case study as an exploration of a bounded system through in-depth data collection involving multiple sources of information-rich text. Both definitions refer to a case study as a region with known bounds, small enough to be accessed, but big enough to provide ample data needed to address the phenomenon under scrutiny. The research utilised the case study research design. In this study, the unit of analysis was the Hope Fountain cluster, Imbizo district in the Bulawayo Metropolitan Province. Methods used were those that would promote easy collection of information in this area, which can be processed to make meaningful deductions and conclusions.

### **3.2 Population**

Chiromo (2009) define a population as all the individuals, units, objects or events that were considered in a research project. Population study as defined by Key (1997) is a study of a group of individuals taken from the general population who share a common characteristic

such as in the same type of business or operate in the same area of research (Dube, 2015). For this study the population was drawn from those who are stakeholders in the teaching and learning of ECE learners in schools within Hope fountain that is teachers and School administrators. There are 8 schools in the Hope Fountain cluster with a population of forty four (44) ECD teachers, eight (8) TICs and eight (8) School heads, from the total population twenty (20) respondents were selected who consisted of ECD teacher and administrators.

### **3.3 Sample**

A sample is a section of respondents that have been selected to represent the entire population. Chiromo (2009) define a sample as a group consisting of individual from a large group of people in a population. From a population if, a sample of 20 respondents was chosen the data that were obtained from the sample was treated statistically thereby enabling the researcher to derive some statistical inferences. These were used to deduce some patterns and trends within which the data followed. Wood and Haber (1998) suggest that the larger the sample the more accurate the results are, while the less the sample, the less accurate of results tend to be. The source claims that more representatives sharing the same notion are more reliable as compared to a lesser number of representatives. Pilot et.al (2001) state that a sample is a proportion of a population used in attaining required data on the subject under study.

The estimated population in this study was sixty four (64) respondents. The number of people selected for gathering information is not what matters but it is the kinds of relationship on the chosen sample that will generate the desired data (Cohen et al, 2007). Four schools within the cluster were used in data collection which involved random selection of representatives from the target population. Some were interviewed while others were given questionnaires. The sample size gave the study more chances of credible findings that were important for the research.

In sampling, particularly purposive sampling was utilised alongside convenience sampling which involves the process where the most accessible people are chosen as subjects (Sekeran and Bougie, 2009). In order to be able to finish the study in time and have adequate data the researcher utilised participants at her disposal as per agreement with the respondents. Twelve ECD (12) teachers selected from four schools in the Early Childhood Education level were used, four teacher in charge and School administrators, all of whom were purposively sampled for this study.

### **3.4 Research Instruments**

Paliparan (2011) defines research instruments as tools used for gathering data. For the purpose of this study, interviews and questionnaires were used as research instruments.

#### **3.4.1 Interviews**

This study utilised face to face interviews as well as written interviews and these were structured to allow for coherence but also giving room for flexibility during the interviews. Four heads and four TICs were interviewed. Flick (1998) is of the belief that the interest in structured interviews is linked to the expectation that the interviewee's viewpoints are more expressed than they would be in questionnaire. Interviews offset the weakness of the questionnaire since in the interviewer may explain clearly the information needed. McMillan and Schumacher (1993) posit that qualitative research involves interviews that have open-ended questions to obtain data from participants on how individuals perceive their world and how they explain or make sense of the important events in their lives. In this research, the interview is considered to be a research tool designed with the definite purpose of gathering data by means of the spoken word through the use of a planned series of questions. In a qualitative approach, gestures play a pivotal role in bringing up perceptions especially when one fails to attach words for given scenarios.

Bless and Higson-Smith (2000), cite the following as the advantages of qualitative interviews: interviews actively involve the respondents in the research process thereby, empowering the respondents, allowing them free interaction between the interviewer and the interviewee , also allowing opportunities for clarification so that relevant data is captured as well as maximising description and discovery, and lastly, they offer researchers access to people's ideas, thoughts and memories in their own words or gestures, rather than in the words of the researcher.

The interviews were done with the School Administrators. These are office bearers with lot of paper work to do thus they preferred talking rather than writing. They were provided with interview guides prior to the interview to ensure preparedness. The researcher recorded voice data during interviews using the cell-phone recorder, before taking down notes of each interview to guard against viral corruption in the computer software.

### **3.4.2 Questionnaires**

This study also utilised questionnaires with regards to ECE teachers. According to Weijun (2008) questionnaire is a general term to include all techniques of data collection in which each person is asked to respond to the same set of questions in a predetermined order. The questionnaire is one indispensable means by which the opinions, behaviours and attitudes of respondents are converted to data. Questionnaires allow data collection from a number of informants in a single given moment and may not be biased. The questions were straight forward generally requiring short and specific answers. Questionnaires accounted for 12 respondents who are teachers selected from the four schools under for this study. The researcher made follow ups in trying to verify whether the respondents understood how to interpret and answer the questionnaires. The respondents strictly attended to their questions without the influence of the researcher, hence gathering reliable and correct information.

The main advantages of questionnaires is that they provide the respondents with anonymity and confidentiality. Hence they can write whatever they feel without fear. Also they are not time consuming, to draft cost effective and make data analysis fairly easy. The major disadvantages are that they are not flexible, reliability of answers is not certain due to very little information that maybe provided. Some questions may come up unattended as a result of respondents not, understanding the question, or better still, some respondents may use other people to respond on their behalf.

### **3.5 Data Presentation**

The data gathered in this study was both qualitative and quantitative thus some aspects were presented in a narrative and descriptive manner while other aspects of the data were presented in tables and charts. Each table or chart was however coupled by a brief description to enable everyone to have an appreciation from different points of view.

### **3.6 Data Analysis**

Both quantitative and qualitative techniques were used to analyse data. Since in this study, qualitative research was utilised mostly the data generated was presented by means of graphs and tables. The tool used for doing this was Statistical Package for Social Scientists (SPSS) (Pallant, 2005). This tool sought to establish patterns from the data and any relationships developed from the patterns to draw up conclusions based on the researched themes.

### **3.7 Data Collection Procedures Plan**

The cover letter from the Department of Education at Midlands State University that allows the researcher to carry out this study was sought. In an effort to observe issues of ethics, clearance to carry out the study was sought from the responsible authorities. The Ministry of education as the custodian of the education system of the country granted the right of entry to selected schools. A courtesy application was also made to the participating schools.

### **3.8 Research Ethical Consideration**

Ethical considerations are ways of being sensitive to and considering the right, duties and responsibilities of individuals who are participating in a research study in terms of their status, religion, race, ability and age Cohen, Manion and Morrison (2007). Ethics include showing respect for the human character. Thus, ethics is the moral principle of judging wrong or right actions of human beings. The three main ethical considerations concerned in an interview research method are outlined by Lankshear and Knobel (2004) as, informed consent, confidentiality and consequences of the interviews.

#### **3.8.1 Informed consent**

Luttrell (2010) posits informed consent as assuming the transparency of social and psychological reality that enables the researcher to provide full and accurate information about the research autonomous subjects who are able to make rational and informed choices. The researcher has to make know to the respondents all possible dangers and consequences likely to be involved in the research process, including unveiling the final draft to the respondents, if need be.

#### **3.8.2 Confidentiality**

Confidentiality relates to the researcher's responsibility to give assurance to the respondents and the way to keep secrets on the original information (Wendy, 2007). This is achieved by the researcher through promising the respondents that what has been discussed will be anonymous (Denscombe, 2007). For instance, in this study the participants did not write any names. However in face to face interview, the degree of anonymity will be reduced because of the nature of the open discussion (Wendy 2007). In this study the researcher did not take any videos, instead, recorded the voices only.

### **3.8.3 Consequences**

Consequences in research are sensitive issues in the research processes both with the participants and data (Cohen et al, 2007). It is of paramount importance to protect the participants, for example where sensitive issue have been revealed, readers of the research may want to know the source of the information. To curb this, the researcher was aware of the consequences the research might cause and as such, did not mention any names. The reason for doing this was to reduce any harm that could befall the respondents as well as protect the values and beliefs they stand for and represent (Cohen et al., 2005).

So to maintain the autonomy and beneficence of the respondents the researcher ensured that their consent was asked before starting the research. This was done by means of a consent form. The consent form clearly indicated what the research is asking for and how the respondents' identities will remain confidential and anonymous. To respect the rights and values of the respondents the researcher ensured pseudonyms are used for the respondents that way, respondent were able to express themselves freely.

### **3.9 Chapter summary**

This chapter looked in detail at the research design which are noted to be both qualitative and quantitative. The sampling procedure purposive sampling and the research instruments which included interviews and questionnaires were also disclosed. The section also pointed out the importance of ethical protocols. Therefore, with that ground work laid out, the next chapter will then show the data that was obtained using the research methodologies stated above.

## **CHAPTER 4**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.0 Introduction**

The previous chapter discussed the research design and methodology of this study. This chapter presents the results of the study from the questionnaires and interviews which were circulated and conducted by the researcher respectively. One questionnaire was constructed for selected ECD teachers in Hope Fountain Cluster. A total of 12 questionnaires were administered to this category of respondents. This was done to encourage respondents to participate as too many questions or open ended questions would have negatively affected the response rate. The data was then collated and tabulated into the statistical program SPSS following which the results were first tallied and then presented from tables, bar charts and pie charts. Furthermore, cross tabulations were employed to search for different relationships between the various variables.

#### **4.1 Presentation and Analysis of Findings**

##### **4.1.1 Section A: Demographic Data**

With a questionnaire as the principal research tool to gather data from the respondents, the first section was intended to gather demographic details on the background of the respondents. Frequency tables were used in analysing the data gathered from the respondents. Secondly the researcher also tried to establish the respondents' categories and the number of questionnaires distributed per each category. Thirdly it was also the researcher's view that the personal details of the respondents would be important to establish whether data gathered was from the correct respondents, this would help to enhance the reliability of the data and the research project as the correct respondents would have the most appropriate answers for this study. Table 4.1 below gives the distribution of teachers according to their age groups.



**Table 4.1 Showing Age of respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 31-40	1	8.3	8.3	8.3
41-50	5	41.7	41.7	50.0
50+	6	50.0	50.0	100.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary Data

**Fig 4.1 Showing Age of Respondents**

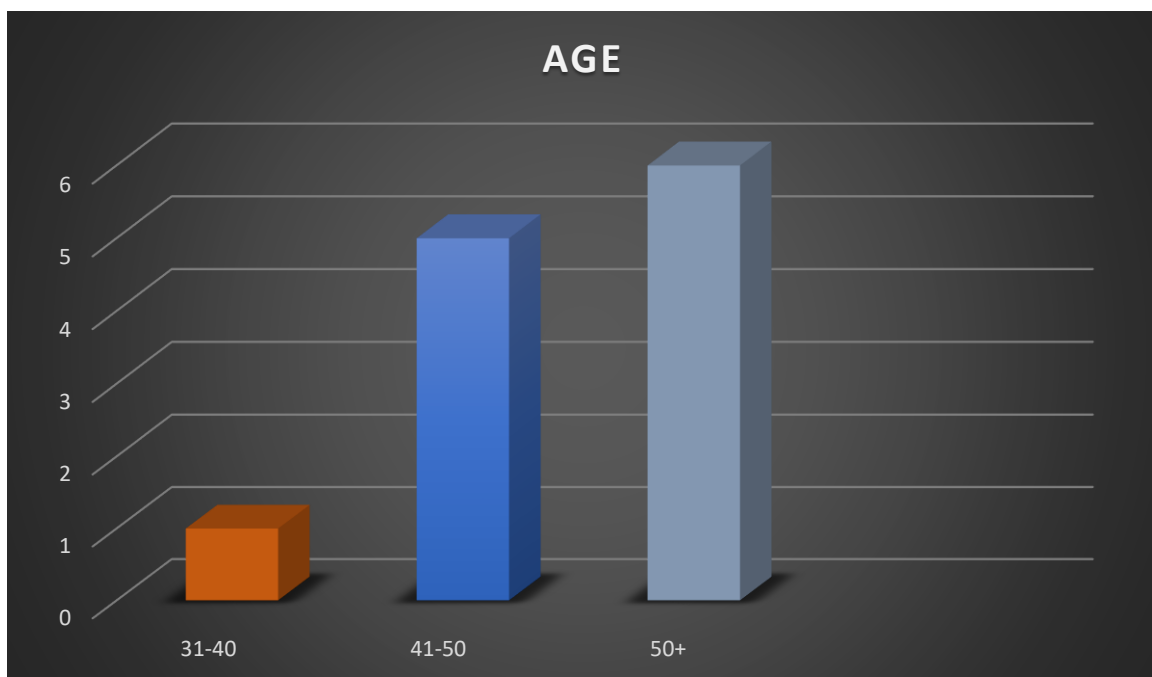


Table 4.1 together with figure 4.1 above give a diagrammatic analysis of the distribution of participants according to their age groups. Of the 12 teachers chosen in each school, 6 (50%) of them were aged above 50+, 5 (41.7%) were aged between 41-50 years old, and 1 (8.3%) aged between 31-40 years. It was important for the study to take cognisance of the participants' age, since the research is focusing on the perceptions of participants on inclusive learning.

Maturity is directly related to experience; thus the more a participant's is grown they get mature enough to know how to handle children of different backgrounds UNICEF (2011).

**Table 4.2 Showing Gender**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	3	25.0	25.0	25.0
Valid Female	9	75.0	75.0	100.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary Data

**Fig 4.2 Showing Gender of participants**

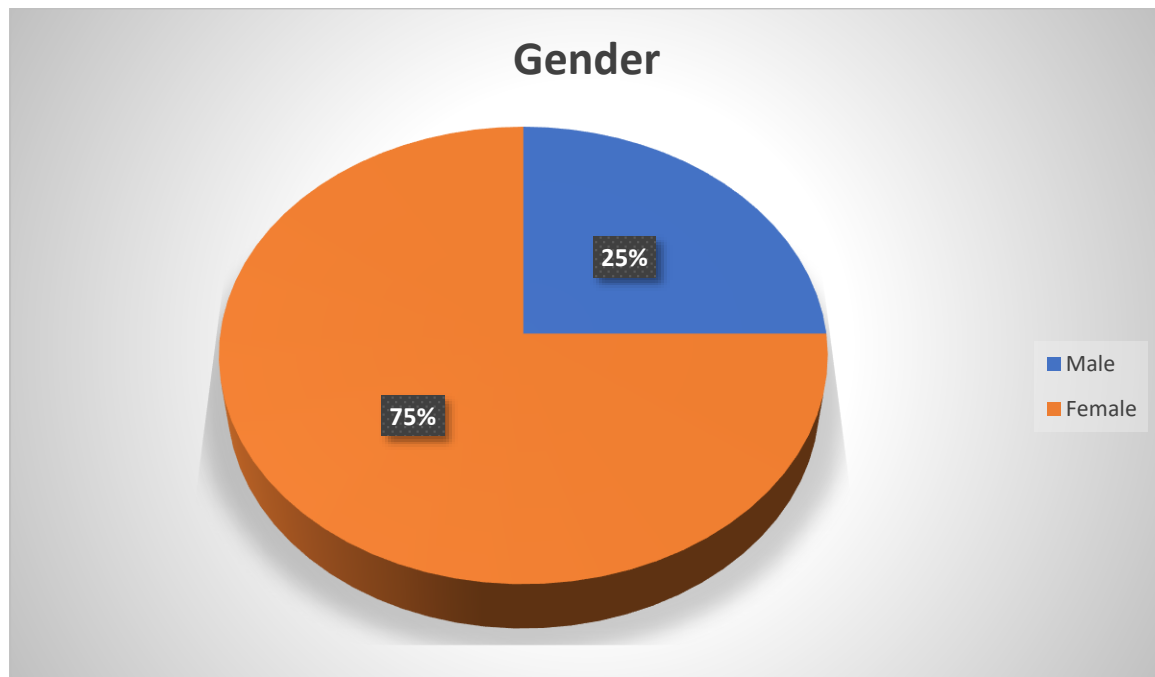


Table 4.2 and figure 4.2 above present the respondents' distribution according to gender. Of the 12 respondents, 9 (75%) of them were female respondents, whilst 3 (25%) of them were male respondents. When it comes to child care, culture believes women are child carers, disabled or not disabled (Mandina 2012). It was thus significant for the study to also take note of the gender of respondents, as teachers' views and perceptions may differ according to their gender.

**Table 4.3 Showing whether respondents have Special needs qualification**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	7	58.3	58.3	58.3
Valid No	5	41.6	41.6	100.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Primary Data**

Of the 12 respondents, 7 (58.3%) agreed to be having a qualification in special needs education, however 5 (41.7%) do not have the qualification. Taking note of whether teachers have that qualification was of utmost significance. Empirically, attitudes, beliefs and perceptions of teachers towards disability may differ according to the extent to which one is qualified to be able to know how to handle children with disabilities. The findings conform with Stoler (1992) who said earlier work by other scholars echoed that acceptance or resistance of inclusive education has closely linked to knowledge and experience of the teacher.

**Table 4.4 Showing whether their whole training of participants included any course relating to inclusive education**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	10	83.3	83.3	83.3
Valid No	2	16.7	16.7	100.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>100.0</b>	

**Source: Primary data**

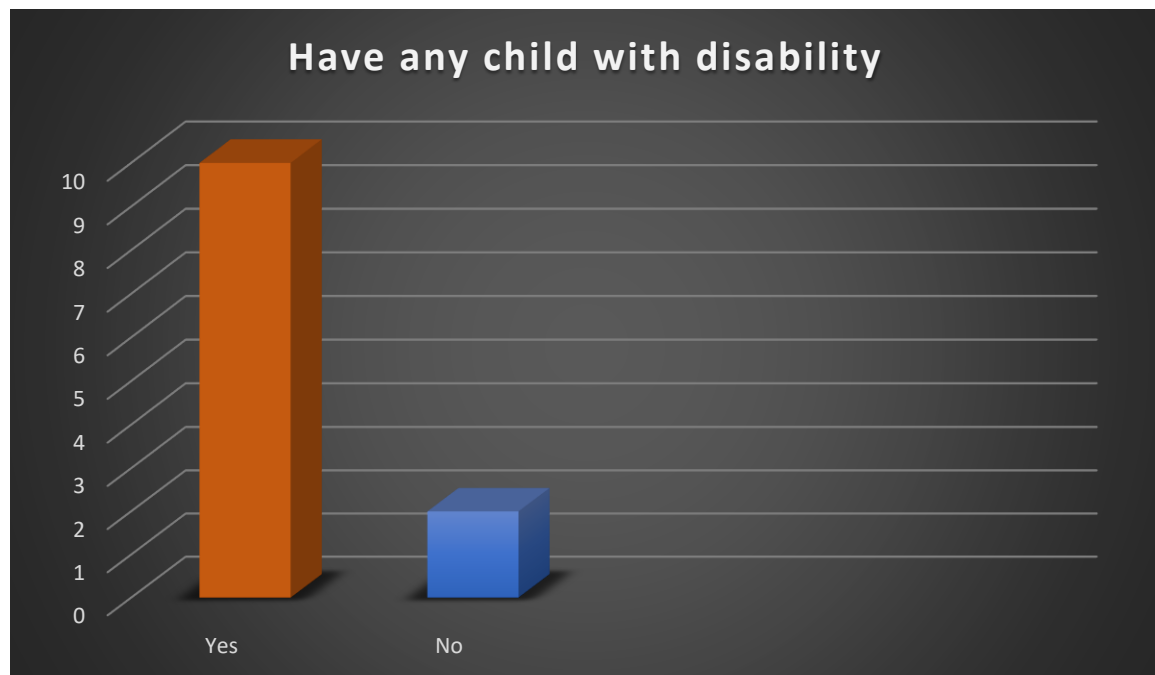
Of the 12 respondents, 10 (83.3%) agreed that during the course of training as a teacher, they did studies related to inclusive education, and only 2 (16.7%) of them did not do any course related to inclusive education. This was relevant in the sense that some inference in the curriculum in teacher training colleges can be derived. Moreover, teacher perceptions can be analysed with some form of validity in depth and length if most of the teachers are at least semi-qualified to handle impaired and disabled learners.

**Table 4.5 Showing whether the respondents have had any child with disability in class**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	11	91.7	91.7	91.7
Valid No	1	8.3	8.3	100.0
<b>Total</b>	<b>12</b>	<b>100.0</b>	<b>100.0</b>	

Source: Primary Data

**Fig 4.5 showing the number of respondents having children with disabilities in class**



Furthermore, the study took interest on whether respondents have had any experience with children with disability in class. From table 4.6 11 (91.7%) of the respondents have had children with disability in their class with only 1 (8.3%) of them having never had any child with disability in their class.

**4.1.2 Section B: Teachers’ responses on Implementation strategies of inclusive education in their schools**

When looking at inclusive education one has to keep in mind that the learner does not have to adapt to the school system. “The school or the education system has to change in order to meet the learning needs of all children in a given community” (Kisanji 1999, 34).

The study, thus, sought to find out if schools have implemented strategies that cater for inclusive education, using the information obtained from the classroom practitioners themselves.

**Table 4. 6 Showing Descriptive Statistics on the implementation strategies of inclusive education in primary school**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
The school has classroom/ resource room for children with disability	12	1.92	0.996
There is a special needs teacher specifically assigned/ trained for disability	12	1.50	1.000
The school provides resources for various disabilities	12	3.83	0.389
All ECD teachers with special needs learners attend development workshops	12	3.92	0.515
<b>Average Mean</b>	<b>12</b>	<b>3.2917</b>	<b>0.47474</b>

**Source: Primary Data**

The table above is an analysis that reflects to what extent the schools have implemented strategies of inclusive education. The mean value of 1.92, which is below the average mean of 3, 2917 implies disagreement. It shows that not all schools have classrooms or resource rooms for children with disability, those with these are less, as compared to those without. The standard deviation of 0.996, which is less than 1, indicates that responses are homogenous (similar) for all the teachers. In other words, teachers' responses are positively correlated. Tennant (2000) concur with the study where he says access to special education classroom is valuable to children with disabilities.

On the issue of a special needs teacher, the mean value of 1.50, reflects a disagree, showing that respondents concur that there is no special needs teacher specifically assigned or trained for disability in their schools. The standard deviation of 1.000, which is equally compares to 1, indicates a heterogeneous trait of responses, (varied), for all the teachers. This reflects that not all the schools disagreed, instead some agreed that there is a special needs teacher assigned for disability.

The mean values of 3.83 and 3.92 which implies acceptance, for whether the school provides resources for various disabilities, and whether all ECD teachers with special needs learners attend development workshops, respectively, show that teachers are in tandem with the notions above. The average mean value of 3.29, which is neutral, reflects that implementation processes have not been fully implemented or have they been implemented at all. It is clear, however, that not all strategies above have been put in place. Therefore, the study sought to find out the hindrances that have contributed to some strategies having not been fully implemented, and as such the next section presents the challenges faced towards fully implementing the strategies

**4.1.3 Section C: Challenges of the implementation strategies for inclusive education in primary schools in Hope Fountain Cluster**

**Table 4.7 Descriptive Statistics showing the challenges of the implementation strategies for inclusive education in primary schools in Hope fountain Cluster**

	N	Mean	Std. Deviation
12. Parents are not even able to provide for the education of normal children even under the universal basic education	12	3.08	1.240
13. Government has no definite strategy to search for and identify children not attending school whether normal or disabled	12	3.67	.651
14. Lack of adequate provision for the maintenance of early education centres	12	3.67	.651
15. Parents lack adequate information and guidance on available special education services;	12	3.58	.900
16. Some teachers are not professionally qualified for it	12	4.25	.866
17. As teachers try to adopt teaching methods and pace of different learners this may transform to negative attitude towards inclusive education	12	3.58	.900
18. Lack of educational psychologists or regular use of simple assessment tools making teachers unaware of the needs of learners	12	3.75	.754
19. learners with learning disabilities cannot receive quality support from their teachers because there is no time for teachers to sit down as a team to design strategies that best serve them	12	3.50	.798
<b>Average Mean</b>	<b>12</b>	<b>3.6354</b>	<b>.58011</b>

**Source: Primary Data**

The table above shows descriptive statistics on the challenges of the implementation on strategies for inclusive education in primary schools in Hope Fountain Cluster as purported by teachers. When the teachers were asked on whether parents are not even able to provide for the education of normal children even under the universal basic education, the mean value of 3.08 which is neutral, meant that somehow, the parents are not able to do that. The standard deviation of 1.240 which is more than 1, which means the responses were heterogeneous or (varied) implied not every teacher was sure towards that notion.

On whether government has no definite strategy to search for and identify children not attending school whether normal or disabled, the mean value of 3.67 (agree), meant teachers agreed that this was a challenge faced, and is a hindrance towards the implementation of inclusive education in primary schools of Hope Fountain Cluster.

Upon examining if lack of adequate provision for the maintenance of inclusive education centres, the mean value of 3.67 (agree), indicated that teachers agreed that lack of adequate provision for the maintenance of inclusive school is a hindrance towards the full implementation of the programme. The standard deviation of 0.651, which is less than 1, indicates homogenous responses among the teachers in Hope Fountain Cluster. This conforms to the finding by Chireshe (2011), the shortage of resources is an impediment to the implementation of inclusive education.

The mean values of 3.58, 4.25 and 3.58, for parents who lack adequate information and guidance on requirements for special education services; some teachers who are not professionally qualified for it and as teachers try to adopt teaching methods and pace of different learners this may transform to negative attitude towards inclusive education, respectively, show that teachers generally agreed that the above aspects are hindrances towards the full implementation of inclusive education. The standard deviations of 0.900, 0.866 and



0.900, which are less than 1, imply that there were homogenous responses (similar) to the notation on whether parents lack adequate information and guidance on available special education services; some teachers are not professionally qualified for it and as teachers try to adopt teaching methods and pace of different learners this may transform to negative attitude towards inclusive education.

The next mean values of 3.75 and 3.50 (agreed), on lack of educational psychologists, together with regular use of simple assessment tools making teachers unaware of the needs of learners respectively, show that teachers agreed that the aspects have made hindrances towards the full implementation of inclusive education. The standard deviation of 0.754 and 0.798, which is less than 1 indicates that there were homogenous responses (similar) as well.

#### **4.1.4 Section D: Teacher's perception on the implementation strategies for inclusive education in Hope Fountain Cluster**

According to Koay et al (2006), teachers are the pillar to the implementation of inclusive education as they are the ones on the main ground carrying out a myriad of tasks bestowed upon them. Therefore, their opinions and thoughts are of great benefit to note down. The table 4.8 below presents the teachers opinions on inclusive education.

**Table 4.8 Descriptive Statistics on the teachers perception on the implementation strategies for inclusive education in Hope Fountain Cluster**

	N	Mean	Std. Deviation
20. Because of the high teacher pupil ratio, teachers are left with no room to cater for children with disabilities	12	3.58	0.900
21. children with disabilities should be taught in special schools	12	4.42	1.240
22. Teachers are unsettled by the inclusion of children with disabilities in mainstream classes	12	2.33	0.888
23. It is so frustrating and upsetting to communicate with children with disabilities	12	2.58	1.311
24. There are no resources to cater for the special needs in an inclusive class this is frustrating	12	2.50	1.243
25. Needs are compromised as they cannot be identified because there is not enough time or expertise for that	12	3.78	0.793
26. Regular schools need to be fully equipped before enrolling children with disabilities.	12	3.67	0.888
27. Children with disabilities require extra time from the regular teacher.	12	3.67	0.888
28. Children with disabilities disrupt other students learning.	12	4.08	1.240
29. Teachers have to use a separate curriculum to cater for children with disabilities	12	3.75	0.622
<b>Average Mean</b>	<b>12</b>	<b>3.3667</b>	<b>0.60803</b>

**Source: Primary Data**

The mean value of 3.58 and 4.42 (agree), shows that majority of teachers agreed that because of high and teacher pupil ratio, teachers are left with no room to cater for children with disabilities, and that children with disabilities should be taught in special schools that address such issues. The standard deviation of 0.900 which is less than 1, indicating homogenous

responses (similar), means all most all the teacher was thinking on the same lines. The standard deviation of 1.24, which is more than 1 indicating heterogeneous responses (varied), shows that not all the teachers think children with disability should be taught in special schools.

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.

The mean value of 2.33 (disagree), on whether teachers are unsettled by the inclusion of children with disabilities in mainstream classes, shows that teachers disagreed on that notion. The standard deviation of 0.888, which is less than 1, shows homogenous responses, thus shows that all teachers had the same thought on that view.

The mean value of 2.58 (neutral), on whether there are not enough resources to cater for special needs learners in an inclusive class, means somehow the resources are not enough hence that being a challenge. The standard deviation of 1.243, which is more than 1, showing heterogeneous responses, however show that all teachers had different opinions.

Another challenge identified was needs are compromised and they cannot be identified because there is not enough time or expertise for that. This was modelled by a mean value of 3.78, which means teachers agreed that the above hindrances have been a challenge towards the full implementation of inclusive education. According to Gwala, (2006), teachers were frustrated with the unavailability of time and resources for planning together with supporting personnel in the provision of training of the staff in inclusive education.

The shortage of time for training and planning together has serious implications for the implementation of inclusive education in the classroom (Gwala, 2006). The implication here is that learners' needs are compromised and they cannot be identified or supported because teachers do not have the time or expertise to design their support programs.

The following mean value of 3.67 for both Regular schools on whether there is need for schools to be fully equipped before enrolling children with disabilities, and whether children with disabilities require extra time from the regular teacher, respectively, indicate that teachers agreed that the above themes have been a challenge in the implementation of inclusive education in mainstream schools. The standard deviation of 0.888, which is less than 1, shows homogenous responses, thereby indicating that all teachers had the same thought on that view.

Furthermore, when the teacher was asked on whether children with disabilities disrupt other students when learning, and if they used a separate curriculum to cater for children with disabilities, the mean values of 4.08 and 3.75 (agree) means that the teachers agreed that children with disabilities disrupt other learners and also need have a separate curriculum.

The findings show that teachers are of the opinion that for the strategies to be implemented there is a need for some aspects to be corrected for the strategies to be implemented, which are reducing the number of pupils in class, provision of resources, adjusting the curriculum to suit best the needs of the disabled and giving extra time for children with disabilities. Enrolling them in their regular schools, however, has serious implications, and lesson disruptions and thereby, disturbing the so called normal learners.

#### 4.1.5 Section E: Critical inputs needed to improve implementation strategies for inclusive education in Hope Fountain Cluster

The study sought to find out the critical inputs that are needed to improve implementation strategies for inclusive education in Hope Fountain Cluster.

**Table 4.9 Descriptive Statistics on the critical inputs needed to improve implementation strategies for inclusive education in Hope Fountain Cluster**

	N	Mean	Std. Deviation
30. Enrolling teacher trainees from diverse backgrounds	12	3.83	.389
31. empower teacher trainees with skills, competencies and attitudes of handling inclusion in schools after qualifying as teachers	12	3.58	.900
32. modifying teaching/learning strategies in the delivery of lectures in order to cater for all learners and their exceptional needs	12	3.58	.900
33. introduction of indigenous languages to assist the children with disabilities to understand something learnt in their mother tongue	12	4.00	.853
34. radical restructuring of schools as organizations, re-evaluation of the curriculum, and changes in pedagogical methodology	12	4.42	1.084
35. Well-structured curricula by the government which allow uniformity in provision	12	3.50	1.000
<b>Average mean</b>	<b>12</b>	<b>3.8452</b>	<b>.74719</b>

**Source: Primary Data**

The table above shows descriptive statistics on the inputs needed. The mean value of 3.83 (agree), means teachers agreed that enrolling teacher trainees from diverse backgrounds would help improve the implementation of the strategies. The standard deviation of 0.389, which is

less than 1, indicates that there were homogenous (similar), responses by teachers on that notion.

The mean value of 3.58 (agree), means that teachers generally agreed that empowering teacher trainees with skills, competencies and attitudes of handling inclusion in schools after qualifying as teachers and also modifying teaching/learning strategies in the delivery of lectures in order to cater for all learners and their exceptional needs, would help improve the implementation of the strategies. The standard deviation of 0.900, which is less than 1, indicates that there were homogenous (similar) responses by teachers on that notion.

The mean value of 4.00 (agree), means teachers agreed that introduction of indigenous languages to assist the children with disabilities to understand something learnt in their mother tongue would help improve the implementation of the strategies. The standard deviation of 0.853, which is less than 1, indicates that there were homogenous (similar) responses by teachers on that notion.

The next mean value of 4.42 (agree), suggests that teachers agreed that radical restructuring of schools as organizations, re-evaluation of the curriculum, and changes in pedagogical methodology would help improve the implementation of the strategies. The standard deviation of 1.084, which is more than 1, however indicates that there were heterogeneous (varied) responses by teachers on that notion. In other words, not all participants were of the same view.

The teachers were also asked if the government should re-structure this curriculum to promote allows uniformity in provision. The mean value of 3.50, indicates that teachers agreed that restructuring the curriculum would help improve the implementation of inclusive education.

The findings above show that the majority of teachers are of the perception that for inclusive education to be implemented a proper structuring of policies have to be put in place by the government and the relevant ministry in order to implement effective inclusive education. The

use of these strategies will help them to do better with inclusive education and disabled children. These become teacher expected minimum standards as a way to recognize that every child is different hence the approach should cater for them.

**What assessment criteria does your school use to assess children with disabilities? What are some things that you consider when assessing them?**

From this theme, it was observed that the majority of school are not inclusive schools. This was seen from the following responses;

*“We are a regular school, we have not implemented anything so far However we have some children with slight disabilities, like intellectually challenged and just a few who have hearing impairment. Nothing much has been done we try to treat them like normal children as we don’t have resources or capacity for catering for them’.*

*‘The type of assessment used now is different from the previous way of assessing students through fixed test and exams. Now we keep records of everything that the students do. We observe the teachers in different context like in the agriculture gardens, on the sports field as well as in the classroom. We keep records of everything that we see as important to be used for assessment.’*

**QUALITATIVE ANALYSIS**

The teachers in Charge and School heads were asked on inclusive education policies in their schools. Therefore, using qualitative approach the researcher sought to find out the Teacher in Charges and School Heads understanding of the inclusive education. In carrying out the research, the researcher wanted to find out in whether school heads understand what the policy on inclusive education is all about. In response to the interview question the following responses were obtained:

*“I do not know about the policy on inclusive education”*

*“The inclusive education is at our school, inclusive policy says that all children should be enrolled to schools nearest to them despite their race, ethnicity, disability and gender”*

*“In our school we enrol every child”*

*“There is no inclusive policy at our school, but I learnt of the policy”*

The responses from the school heads indicated that they are varied. Two of the school heads said that they do not know about the policy circular on inclusive education and they indicated that they have learnt of the policy but however they are not sure if it is there in their school. However, the other two said that they had the circular policy in their files. The other school head indicated that he did inclusive education at University and also received staff development courses at his former district.

The majority of respondents interviewed are aware of the policies but some schools have not yet implemented inclusive education in their schools, only one school has a clear policy on inclusive education. The case is strongly blamed on lack of policies or legislation which might force schools to implement inclusive education. Therefore, there is need for ensuring that circular policy number on inclusive education should be in every school for the school for its effective implementation.

More so, the TICs and the School Heads were asked of what they claim to be a disability in their schools. This helped the study in that from their views one would see whether they enrol disabled pupils or not. This is what came out of the response they gave:



*“These are learners who have a hindrance in one way or the other which prohibits them from functioning properly for example those who are blind” (TIC 1)*

*“It refers to learner who grasp concept at a slower rate than other” (TIC 2)*

*“Those who have lost function in one or more parts of the body and this hinders them from performing their responsibilities fully” (TIC3)*

*“Those who have lost function in one or more parts” (TIC4)*

From the responses the participants indicated the knowledge of the meaning of children with disabilities as referring to those children who encounter difficulties in three areas of functioning, namely physical, mental and echoed ground of functioning. This therefore, shows that children with disabilities are those children who lost function in one or more areas in their bodies.

TICs and S.H were asked their position when it comes to enrolling children with disabilities in their respective school. The first theme emerging from the data related to some lack of confidence. Some school heads indicated that the idea is not bad, but the, they lack confidence in doing so, owing to various reasons. This can be seen in the following narrative from one respondent:

*“We are not very confident because as it is, I do not know how to handle one with hearing impairment or those with pro-found disabilities.*

*“It’s difficult to enrol learners with disabilities I don’t have the expertise and the resources to handle most of the learners, there are some learners who have disabilities like the visually ‘impaired’ and ‘hearing impairment’ however these need Assistive devices for them to learn like audios and braille...”*

In addition, in conducting the research, the researcher wanted to find out how confident the schools in enrolling children with disabilities were. In responses to the question, the following were the responses of the school heads and TIC:

*“At my school we do not enrol them” (S.H 1)*

*“I make sure that we enrol pupils who do not have special need. More so, my school is not confined as there are no resources available to meet the needs of children with disabilities” (S.H 2)*

*“I can enrol children with disabilities in my school but I do not have necessary resources even the pathways are not proper because of the rocky terrain especially for those who are on wheel chairs” (S.H 3)*

*“I don’t have any problem in enrolling children with disabilities in fact we are practising inclusive education at my school” (S.H 4).*

The TICs alluded that,

*“Children can be enrolled in our school but there are barriers to their enrolment such as lack of equipment to suit their needs and universally designed infrastructure for them for example, ramps, rails” (TIC1)*

*“We have no confidence, as there are no resource, the school does not have enough facilities for example. Hearing aid toilets with ramps wheel chair” (TIC2)*

*“Confident enough and we are practising inclusivity and it helps learners to accept one another from a tender age” (TIC3).*

The responses of the administrators indicated that lack of resources was one major theme that came out as impediment to inclusive education. However, one school indicated that they are practising inclusion as it helps learners to accept one another from an early age. Therefore, the

participants illustrated that they needed more resources and assistance to curb the barriers which are hindering the implementation of inclusive education. Inclusive education is of paramount importance as it helps learners to accept, accommodate one another from a tender age.

The School Heads and Teacher in Charge were asked the facilities they have in their schools that promotes inclusive education and how effective are the facilities. Here are the responses that came out,

*“There are no facilities in place since the school separates lack of funding from the Government” (S.H1)*

*“Every term there is a teacher who attends a workshop on inclusive education and provides feedback to others it is very effective as other members of staff now understand the importance of inclusive education, we have almost all the facilities and also get donations from other stakeholders” (TIC 3)*

*“We have a toilet which caters for children on wheel chairs” (TIC2)*

*“No facilities at all therefore there is nothing effective as of now” (S.H2)*

From the responses the emerging theme was that resources plus resources makes effective inclusive education. Only one school from this study have the required resources and facilities for an effective inclusive education as indicated by TIC3. Generally, most of the schools do not have facilities for inclusive education some have the toilets hence these facilities are very important because they allow learners with disabilities to experience freedom in learning and also reduce the workload of the teacher.

Furthermore, the same respondents were asked whether they observe their teachers and what teaching the teachers use to teach the disabled. From the interviews the following

theme was derived, that most of the schools and teachers have lack of competency on teaching the disabled.

*“Yes, I observe them but I am not well versed with how they should teach disabled pupils” (TIC2)*

*“Yes but I am not aware of some of the strategies the teachers should use” (S.H2)*

*“Yes teachers are observed and they are doing a good job as one cannot see the difference between a normal pupil and a disabled one” (TIC3).*

The result indicates that most of the administrators do not have enough knowledge on strategies of inclusive education and it makes them to be resistant to inclusive education. This shows that it is difficult for one to accept learners with disabilities if they do not have the expertise which is very important as it helps one to handle such learners.

The study sought to identify the attitudes of administrators on inclusive education and also their beliefs and ideas about inclusive education. These were their responses,

*“Inclusive education is good because a child is a child no matter what disability he/she has that child has a right to education just like any child.” (TIC1)*

*“Inclusive education is good as it eliminates segregation” (TIC2)*

*“Inclusive education is good; the belief is that it enables all the needs of all the learners to be met within the inclusive setup regardless of the serenity of disabilities” (S.H1)*

*“I have a positive attitude towards inclusive education but I believe that there is need to include specialist’s teachers in their learning because one teacher cannot manage children with disabilities at the same time with normal ones considering the large numbers in classes. It is time consuming” (TIC3)*

One major theme that came out of the responses is that, proficiency, knowledge and flexibility is needed for one to deal with learners with disabilities so that the learners gain knowledge. Certain strategies will be vital for a teacher to fully teach children with disabilities. Hence, inclusive education is only possible through the strategies used to promote it. To find out the strategies that the schools used to promote inclusive education in terms of the curriculum, the researcher interviewed the administrators and below are their responses,

*“The school is trying to engage the parents and other stakeholders to bring the children with disabilities to school” (TIC1)*

*“Children with needs are being catered for by a specialist teacher to get the help that they require when learning” (S.H1)*

*“The school is holding staff development sessions to equip teachers with knowledge to promote inclusive education as all learners have to participate fully” (TIC2)*

*“All learners are given chances to choose their best area they are good at with the help of teachers” (S.H3)*

*“The involvement of Learners with disabilities in sports and competitions” (TIC3)*

*“We cannot enrol children with disabilities because the teachers do not have the specific knowledge and skills...specially to teach children who are blind and have hearing impairments.” (S.H4)*

*“The school facilities and resources are not enough for us to cater for them, as such it is hard for us to come up with the strategies to include them.” (S.H 2)*

*“We have developed policies in line with the Ministry on Special education. The school inspectors always come here, so we make sure our teachers plan their lessons*

*according to what the ministry expect. All the teachers use the official curriculum from the Department of Education to teach all children. Whether the child is clever or not clever, one curriculum is used to teach them all” (TIC4).*

In addition, School Heads and Teacher in Charge were asked whether they do in-services teachers attend, workshops or further training in teacher capacity building to promote the introduction of inclusive education policy. From the in-depth interviews the following theme was derived, that most school have not implemented inclusive education, however only one school has yet implanted it.

*“We are a regular school; we have not implemented anything so far” (S.H1)*

*“Yes, there has been some changes of late, some of the teachers were still in their old way of teaching, when these funded training opportunities were made available.” (TIC3)*

*“We lack confidence because we are not well versed with the instructional methodologies, quality and amount of work which we are supposed to offer the special needs learners. Those teachers who trained recently are of the view that pre-service training were not enough to prepare them for realities of teaching learners with a wide range of disabilities and behaviours” (S.H2).*

## **4.2 Discussion**

From the data that was presented and analyse above it is just to note that most of the data concurs with what other scholars have found out. Hence this section serves to concur, refute and add on what other researchers or from the literature that was found out in Chapter Two.

Peresuh (1999) found out that it is important for the Government to develop a sound and comprehensive national policy or legislation that will guarantee compliance by all stakeholders

in education. Ineffectiveness of policies can be disastrous in education as learners with special needs may be left out. This concurs with the data that was found above in this study.

Furthermore, the study concurs also with various scholars (Chireshe 2011, Mavundukure and Nyamande 2012) who found out that, the shortages of resources in schools to meet the special needs of disabled pupil's impediment to the implementation of inclusive education.

Teachers are concerned with non-acceptance of learners with disability by the so called normal children (Danne et al 2000). A learning environment that cannot be easily accessed by learners with disabilities does not produce successful inclusive education (Opertti and Brody 2011).

These views agree with the views that were found in this study. Jenjekwa, Tutoro and Runyowa, (2013), 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 the school. This view agrees with this study. Stoler (1992), Taylor, Richards Goldstein and Schilit (1997) found out that teacher's acceptance or resistance to inclusion of learners with disabilities in regular classrooms is closely linked to knowledge and experience. This is the same case with the teachers in this study as they lack knowledge and competency on how to teach children with disabilities. Another finding also was that the government has no definite strategy to identify children not attending school, and the schools do not have the capacity to do that especially in rural areas. Other findings showed that some teachers are not professionally qualified to teach children with special needs and as teachers try to adopt teaching methods and pace of different learners, this may transform in to negative attitude towards inclusive education. Chlabra et al (2010) argued that learners with learning disabilities need professional support and should be referred to specialists where necessary. Expertise and knowledge is needed for one to deal with learners with disabilities so that the learners gain knowledge. This also corresponds with the views in this study. Peters (2003) emphasises that adopting a whole school environment reduces the difficulties experienced in

inclusion while Naukkariner (2010) believes that creating a barrier free environment increases the capacity for learners with disability to experience freedom in learning. However, this study argues that, adequate resources and facilities can by far reduce the difficulties encounters with inclusive education in schools in Zimbabwe. The data showed that a majority of teachers are of the point that for inclusive education to be implemented a proper structuring of policies have to be put in place by the ministry in order to have effective inclusive education. The use of these strategies will help them to do better with inclusive education and disabled children.

### **4.3 Chapter summary**

The main objective of this chapter was to analyse and present results of the study. The focus of the study was to investigate the teachers' perceptions on the implementation of inclusive education policy in the regular school. The results from the data were grouped and presented into four major categories; the implementation strategies, challenges towards the implementation process, the teacher's views and opinions based on the challenges faced, and the critical inputs which can be put in place to alleviate challenges faced.

The next chapter give the summary, of the study the conclusion and recommendations arising from the research about the topic under review.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

The study was concerned with investigating the teachers' perceptions on the implementation of inclusive education in main stream schools. The themes of the study were as follows, Implementation strategies of inclusive education in primary schools, Challenges faced in the implementation of strategies for inclusive education. Teachers' perceptions on critical inputs needed to improve the implementation of strategies, and possible ways to overcome the challenges. The research instrument used in this case study were questionnaires and interview guides, with which data was extracted from the targeted 20 participants. The descriptive survey was found appropriate because the researcher used mailed questionnaires.

#### **5.1 Summary**

The purpose of the study was to examine the teachers' perception on inclusive education with regards to its implementation in four schools in Imbizo District Schools of Bulawayo Metropolitan province. The study involved four primary schools namely School A, School B, School C and School D. Participants were 12 full time teachers and 8 administrators. Their distribution are as follows: - four school heads and three acting heads and the rest were either senior teachers or teachers in general. The respondents were aged between 29years and 49 years. Their experience as teachers ranged from 2-23years service.

#### **5.2 Findings**

The following are the research findings;

Most teachers indicated that inclusive education strategies have not been implemented in their schools, although only one school has implemented the strategies in Imbizo District Schools, Bulawayo Metro Province. Some of the teachers argued that no strategies have yet been

implemented since there is no special needs teacher specifically assigned or trained for disabled children. The standard deviation however showed that there were differences in responses meaning, not all schools have not specifically assigned teachers to teach the disabled in their various schools.

Overall, not much implementation of strategies on inclusive education has been done in the Hope fountain schools of the Imbizo District Schools.

When the teachers were asked on the policy in place, some indicated they have learnt of the policy but however, they were not sure if it was being implemented in their school. The majority of the respondents in this case are aware of the policy but not sure if they have been implemented in their schools. Only one school indicated that it had a clear policy on inclusive education.

### **5.2.2 Challenges of the implementation strategies for inclusive education in primary schools in Hope Fountain Cluster**

The findings of the research on the challenges of the implementation strategies for inclusive education in primary schools in Hope fountain cluster were that, most teachers agreed that some parents are not reluctant allow their normal children to access education even under the universal basic education programme, and that government has no definite strategy to search for and identify children not attending school whether normal or disabled.

Evidence on lack of adequate provision for the maintenance of inclusive education centres informed that a majority of teachers perceived that this has been a challenge towards the full implementation of inclusive education.

The study also found out that parents lack adequate information and guidance on available special education services; some teachers are not professionally qualified to teach inclusive classes and as teachers try to adopt teaching methods and pace of different learners, this may

transform to negative attitudes towards inclusive education. Lastly, some indicated that lack of educational psychologists and regular use of simple assessment tools which makes teachers unaware of the needs of learners respectively, has been a challenge in the proper implementation of inclusive education.

### **5.2.3 Teachers' perceptions on the implementation of strategies for inclusive education the in Hope Fountain Cluster**

The findings of the study concerning the perceptions of teachers, showed that the high teacher pupil ratio in class has led to some teachers having a negative attitude towards inclusive education in main stream schools of Hope Fountain cluster. From teachers' perceptions, it was also found that inclusion of children with disabilities in mainstream classes does not unsettle teacher.

Another finding is that teachers felt that needs are compromised and they cannot be identified or supported for there is not enough time or expertise for that.

### **5.2.4 Critical inputs needed to improve implementation of strategies for inclusive education in Hope Fountain Cluster**

The study found out that the teacher concur that critical inputs are needed for the implementation of strategies for inclusive education. Teachers perceived that enrolling teacher trainees from diverse backgrounds, empowering teacher trainees with skills, competencies and attitudes of handling inclusion in schools after qualifying as teachers, modifying teaching or learning strategies in the delivery of lectures in order to cater for all learners and their exceptional needs are some of the key inputs required for the implementation of strategies for inclusive education. The teachers further cited that introduction of indigenous languages to assist the children with disabilities to understand something learnt in their mother tongue and radical restructuring of schools as organizations, re-evaluation of the curriculum, and changes

in pedagogical methodology as issues that need to be addressed to better implement inclusive education.

Another finding is that schools which have incorporated inclusive education already have some assessment criteria that they empty to assess performance of children with disabilities.

### **5.3 Conclusion**

The first objective was implementation of the strategies; the data from the results revealed that most schools have not fully implemented, nor have they implemented the strategies. However, not all school have not implemented the strategies for inclusive education, one school has so far put in place the inclusive strategies to cater for children with disability.

The second objective sought to find out the challenges that schools have faced in trying to implement the strategies. The findings showed that most parents were reluctant to provide for the education of normal children even under the universal basic education system. Another finding also was that the government has no definite strategy to identify children not attending school, and the schools do not have the capacity to do that especially in rural areas. Other findings showed that some teachers are not professionally qualified to teach children with disabilities and as teachers try to adopt teaching methods and pace of different learners this may lead to negative attitude towards inclusive education. Another challenge identified was needs are compromised and they cannot be identified or support because there is insufficient time or expertise for that.

The third aspect had to find out the teachers opinions and the findings showed that teachers are of the opinion that for the strategies to be implemented there is a need for some aspects to be rectified. There are reducing the number of pupils in class, provision of resources, adjusting the curriculum to suit best the needs of the disabled, giving extra time for children with disabilities and enrolling them in their regular schools.

Lastly the research sought to find out how the challenges they face can be addressed. The showed majority of teachers appeared to be of the view that for inclusive education to be implemented, there is need for proper structuring of policies by the government and ministry in order to have effective inclusive education. The use of these strategies will help them to do better with inclusive education and disabled children.

#### **5.4 Recommendations**

In view of the above conclusions it is recommended that;

##### **To the ministry**

The ministry designs a thorough training programme in disability and inclusive education in teachers colleges to ensure that teachers are equipped with knowledge and skills to handle and teach in inclusive classrooms. It should make sure teachers attend workshops and training programs that promote inclusive education in primary schools.

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

The ministry develops a flexible curriculum and assessment framework at national/local levels and empower teachers to make use of the flexibility in providing quality learning opportunities for all;

##### **To the school**

It was recognized that most of the learners were not given the essential help needed since teachers had no time. In this regards, schools are recommended to come up with inclusive programs such as co-teaching and collaboration to be used in the school. When they have established programs that support the teachers, work is shared, and all students stand to benefit.

The school has to initiate professional development programs at their school premises so that the teachers can be equipped with the necessary skills and knowledge regarding inclusion.

### **To the teachers**

It was also noticed that attitude played an important role in the progress of inclusive education. Positive attitudes promoted inclusion and negative attitudes hindered progress. Therefore, these situations signal the need for more awareness programs on inclusive education to be made available to all teachers through appropriate professional development practices.

Support should be given to all teachers to enable them to confront their attitudes and beliefs and recognize that diversity is the 'norm' in schools. They should accept that all learners – many of whom may require support for different reasons, at different times – are their responsibility. As such, it is recommended that teachers revise their attitudes and address all children as equals in their execution of daily duties in a loco parentis manner.

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

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**Appendix A: Interview guide teacher in Charge and School head**

1. Tell us about the inclusive education policy in your school and explain what is meant by children with disabilities?

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2. How confident are you in enrolling children with disabilities in your school?

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3. What are the facilities or procedure you have in your school that promotes inclusive education? How effective is it?

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4. What administrative practices, strategies ideas, (etc) that you use in your school promote inclusive education, or include every student to learn actively as much as possible? How did you learn about them?

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5. Are there any changes in in-services, workshops or further training as a result of the introduction of inclusive education policy?

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6. What strategies are used in your school promote inclusive education in terms of the curriculum?

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7. What assessment criteria does your school use to assess children with disabilities? What are some things that you consider when assessing them?

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Thank you.

## Appendix B: Questionnaire for Teachers

### MIDLANDS STATE UNIVERSITY



### Questionnaire for Teachers

My name is Nosizi Moyo, a BECE student in Early Childhood Development student at Midlands State University.

I am studying on the **TEACHERS' PERCEPTIONS ON THE IMPLEMENTATION OF INCLUSIVE EDUCATION AT ECE LEVEL IN PRIMARY SCHOOLS: A CASE OF A SELECTED SCHOOL IN THE HOPE FOUNTAIN CLUSTER.**

The survey is part of an important research project as part of the fulfillment of the Degree of my study.

It should be noted that participation in this survey is purely voluntary and you may choose not to participate at any one point during the process of the survey. You are assured that your responses will be given the confidentiality they deserve All surveys will be coded to ensure that the respondent's identity is not known.

Thank you for being part of this important survey

#### SECTION A: Demographic profile

##### 1. Age

- |       |        |
|-------|--------|
| 20-30 | [    ] |
| 31-40 | [    ] |
| 41-50 | [    ] |
| 50+   | [    ] |





**SECTION C: Which are the challenges of the implementation strategies for inclusive education in primary schools in Hope Fountain Cluster?**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>12. Parents are not even able to provide for the education of normal children even under the universal basic education</b>					
<b>13. Government has no definite strategy to search for and identify children not attending school whether normal or disabled</b>					
<b>14. Lack of adequate provision for the maintenance and early education centers</b>					
<b>15. Parents lack adequate information and guidance on available special education services;</b>					
<b>16. Some teachers are not professionally qualified for it</b>					
<b>17. As teachers try to adopt teaching methods and pace of different learners this may transform to negative attitude towards inclusive education</b>					
<b>18. Lack of educational psychologists or regular use of simple assessment tools making teachers unaware of the needs of learners</b>					
<b>19. learners with learning disabilities cannot receive quality support from their teachers because there is no time for teachers to sit down as a team to design strategies that best serve them</b>					

**SECTION D: How do the Teacher’s perceive the implementation strategies for inclusive education in Hope Fountain Cluster?**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>20. Because of the high teacher pupil ratio, teachers are left with no room to cater for children with disabilities</b>					
<b>21. children with disabilities should be taught in special schools</b>					
<b>22. Teachers disconcerted by the inclusion of children with disabilities in mainstream classes</b>					
<b>23. It’s so frustrating and upsetting to communicate with children with disabilities</b>					
<b>24. There are not resources to cater for the special needs in an inclusive class this is frustrating</b>					
<b>25. Needs are compromised and they cannot be identified or support because there is not enough time or expertise for that</b>					
<b>26. Regular schools need to be fully equipped before enrolling children with disabilities.</b>					
<b>27. Children with disabilities require extra time from the regular teacher.</b>					
<b>28. Children with disabilities disrupt other students learning.</b>					
<b>29. Teachers have to use a separate curriculum to cater for children with disabilities</b>					

**SECTION E: What are the critical inputs needed to improve implementation strategies for inclusive education in Hope Fountain Cluster?**

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>30. Enrolling teacher trainees from diverse backgrounds</b>					
<b>31. Empower teacher trainees with skills, competencies and attitudes of handling inclusion in schools after qualifying as teachers</b>					
<b>32. Modifying teaching/learning strategies in the delivery of lectures in order to cater for all learners and their exceptional needs</b>					
<b>33. Introduction of indigenous languages to assist the children with disabilities to understand somethings learnt in their mother tongue</b>					
<b>34. Radical restructuring of schools as organisations, re-evaluation of the curriculum, and changes in pedagogical methodology</b>					
<b>35. Well-structured curricula by the government which allow uniformity in provision</b>					
<b>36. Well-structured curricula by the government which allow supervision of special needs education in an inclusive set-up</b>					

**Thank you**

## **Appendix C: Clearance Letter**