

# MIDLANDS STATE UNIVERSITY



## FACULTY OF EDUCATION

### DEPARTMENT OF EDUCATIONAL FOUNDATIONS, MANAGEMENT AND CURRICULUM STUDIES

**Research Topic:** Challenges faced by school heads in the administration of inclusive education in primary schools in the Southern Stars Cluster of Bulawayo Central District.

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**Research project submitted in partial fulfilment of the requirements for a Bachelor of Education in Educational Management and Leadership Degree.**

**GWERU ZIMBABWE**

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## RELEASE FORM

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## Approval Form

The undersigned certify that they have read and recommend to the Midlands State University for acceptance of a dissertation entitled “Challenges faced by school heads in the administration of inclusive education in primary schools in the Southern Stars Cluster of Bulawayo Central District.

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## **Dedication**

This work is dedicated to my late father Pilate Patrick Malaba who is my source of inspiration. To my husband Hopewell T. Mafika, sons, Keane and Gary for their support.

## **Acknowledgements**

I wish to acknowledge the assistance and support I got from the following people who made it possible for this document to be put together. My sincere gratitude to my project supervisor Dr P. Bhebhe who guided, advised and encouraged me to complete this study by sacrificing his time for me to consult. I am also greatly indebted to my family, friends, colleagues at work who encouraged me and gave me all the support towards this study. My gratitude also goes to the Ministry of Primary and Secondary Education for granting me permission to carry out this research study in various schools. Lastly, to the schools inspector, school heads and deputy school heads who took part in this research for their time and help, which is greatly appreciated.

## **Declaration**

I, Malaba Kudzani, hereby declare that this project is my original work and affirm that it has not been submitted to any other University in support of an application for a degree.

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Supervisor..... Date.....2018

## **Abstract**

*The researcher was motivated by the way school heads administered inclusive education in primary schools. As a specialist teacher, the researcher had noted with concern how school heads administered inclusive education in various schools she had taught in. This compelled the researcher to come up with the topic: “Challenges faced by school heads in the administration of inclusive education in primary schools in the Southern Stars Cluster of Bulawayo Central District”. The study sought to find causes/reasons and solutions as to why inclusive education was a challenge to the heads to administer. The researcher reviewed related literature, gathered data from 5 school heads, 5 deputy school heads and a schools’ inspector. The data was presented, analysed and discussed. The study established that most of the school heads and their deputies did not have adequate professional qualifications in special needs education. Lack of adequate learning and teaching, human and financial resources impacted negatively on the administration of inclusive education. Challenges also included unfriendly infrastructure in schools, parental and teachers’ lack of knowledge and skills as major factors that hindered the administration of inclusive education. The above factors were fuelled by the government’s lack of commitment and follow up on policy implementation. It was therefore recommended that the government took the initiative in putting in place measures that would see schools introduce inclusive education at a regulated pace. School heads should also desist from running schools like their personal enterprises and be non-selective when enrolling learners. There should be involvement of parents, community and other stakeholders in the education sector for inclusive education to be fully administered.*

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## **Chapter One: The Research Problem**

### **1.0 Introduction**

Chapter One focused on the background to the study, statement of the problem, research questions, significance of the study, delimitations, limitations and a summary to the chapter was given.

During the early nineties, the concept of inclusion was embraced by Zimbabwe in response to the call by International Legal Frameworks to which Zimbabwe is signatory. This came about as a way of bridging the anomaly that saw the vulnerable, disadvantaged and learners with special educational needs being marginalised and denied appropriate educational services in the mainstream schools. Inclusive education welcomes, nurtures and educates all children regardless of their gender, physical intellectual, social, emotional, linguistic or other characteristics. It also understands the value of this diversity in the classroom set up. Inclusive education also takes steps to ensure that all learners, both boys and girls come to school.

In this write up, it must be noted that our schools are not user friendly and are a great impediment to inclusive education. It is hoped that removing these barriers can improve the administration of inclusive education in schools.

### **1.1 Background to the Study**

Several International Legal Frameworks that could help provide for all learners including those with special educational needs have been formulated over the years. These include The Jomtien World Declaration on Education for All, Thailand (1990), The UN Standard Rules on the Equalisation of Opportunities for Persons with Disabilities (1993), Dakar Framework (2000) and The Salamanca Statement and Framework for Action on Special Needs Education (UNESCO 1994) among others. Zimbabwe has embraced these legal frameworks to which it is signatory and has come up with policy related to

inclusive education (Chireshe 2013). The Education Act of 1996 and Zimbabwe Disabled Act of 1996 provide for non-discrimination in the provision for education and non-discrimination of people with disability in Zimbabwe, respectively. However, no follow up mechanisms to policy implementation have been put in place to ensure that these policies are fully adhered to.

The researcher has noted with concern that despite the above, inclusive education has not been seriously considered by many in educational circles. This has been evidenced by the way school administrations treat learners with special educational needs. There was also lack of follow up mechanisms to policy that enforced the implementation of inclusive education (Nyangairi 2016). School heads had a large responsibility of ensuring that inclusive education in primary schools was achieved, hence the need for this research.

The researcher's interest on the topic was aroused by the fact that having taught in various regular schools, heads of schools had shown a negative attitude towards learners with special educational needs as well as inclusion. The researcher also noted that most educators lacked knowledge in dealing with learners with disabilities. School heads and teachers believed that inclusion in schools would compromise academic results as most schools were result oriented.

According to Robinson and Silver (2016), there have been challenges on the acceptance of inclusive education in regular schools. The United Nations (UN) and its agencies have played a key role in establishing policy frameworks and legislation to support inclusive education. The UN declaration that gives all children the right to receive suitable education as a process to integrating learners with special education needs into the least restrictive environment was proclaimed. However, recent research has indicated that the UN declaration was a huge barrier in developing comprehensive inclusion in most school systems

(Rayner 2017). Most schools were just not prepared for inclusive education due to various obstacles.

From observations made by the researcher, there was lack of adequate financial, human, material learning and teaching resources, modified infrastructure and furniture in schools. There were no ramps for wheelchair users in most schools. Toilets and classrooms had single door entrances which made them inaccessible to wheelchair users. There were no rails in toilets for learners with physical challenges to hold on to. In support to the above, Mariga, McConkey and Myezwa (2014) explained that learners with disability were left with very little or no support to continue advancing their unique capabilities in such challenging learning environments.

The study was also intended to bring awareness to all stakeholders on challenges that hampered inclusive education. Special schools also needed to embrace inclusive education practices. They needed to enrol learners from the local environment despite their abilities or disabilities. The research was also aimed at bringing heads of schools, teachers, learners and parents to work together so that full administration, implementation and success of inclusive education could be achieved. It was also hoped that the findings and recommendations would help identify and remove barriers that hindered inclusive education.

## **1.2 Statement of the problem**

Although the 1990s saw the advent of inclusive education in Zimbabwe, very little has been achieved practically to spearhead its facilitation. Inclusive education in Zimbabwe seemed to exist in theory. Most school heads, teachers, parents, learners, policy makers and other stakeholders such as Non-Governmental Organisations, the corporate world, including those concerned with people living with disability and welfare's voices and pleas fell on deaf ears as far as government's stance was concerned. Learners with special

educational needs have been marginalised in terms of getting their basic right to education as regular school heads did not feel obliged to enrol them in their schools. They were treated as second class citizens by many. They refer them to special schools, resource units and special classes where they spend the rest of their school years.

Schools in the Southern Stars Cluster faced several barriers to inclusion. These barriers were but not limited to lack of government support, inadequate teaching and learning resources and disability unfriendly infrastructure. The researcher observed during the research that there was lack of government effort in terms of policy framework and legislation to guide the full implementation of inclusive education in primary schools. Lack of political will and support from educational planners, high teacher-pupil ratio, as some teachers managed classes with more than fifty learners. Due to lack of financial resources, classrooms were crowded and poorly furnished with both learners and teachers sharing teaching and learning materials.

The researcher also noted that there was low morale among teachers and school heads. This might have been due to lack of motivation which could have further led to resistance to new development processes such as the inclusive curriculum. Lack of expertise was also a negative contributing factor regarding inclusive education among teachers and school heads, which further created pressure in the execution of their duties. The issue of the new curriculum which was silent on inclusive education and special needs also posed a challenge.

### **1.3. Research Questions**

The following were the research question which guided the researcher throughout the study.

- 1.What is inclusive education?
- 2.What factors affect the administration of inclusive education?



3.What is government policy on inclusive education?

4.What are the challenges faced by school heads in the administration of inclusive education?

5.What is the attitude of school heads towards the administration of inclusive education?

6.What intervention strategies or measures can be put in place to deal with the challenge

#### **1.4. Significance of the study**

The study sought to assess challenges faced by school heads in the administration of inclusive education with emphasis to Southern Stars Cluster of Bulawayo Central District. The results of the study were aimed at being disseminated to various stakeholders within the Education Department. It was hoped that the study might contribute towards addressing challenges relating to competitive and successful administration of inclusive education. It was anticipated that this study would benefit the following:

##### **The Researcher**

The findings of the study would assist the researcher to widen her knowledge on the administration of inclusive education issues. The researcher would also gain experience on a wide range of topics related to the administration of inclusion throughout the research. The study would also be of benefit to the researcher as it was part of the coursework towards her attainment of the BEML degree.

##### **Educators**

The study would empower educators to improve their understanding and knowledge of inclusive education and its administration. School heads would be assisted by gaining an insight to improve their roles in the administration of inclusive education for the benefit of the learners, schools and society at large.

## **The Community**

The school as a community, as well as the parent and learner community would be assisted to work harmoniously towards full implementation of inclusive education to achieve educational goals.

## **Stakeholders**

The government, NGOs, support and pressure groups, the corporate world as well as welfare organisations were set to benefit from the study by making informed decisions on inclusive education. The findings and recommendations made in this study might be of use in influencing policy makers in adopting strategies that may improve the administration of inclusive education and making adjustments to the not so effective existing policies.

## **Future Research**

Other researchers would be theoretically assisted during their research on related topics as well as on the improvement of the findings of this study.

## **Learners**

The Study would benefit learners with disabilities as they would learn in the same environment, receive the same curriculum and use the same facilities within their environment rather than staying at home or going elsewhere to seek educational services.

## **1.5 Delimitations**

The study was conducted in the Bulawayo Metropolitan Province. The focus was on schools in the Southern Stars Cluster of the Bulawayo Central District which were A, B, C, D, E. The study dwelt on the challenges faced by school heads regarding inclusive education and its administration in primary schools.

## **1.6 Limitations**

Conducting the study in selected schools in all provinces in Zimbabwe would have been ideal, however due to various inhibiting factors such as time, cost, distribution of the questionnaire and hostility of the respondents, the study was limited to Southern Stars Cluster.

### **Time Factor**

The study was carried out concurrently with the researcher's busy schedule. Apart from being a student, the researcher was a full-time teacher who had to meet her daily duties at work. The researcher was also a house wife and parent who had to juggle her duties to make time for each activity.

### **Financial Resources**

Financial and technological resources were a huge setback as the researcher was not sponsored. Transport costs were incurred during the countless trips to consult the research supervisor. The researcher had to visit various libraries and internet cafes for research. This was done to access the internet and to download material for reviewing literature. Printing, photocopying and buying of stationery required a substantial amount of money. The researcher had to adjust her budget so that her financial obligations were met.

### **The Questionnaire**

Administering and collecting the questionnaire also proved to be irksome as the respondents were not forthcoming and willing to be engaged in the study. Some respondents did not complete the questionnaires on time. Some chose to answer part of the questionnaire and left some questions uncompleted.

## **Polarised Society**

Responses to questionnaires may have been compromised since the society we lived in is highly polarised. People were suspicious of strangers who went about gathering information. As a result, some responses might not be fully truthful.

### **1.7 Summary**

In this chapter, the introduction, background to the study and statement of the problem were articulated. The research questions which served as a guide throughout this research were formulated. The significance of the study highlighted mainly the provision of the feedback to the stakeholders in the education system on challenges faced by primary school heads in administering inclusive education. Delimitations and limitations of the study were pointed out. The next chapter dealt with the review of related literature.

## **Chapter Two: Review of Related Literature.**

### **2.0 Introduction**

This chapter provided a review of related literature that was key to the investigation into the challenges faced by school heads in the administration of inclusive education in primary schools in the Southern Stars Cluster of Bulawayo Central District. Literature review is a text written by somebody to consider the critical points of the current knowledge, including substantive findings as well as theoretical and methodological contributions to a particular topic Cooper (1998). A literature review is viewed by Creswell (2012), as a written summary of journal articles, books and other documents that describes the past and current state of information on the topic of your research study. According to Bhebhe (2015), a literature review is a critical and evaluative account of what has been published on a chosen topic. He goes on and says, the key objective that all reviews share is to provide a clear balanced picture of current leading concepts, theories and data relevant to the topic or matter that is the subject of study. Given the above view, the review of related literature therefore, examined in greater detail previous research that were either directly or indirectly related to the current study and drew application from previous research to the current study. The literature review also systematically arranged the literature into sub-topics.

The researcher noted that most of the literature available focused on the learners and teachers, meaning that there was lack of thorough literature on administration with regards to inclusive education in Zimbabwe. This might have resulted in fragmented and unhelpful efforts that led to the lack of improvement in educational outcomes for children living with disabilities. Lack of this literature in administration might have resulted in the delay, ineffective implementation of inclusive education and inadequate accommodation of the different learners with special educational needs in mainstream schools.

Inclusive education requires us to address barriers to learning, participation and administration. Administration barriers have been a major obstacle to the enjoyment of the right to education for children with special educational needs. School heads in Zimbabwean primary schools have experienced challenges in the implementation of the conditions necessary for inclusive education in their schools. Hence this research was focused on investigating the challenges and looking for solutions to them. The current chapter articulated the meaning of inclusive education and the position of the Zimbabwean policy on inclusive education. Furthermore, the challenges faced by school heads were discussed as well as the competences and plans and methods that could be implemented to enhance the administration of inclusive education.

## **2.1. Identification of relevant literature**

### **2.1.1. What is inclusive Education?**

Inclusive education is a process in education whereby the needs of individual learners are successfully and adequately met Willey (2017). Inclusive education indicates a thorough commitment to create regular schools which are inherently capable of educating learners including those with learning disabilities. It is an approach which appreciates diversity among learners and their unique educational needs. The approach centres its efforts on children who are vulnerable and prone to exclusion and marginalisation. McManus (2017), explains that inclusive education is when all students regardless of any challenges they may have, are placed in age appropriate general education classes that are in their own neighbourhood schools to receive high quality instruction, interventions and support that enables them to meet success in their core curriculum. Inclusive education, therefore, promotes the inclusion of learners with special educational needs within general mainstream school systems by putting all elements in place to ensure that they benefit from learning and realise their potential within their immediate environment.

UNESCO (2014) says that, inclusive education is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education. All learners have a fundamental right and ability to learn, irrespective of individual differences and needs. Children do not learn in the same way, but every child must be supported to reach their fullest potential. Successful inclusive education happens primarily through accepting, understanding and attending to learners' differences and diversity which can include the physical, cognitive, academic, social and emotional well-being (UNESCO 2014).

Inclusive education involves a human rights-based approach which recognises that there are barriers in society which must be removed to ensure that all learners realise their educational dreams. As a principle, inclusive education was adopted at the World Conference on Special Needs Education, Access to quality education, The Salamanca Statement. Spain (1994) and was restated at the World Education Forum (Dakar, Senegal 2000). According to Singh (2016), the Salamanca Statement implores governments to give the highest priority to making education systems inclusive and adopt the principle of inclusive education as a matter of policy. Signatories to the above policy frameworks have adopted statutes and formulated policies within their countries to fulfil their mandates. However, several member countries have failed to come up with concrete policies and legislative mechanisms that enforced inclusive education implementation.

Every child has a right to education. This right is guaranteed by the Universal Declaration of Human Rights, the Convention on the Rights of the Child, and other man-made treaties. It is now time to talk straight and ensure that these rights are upheld (Cahill 2010). However, he goes on to explain that, governments and the international community have failed to prioritise the

education of young learners with disabilities. The international community has failed to effectively monitor as well as to contribute towards the inclusivity in the primary schools.

### **2.1.2 Factors affecting the administration of inclusive education**

Bennet, Young and White (2016), state that, school leaders still have a negative attitude towards inclusion. This was mainly due to lack of knowledge in dealing with disabilities, lack of learning resources, support systems and infrastructure that catered for learners with special needs. The prevalence of negative attitudes among some educators was a result of certain inevitable factors which schools experienced in the administration of inclusive education. Recent research by Beacham and Rouse (2016) in Austria, concluded that qualifications, age, gender, experience and school resources were major influences of attitudes of the school heads towards inclusive education for learners with special education needs. It was the main factor to successful administration of inclusive education at the primary school level. School administrators with negative attitudes towards disability did not encourage the involvement and participation of all stakeholders of inclusive education. This negatively affected the administration of inclusive educations in primary schools.

Willey (2017) states that an awareness campaign was held in the United States of America on inclusive education. Primary school heads, learners, teachers, parents and stakeholders participated. The awareness campaign resulted in more positive attitudes towards learners with special educational needs. Willey (ibid) continues and says, the campaign on special needs overcame public prejudice and misinformation on learners with special educational needs and infused greater optimism and imagination about the capabilities of persons with special educational needs.

Furthermore, younger school heads were found to be more supportive of inclusion because they were well equipped with knowledge and skills that were



required. Their preparedness could also be a reason for their acceptance of inclusion. In his study, Willey (ibid) included the factor of gender in inclusive education and concluded that gender contributed to the significant differences in the way school heads administered inclusive education. Female school heads were found to be more receptive and better administrators of inclusive education.

Voyieu and Gurakwa (2014) in their study set out to test the degree to which Nigerian primary school heads were willing to admit learners with special educational needs into their schools and the belief that primary school heads were not willing to teach such learners in their ordinary classrooms. The findings of the study indicated that school heads were influenced by the nature of the special needs. School heads were more accepting of special needs learners if they were in contact with specialist educators who had been implementing inclusive programmes and showed more positive attitudes. Those who had a higher educational background held a more positive attitude than those who lacked such experience and were more confident in administering inclusive education.

Low budgetary allocations were viewed to be impediments to the administration of inclusive education in most primary schools (Mbibeh 2013). Comparably to the differences in learners' needs, budgets did not cater for the acquisition of teaching and learning materials for learners with special education needs. Materials such as headphones, braille machines, large print books, sign language books etc, are essential in schools for use by learners. Dart (2016) elaborated and said that lack of financial support in primary schools due to funds allocation restraints experienced by the school authorities were identified to be the main factor hindering the proper implementation of inclusive education. This implied that lack of funds within schools resulted in problems in the purchasing of other resources such as books, computers and

other forms of media that could assist in the administration of inclusive education within different classes in schools.

Wellman (2016) echoes the same sentiments and says that, it is reported that some primary school heads were rejecting some learners with special educational needs due to lack of resources in their schools. Budgetary constraints on the part of the South African Ministry of Basic Education and schools had created restrictions in the administration of inclusive education in most schools in South Africa. Urban and rural schools lacked the resources to engage in inclusive educational practices but prudently utilised the available resources. Primary schools were generally not disability friendly. Learners with wheel chairs found it difficult to move around the schools because some classrooms are on the second floor and there are no lifts.

One explanation for the above was that most of the budgetary allocations were spent on salaries. A small proportion was spent addressing real educational issues such as providing adequate school infrastructure, teaching and learning materials. The above has hindered the effective administration of inclusive education programmes in countries like Botswana, Namibia and South Africa.

Zimbabwe adopted an inclusive education system to address barriers to learning for learners with special educational needs. In Zimbabwe, inclusive education was considered after the realisation that approaches such as integration and institutionalisation did not reap desirable results. The former approaches were dogged by several problems such as lack of teaching and learning resources, lack of proper laid out policies to inform practices, poor administration and social repercussions such as isolation and stigmatisation of learners with special education needs. Nyangairi (2016) says that inclusive education seeks to create an environment that meets the needs of learners living with disability. This was a shift from the medical perspective or model that emphasised the impairment

or disability of a person. Notwithstanding that development, inclusion in Zimbabwe has not been fully embraced (Mafa 2014).

According to Mpofu (2016) the administration of inclusive education in Zimbabwe was affected by lack of infrastructural, human and material resources needed to meet the individual needs of learners with special educational needs. Inclusive education refers to the meeting of a learners' needs in mainstream classes. Inclusion indicates a thorough commitment by policy makers, educators and academics to create regular schools which are inherently capable of educating all learners. This entails a radical modification, restructuring of schools as organisations, re-evaluation of the curriculum and pedagogical methodologies to suit the needs of individual learners (Mafa 2014). However, the administration of inclusion in Zimbabwean classrooms presented challenges for teachers in primary schools.

### **2.1.3 Zimbabwean government policy on inclusive education**

In the Zimbabwean context, inclusive education involves the identification, minimisation or elimination of barriers to learners' participation in schools and the maximisation of resources to support learning. In keeping with international trends in education, Zimbabwe has made efforts to provide education for learners with special needs and has embraced inclusive education as a means by which learners with special educational needs should be educated (Constitution of Zimbabwe Amendment (No. 20) 2013). Although Zimbabwe does not have an inclusive education specific policy, it has inclusive education related policies such as the Educational Act of 1996 as amended, and the Disability Act of 1996 as previously alluded to. The political, socio-economic and educational transformation has affected education across the country. This has created a lot of challenges for school heads in the administration of inclusive education for learners with special educational needs in Zimbabwe's primary schools.

Inclusive education has never been given top priority in terms of enforcement unlike for example, Non-formal Education which has a policy.

Over the years, regular primary schools had been catering for learners who were regarded as “normal”. Special schools accommodated learners with specific behaviour problems, psychological, neurological and physiological shortcomings (Mafa 2014). Deriving its mandate from the United Nations Convention for the Rights of the Child, Zimbabwe’s education policy emphasised that education is a basic human right as enshrined in the Constitution of Zimbabwe (2013). Education should be accessible to all learners regardless of colour, race, gender, class, religion, disability, culture or sexual orientation. However, nowhere in the Acts and policies mentioned above has any commitment been made by government in providing inclusive education in any concrete way. Chimhenga (2017) elaborates and states that in the absence of any mandatory order stipulating the services to be provided, and by whom, where, there could be no meaningful educational services for learners with disabilities in Zimbabwe.

#### **2.1.4 Challenges faced by school heads in the administration of inclusive education in primary schools**

Challenges for school heads in the mainstream schools were unique. There was lack of education on disability, professional training for heads and teachers on methodologies of dealing with learners with special educational needs and shortages of infrastructure posed a lot of challenges for the effective administration of inclusive education. UNESCO (2011) explains that the challenges of creating education for all cannot be done by one school in isolation. Rather, it requires the active co-operation and participation of all schools within the district. Collaboration among schools would therefore ensure continuity in the education of learners with special educational needs. Sharing of expertise and ideas would also go beyond just sporting activities.

The Southern Stars cluster has not been spared by the challenges affecting the administration of inclusive education. This has been evidenced by the non-enrolment of learners with special educational needs in these mainstream schools. There was also a drop out of such learners from these schools as well. There have been reports of lack of resource materials and proper infrastructure that could facilitate the administration of inclusive education in primary schools. From the researcher's own experience, it was noted that not only peer teachers expressed frustration on the unavailability of time and resources. Support for teacher or personnel training and provisions for staff training in inclusive education was also lacking for administrators as well. Some school heads cited the curriculum, attitudes of parents and teachers, lack of parental and community involvement as impediments to inclusion. Lack of resources and inaccessible infrastructure were also cited as the main causes of challenges among many depending on various societies.

The Zimbabwe updated curriculum was silent on the needs of learners with special educational needs. It was not designed to be flexible. It tended to be content heavy and exam oriented. Nyahumba (2017) notes that the Zimbabwean curriculum tends to be rigid and excludes learners with special educational needs and marginalise them from mainstream education. However, it is not easy to limit the scope of inclusive education to the curriculum. As a result, designing teaching materials that cover learners' diverse needs and cultural backgrounds was a challenge. According to Makaru (2016), school leaders with adequate understanding of special educational needs were potentially more capable in administering inclusive education. He argues that school heads without inclusive education experience were apprehensive on having learners with special needs in their schools.

Research by Nyahumba (2017) has shown that parents' attitudes affected the success of inclusive education. However, their attitudes have been shown to be

more favourable when they could give input in the decision-making process concerning their children's education. Collaboration among educators, administrators, parents and learners could have a greater impact in addressing some challenges faced within the education system.

According to Makaru (ibid), lack of resources was viewed as a major challenge, especially with developing countries, affecting competitive administration of inclusive education. The availability of human and material resources at most primary schools were too low to support learning and teaching in local schools. Governments in turn, should improve the physical conditions of primary schools to create a conducive environment for those who could not be educated without modified infrastructure, learning and teaching materials. If inclusive education must be fully embraced, it would be necessary to physically restructure the schools to accommodate children with different needs in terms of classroom layout, special furniture, rails, ramps and other requirements. Without restructuring, mainstreaming would be meaningless and fruitless.

### **2.1.5 Intervention measures that can be put in place.**

For successful inclusive education, educators must be familiar with the process and its challenges. It was of paramount importance for teachers' knowledge, practical skills and their value systems to be developed and upgraded. There was need to establish a clear mandatory policy and legislative support that spells out the expectations and roles of stakeholders in the administration of inclusive education. Chireshe (2013) supports the above assertion and claims that inclusive education requires legislative and policy support. He goes on and says it also requires quality inclusive education training for teachers to enable them handle or manage these learners. The policy also needed to spell out how learners with special educational needs could be assisted financially. Adequate professional training of primary school heads and teachers should be

spearheaded as school heads were at the centre of getting things started. Heads also needed to be trained in administrative pedagogies that were child-centred.

A separate budget to cater for learners with special needs could be set aside by the government. The budgets could be used to address the diverse needs of learners and schools in terms of material and financial resources, equipment, teaching and learning resources and even for medical purposes, e.g. physiotherapy. There was need to cultivate and nurture positive attitudes towards the administration of inclusive education among stakeholders to foster its full implementation. Advocacy should be encouraged to carry out awareness campaigns as not all people were aware of inclusive practices.

## **2.2 Organisation of reviewed literature**

### **2.2.1 Inclusive education in various countries**

#### **2.2.1.1 India**

India is one of the countries with a very large population of people living with disability. The majority of the population live in abject poverty. Some are vulnerable and disadvantaged because of their caste and religion. It is a country faced with a multitude of problems in dealing with inclusive education due to their diverse and large population. In India for example, the number of people with disabilities is very large. Their problems are heterogeneous and the available resources so limited, and solid attitudes so catastrophic (Das, Kuyini and Desai 2015). It was envisaged that it was only legislation which could bring about a substantial change equitably. Singh (2018) explains that 80% of children in India were out of school and many of them were marginalised by dimensions such as poverty, gender, disability and caste. Education policies in India tended to be inclusive. However, attitudes reared their ugly heads among teachers. The curriculum needed a makeover to suit the needs of learners with special educational needs. The assessments and examinations were too rigid to suit individual needs. India has been faced by a lot of barriers to inclusive

education mainly due to its large population, diverse culture, faith, religion and caste.

The passage of the landmark legislation for people with disability, The People with Disability Act of 1995 ushered a new era in India. The major emphasis of this law was the inclusion and full participation of learners with disability in regular schools. It guaranteed non-discrimination and removal of barriers both physical and psychological to facilitate the inclusion of learners with special educational needs into regular schools Sanjeev and Kumar (2007). It also urged policy makers, educators, parents and other stakeholders and service providers to consider inclusive education. The acceptance of social justice, equity and school effectiveness reform literature from the West provided sound rationale for the inclusion of learners with special educational needs into mainstream education in India Chakraborti-Ghosh (2017).

However, despite the policies that have been put in place regarding inclusive education in India, the large population and its diverse culture made it difficult for inclusive education to fully take ground. Communities were poor, some areas were poorly funded and there was lack of financial and material resources to cater for the needs of learners. Most educators were not aware of inclusive practices. Inclusive education was viewed as an ongoing process (Madan and Sharma (2013). The concept of education for all in India has seen some affluent societies take great strides towards inclusion. Like Zimbabwe, India faced several challenges. Poverty, natural disasters, religion and faith, language, diversity and other negative factors that affect disability made it a huge challenge to fully administer inclusive education.

#### **2.2.1.2 Northern Ireland**

According to Hornby (2017), in Northern Ireland, inclusion has been a central educational issue for well over a quarter of a century. There has been continued emphasis worldwide on initiatives by government, higher education institutions



and schools that responded to the needs of learners and young people with learning disabilities or other disadvantages. Educators in the mainstream schools demonstrated commitment to the philosophy and practice of inclusion. However, they recognised persistent and varied constraints both within and beyond their schools. Bennet et al (2016) adds on and says that, school heads in the special education sector had a multiple role in providing for learners with the greatest need, reintegrating those on placements into their regular schools and offering out-reach support to mainstream colleagues.

A framework was established for inclusion through the education (Northern Ireland) Order (1996) and the Code of Practice on the Identification and Assessment of Special Educational Needs (DENI 1998) among others. Despite the move, during the last twenty years, the core questions remained as to whether such an environment from segregated provision to inclusion in the mainstream schools was appropriate Inclusive Education Framework (2011). Did it properly meet the needs of the learners' requirements? Northern Ireland still faced challenges as to how policies and practices were conceptualised and their realities for being applied in schools and classrooms needed to be considered.

### **2.2.1.3 Kenya**

Many countries in Africa have adopted inclusive education policies. In Kenya, commissions had been established to look into the education of handicapped persons and made recommendations for education for all. Emphasis had been placed on policy options from integration to inclusive schools that served all the children in a community (Wangari, 2015). Although the concept of special education had been around for over two decades, special educators in Kenya had not embraced the philosophy until the late nineties to the early 2000s Wamae and Kang'ethe-Kamau (2004).

The government of Kenya showed commitment to achieving education for all, for its citizens and providing education as a fundamental right to children. Inclusive education was one of the Kenyan government's strategies for achieving education for all. Inclusive education was documented in policy frameworks that resulted in the establishment of at least one special needs educational unit in every institution of learning by 2015. Okumbe (2017), posits that the responsibility of ensuring inclusive education in learning institutions rested with the teachers and school heads who were curriculum implementers. It was the government's policy to provide inclusive education to all the youth regardless of their abilities and disabilities because this would enhance educational opportunities for all. In his study, Onyango (2014) said that it was apparent that lack of training of teachers, parents and school heads and inspectors derailed inclusion of learners with special educational needs in regular schools because they lacked the necessary knowledge and skills to handle such issues.

#### **2.2.1.4 Ethiopia**

Like in other countries, inclusion in Ethiopia was not out of international agreements, particularly the Salamanca Statement. Mitika, Alemu and Mangsitu (2014) state that, the challenge to inclusive education were to meet the needs of all learners with and without disability in the regular classroom. It was not an easy process and requires a lot of perseverance commitment to overcome attitudinal and social barriers. Attitudes of the community towards persons with disability were some of the determining factors towards inclusive education. Mitika, Alemu and Mangsitu (ibid) continue and say that the challenge to inclusive education could be a result from attitudinal factors, resistance to change, rigid school systems and learning environments, lack of clear educational strategies, lack of instructional and learning materials and inadequate budgets.

The problems faced in Ethiopia were not unique to that country only. The country still had a long way to go in meeting its mandate of focusing on creating environments responsive to the different developmental capabilities, needs and potentials of all learners.

#### **2.2.1.5 Swaziland**

Swaziland has not been spared from inclusive education challenges either. According to Thwala (2015,) there were still challenges faced by teachers in the implementation of the inclusive education programme in primary schools in Swaziland. The Ministry of Education and Training declared that all children in the country should be admitted into the nearest community schools to access education regardless of ability or disability. This proved to be a challenge to schools as they were not ready for the upsurge in enrolments. Masuku (2010) cited barriers to inclusive education in Swaziland. Lack of trained personnel to manage inclusive classrooms, lack of funds and instructional material, among others were cited as barriers. The declaration by the Ministry forced teachers and school heads to accept learners into mainstream schools and made adaptations so that learners with disabilities learned without restrictions.

#### **2.2.1.6 Zimbabwe**

The administration of inclusive education had been hampered by various factors such as lack of financial and material resources, parental support, teachers' attitudes, skills and knowledge in modifying curriculum to meet the wide range of individual differences in learners. Lack of legislation seemed to be a major drawback in Zimbabwe for the full administration of inclusive education. In addition to the above, classrooms were small and congested. The teacher to pupil ratios were beyond expectation. Schools were already overwhelmed by policy requirements.

Both urban and rural schools in Zimbabwe faced similar problems as alluded to above. A few countries have taken great strides to enforce inclusive education.

However, in Zimbabwe, there were certain aspects that still existed among local communities. Stigmatisation and attitudes were the greatest barriers to inclusive education in schools. Plucking a leaf from developed countries which made inclusive education a priority, Zimbabwe could make great improvements on its education system. The government, educators, parents, learners and human rights groups needed to lobby for a law to be passed to make education not only compulsory, but for it to be a punishable offence to deny learners with special needs access to quality education.

Inclusive education means different and diverse learners learning side by side in the same classroom. It promotes respect among different learners, understanding of different abilities and cultures as learners play, share, learn and interact amongst themselves (UNESCO 2001). Schools are important places for children to develop friendships and learn social skills. It was therefore important that schools were transformed and run in a manner that encouraged inclusivity. School administrators should play a critical role in ensuring that the administration of inclusive education was effective and competent. However, the present education system was still heavily segregated and many learners with disabilities were still disadvantaged hence the need for the current study.

### **2.3 Summary**

An introduction to the chapter was given at the beginning of the chapter. A review of the related literature was presented. The identification of relevant literature was laid out in relation to the research questions which were presented as sub-headings to the write up. The organisation of related literature was linked to the problem by way of globally narrowing findings. The organisation of literature focused on the international, continental, regional and finally problems faced locally in Zimbabwe, where the study was conducted. The solutions that were used to overcome the problem were also articulated. The writer ended with this summary.

## **Chapter Three: Research Methodology**

### **3.0 Introduction**

This chapter focused on the research methodology. It was sub-divided into the following headings research design, population and sample, instrumentation ethical considerations, data collection procedures and data analysis plan. A brief definition and discussion of each sub-heading was given. A summary was given at the end of the chapter.

### **3.1 Research Design**

According Mafuwane (2005), a research design is a basic plan that guides the data collection and analysis phases of the research project. MacMillan and Schumacher (2001) define a research design as a plan for selecting subjects, research sites and data collection procedures to answer the research questions. In short, a research design is a conceptual structure within which research is conducted. It constitutes the blue print for the collection, measurement and analysis of data, Leedey and Ormond (2005). As such a research design includes an outline of what the researcher did from formulating the research questions, its operational implications to the final analysis of data (Kothari 2004). Its function is to ensure that the evidence obtained enables us to answer the initial questions as unambiguously as possible.

An exploratory case study was used in the current study to explore the challenges faced by school heads in the administration of inclusive education in primary schools in the Southern Stars Cluster. According to Dudovskiy (2017), exploratory case studies aim to find answers to the questions such as ‘what’ or ‘who.’ The question which this study sought to answer was ‘What challenges do school heads face when it comes to inclusive education administration in primary schools?’

The case study method enabled the researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects' study, which in the researcher's case was the Southern Stars Cluster. Case studies, in their true sense explore and investigate contemporary real life phenomenal. This is through detailed contextual analysis of a limited number of events or conditions and their relationships (Williams 2014).

### 3.2 Population and Sample

This selection described the study population, sampling techniques and the sample size.

#### 3.2.1 Population

When conducting research, the first step is to define the population to be studied in terms of its geographical, demographic and other boundaries to decide whether it should be fully or partially covered Johnson and Onwuegbuzie (2004). A study population therefore refers to the group about which the researcher wants to gain information and draw conclusions (Bold 2011). The study population for this research involved schools in the Southern Stars Cluster. The cluster had five primary schools. The population of the schools was as follows:

| Name of School  | Number of learners | Number of teachers | Number of school heads | Number of deputy school heads | Number of school inspectors |
|-----------------|--------------------|--------------------|------------------------|-------------------------------|-----------------------------|
| A               | 1275               | 36                 | 1                      | 1                             |                             |
| B               | 871                | 25                 | 1                      | 1                             |                             |
| C               | 1415               | 36                 | 1                      | 1                             |                             |
| D               | 1340               | 36                 | 1                      | 1                             |                             |
| E               | 60                 | 7                  | 1                      | 1                             |                             |
| District Office |                    |                    |                        |                               | 1                           |
| Total           | 4961               | 130                | 5                      | 5                             | 1                           |

### **3.2.2 Sample**

A sample size is the number of respondents who are required to participate in a study to ensure statistically valid conclusions (Saunders, Lewis and Thornhill, 2003). Mingers (2017) defines a sample as a group drawn from a larger population and used to estimate characteristics of the whole population. According to Robson (2002) sampling is defined as the procedure of selecting a given percentage of the population as a representative of the whole population. Mingers (ibid) says that, a sample is important in a research study as it leads to the production of accurate results. It is impractical and undesirable to study the whole population, hence, the need for a sample. The researcher considered this sample size as the optimum, that is; one that would accomplish the requirements of efficiency, representativeness, reliability and flexibility.

Judgemental sampling was used in selecting the study participants. This also involved the selection of key informants within the district. Key informants are people with the information or know how of what is being investigated. The researcher used judgemental sampling technique in this study. Muchengetwa (2005) defines judgemental sampling as a sampling procedure where expert opinion is used in the sample from the population elements. He goes on and says that, judgemental sampling is common when the sample to be used is to be very small, usually due to the expense of sampling. In this case, special skills were required to form a representative sub-set of the population.

The researcher selected school heads, deputy school heads and a schools inspector. These people were selected because they were in a better position to know about the administration of inclusive education. The sampled population was thus five school heads from five schools, five deputy school-heads and one schools inspector from Bulawayo Central District. The total sample was eleven. The schools were selected because of their proximity to each other. The schools

also formed a cluster out of the 18 primary schools which form part of Bulawayo Central District.

### **3.3 Instrumentation**

Instrumentation refers to the tools or means by which researchers attempt to measure variables or items of interest in the data collection process (Salkind 2010). Bitonio (2017) defines instrumentation as a process of constructing research instruments that could be used appropriately in gathering data for a study. Data was collected by use of questionnaires and interviews. The questionnaires were self-administered to the school heads and deputy school heads. An interview was carried out with the schools inspector. Questionnaires were given to the school heads and deputy school heads as they were easy to distribute. If a school head or school deputy head was found busy or out of office, the questionnaire was dropped off at the school and was to be collected later. Only one schools' inspector was going to be consulted, hence one questionnaire would not have been representative enough. An interview was less costly and less time consuming when conducted to one respondent rather than several. An interview guide was therefore prepared for the schools inspector.

Since the number of school heads was more than that of schools' inspectors the questionnaire was best suited to be used to this category to save time and costs. Questionnaires had to be photocopied, dropped off to the participants, allowed them enough time to fill them in and then collected later. However, for the interview, the researcher had to make an appointment with the schools' inspector and then conducted the interview on a later date.

#### **3.3.1 Questionnaire**

According to Chiromo (2006), a questionnaire is the most commonly used and abused data gathering instrument. He goes on to define a questionnaire as that



form of inquiry, which contains a systematically compiled and organised series of questions that are sent to the population samples.

A questionnaire was used to gather data. It was designed in such a way that allowed quantitative analysis of data. This would aid in coming up with some measure of statistical means and ranking of variables. A questionnaire was used to gather data from a sample of eleven participants, who were five school heads, five deputy school heads and a schools inspector. The questionnaire was made up of both open ended and close ended questions making it a semi-structured type of questionnaire. In open ended questions the researcher does not provide response options. The participants provide their own responses to questions; they supply the answer. In close ended questions the author provides a question followed by a limited number of response options (Creswell 2012). Prior to data collection, the instrument was pilot tested, and the researcher made all the necessary corrections and amendments. Respondents were also asked to justify their answers to close ended questions to increase the information quality in responses. Self-completion of questions formed part of confidentiality, which generated more reliable and valid information.

The advantages of a questionnaire which were the close ended questions allowed for open mindedness in finding the actual challenges of the administration of inclusive education. They were also economic in terms of time management and financial costs, mostly they were dropped off to the participants to fill them in and then picked up later.

Although this instrument was vital in data collection, several drawbacks were experienced. Two of the questionnaires were not fully completed for reasons unknown to the researcher. This negatively affected the response rate of the questionnaires. Out of the 10 questionnaires distributed all were returned. Due to the high work load and busy work schedule, some respondents gave their colleagues the questionnaires to complete on their behalf resulting in some

questionnaires being completed by some respondents without experience in school administration issues. At two schools, when the researcher went to collect the questionnaires, she was referred to some teachers who had completed part of section B and D of the questionnaire on behalf of the school heads.

### **Piloting**

Before the questionnaire was used to gather data, it was pre-tested on a similar population for content validity and construct validity. According to Creswell (ibid), piloting helps determine that the individuals in the sample can complete the survey and that they can understand the questions. The researcher pre-tested the questionnaire on ten participants and checked for any signs of hesitations, discomforts and misunderstanding of the questions. The pilot test was meant to gauge the clarity and effectiveness of the questionnaire.

Creswell (ibid) goes further and says, a pilot test of a questionnaire or interview survey is a procedure in which a researcher makes changes in an instrument, whereby participants in the pilot test provide written comments directly on the survey and the researcher modifies or changes the survey to reflect those concerns. The mini-survey was conducted in the same way and under similar conditions for the actual data collection. Necessary amendments and corrections were then made on the actual instrument. Recommendations from the pilot test were included in the questionnaires before being self-administered to respondents.

### **3.3.2 Interviews**

Generally, an interview is a direct method of obtaining information in a face to face situation. It is a unique research instrument that involves the collection of data thorough direct and verbal interaction between the researcher and the respondent. According to Cohen, Manion and Morrison (2007) an interview is one of the widely used and basic methods for obtaining quantitative data. Interviews are used to gather data from people about opinions, beliefs, and

feelings about situations in their own words. They enable participants to express how they regard situations from their own point of view. Interviews can be structured or semi-structured. According to Borg and Gall (2011) a structured interview is linked to the questionnaire, hence the possibility of using the questionnaire questions for the interviews. A structured interview is one in which the procedure to be followed is determined in advance. An interview guide was prepared in advance for a schools inspector on the basis of being one of the respondents who could give the researcher the information she wanted.

A one-on-one interview, which is a popular approach in educational research was used to collect data. The researcher asked questions and recorded answers from only one participant in the study. One-on-one interviews are ideal for interviewing participants who are not hesitant to speak, who are articulate, and who share ideas comfortably (Creswell *ibid*). A schools inspector was such. Questions asked were those covered in the questionnaire survey and other additional questions were incorporated to add value to the interviews. This was meant to manage the response errors, which otherwise would have arisen if the questionnaire approach alone had been employed in data collection. The researcher managed to set up an interview with the schools inspector. The interview was held at the Bulawayo Central District Offices. The researcher was given about thirty minutes to carry out the interview.

The interview enabled clarification on some questions that might have sounded ambiguous on the interview guide as the researcher had the opportunity to rephrase or elaborate on the questions for clarity. This improved the quality of responses as it gave a better understanding of the respondent on what was being really asked by the questions. They also created discussions of other questions that came up during the interview, but not included in the interview guide. The researcher was able to get instant responses from the respondent. In addition,

emotions and facial expressions were easily noted from the interview, unlike the questionnaires which were completed in the absence of the researcher.

Although benefits were derived from the interview, it had its fair share of shortcomings too. Interviewer and interviewee bias, as the researcher got confused by the nature of responses and questions asked by the interviewee that resulted in further distortions of the actual quality of data. The interview was time consuming. An appointment had to be made first before the actual interview was granted. This delayed the researcher as she had to wait for the day when the respondent would be available. As the researcher was interviewing her boss, she was forced to alter and make changes in the interview guide to suit the new situation. It also had a bearing on the researcher as she strove to impress on her boss that she had all the information at her finger tips as well as trying to leave a mark on the calibre of teachers that graced the schools under the schools inspector's jurisdiction.

### **3.4 Ethical Considerations**

Ethics basically refers to moral principles that govern a person's behaviour or conduct of an activity (Tuckman 2001). Ethics are the principles, values and beliefs that define what is right and wrong behaviour. Ethics imply preferences that influence behaviour in human relations. Quite often ethics go hand in hand with values which deal with issues pertaining to what is right or wrong and what is good and desirable (Babbie and Mouton 2001) From the onset, the research was fully explained to the respondents and they were assured that they would not be harmed since the study was purely for academic purposes only. The following ethical principles were highlighted:

### **3.4.1 Informed Consent**

According to Diener and Crandall (1978) cited in Cohen, Manion and Morrison (2007), informed consent refers to procedures in which individuals choose whether to participate in an investigation after being informed about the facts that would be likely to influence their decisions. The participants were given enough information so that they could make voluntary informed decisions about whether to participate in the current study as well as to continue participating. Firstly, the researcher introduced herself to the respondents. She then clearly spelt out the purpose of the study and procedures to be undergone to each respondent. The participants were fully informed about their rights; to refuse to take part or to withdraw from the study once the research had begun. Respondents were also informed that they must participate willingly. Since the researcher was not sponsored to carry out the research, she informed the respondents that they would not be paid for taking part in the study. Informed consent letters were signed.

### **3.4.2 Anonymity**

Anonymity is that, information provided by participants should in no way reveal their identity. Ary, Jacobs, Sorenson and Razavieh (2010) refer to anonymity as, the process of protecting the identity of specific individuals. No identification is attached to the data obtained and not even the researcher knows who has contributed data. The researcher instructed the respondents not to write their names, addresses or any form of identification on the questionnaires to remain anonymous. She further assured the respondents that their identities would not be revealed in anyway in the study. The researcher kept names of schools and respondents unknown for ethical reasons. Schools were identified by letters of the alphabet. e.g. school A.

### **3.4.3 Confidentiality/Privacy**

Confidentiality refers to the process of keeping the information obtained from an individual during a study secret and private. (Ary, et al, *ibid*). Right to

privacy means a person has the right not to take part in the research, not to answer questions, phone calls, e-mails, not to be interviewed, not have their homes intruded into and to engage in private behaviour in their own private place without fear of being observed (Cohen, et al, *ibid*). It was important to protect the privacy and confidentiality of individuals who participated in the study. Confidentiality was observed through keeping what participants told the researcher in confidence. Privacy was upheld when the researcher kept in private what she saw, for example, in the participants' offices, the way they dressed, their qualifications and their knowledge on the topic of study. The researcher assured the participants that all the data collected, observations made, and personal information would be kept confidential and private.

#### **3.4.4 Protection from harm**

Since there was need for confidentiality to protect respondents' identity, the non-publishing of names, contact, and personal details helped to protect respondents from possible harm. Respondents were assured of protection from harm, as no one, not even the researcher could link the findings of the study to the respondents. In the case of the current study, some respondents were hesitant that they might reveal information that might put their jobs at stake, but the researcher assured them of safety and that the study being carried out was strictly for academic purposes only and no one would be harmed for contributing to it.

#### **3.4.5 Honesty**

Honesty is one important moral value of research. It is regarded as a social responsibility. The researcher gave all the correct information to the respondents about the intentions to the respondents and on how data obtained would be used to ensure honesty. She went on to kindly inform the respondents about the importance of truthful responses in the study.

### **3.5 Data collection procedures**

Literature indicates that the process of gaining access to enter a research site and getting permission to select subjects is viewed as a vital aspect of research. Cohen et al (ibid) (2007) state that the relevance of the principle of informed consent becomes apparent at the initial stage of the research project that access to the institution or organisation where the research is to be conducted and the acceptance by those whose permission one needs before embarking on a task. In this study, preparations to seek permission to conduct the study were dealt with well ahead of the date of commencement of the actual study.

The researcher got an introductory letter from the Midlands State University. The researcher then wrote an accompanying letter to the Bulawayo Metropolitan Province Education Offices asking for permission to carry out research in some schools in Bulawayo Central District. The accompanying letter stated the research topic, the names of schools the researcher intended to carry out the research from, as well as the period the researcher intended to carry out the study. The Provincial Office granted permission by giving the researcher a letter which allowed her to visit schools she intended to carry out the research from. The letter was presented to every school head who was visited by the researcher, as a way of introducing herself and paving way for free participation by the respondents. The researcher then went on from school A to school E distributing questionnaires for school heads and deputy school heads. The questionnaires were dropped off at each school by the researcher in person to be then collected later at an agreed date.

The researcher also visited the District Education offices and sought for an interview with the schools inspector. An appointment was made for when the face to face interview was to take place. An interview guide with questions to be asked had been prepared in advance.

### **3.6 Data Analysis Plan**

Due to the nature of the research study topic, both quantitative and qualitative data analysis were used to analyse the findings which had been gathered in the research. Data was explored through reading each of the responses in the questionnaires and those from the interview. Data collected from respondents was translated into numerical values which represented the frequencies for the responses obtained from the questionnaires administered and the personal interview held by the researcher. The simplified data was presented using tables, bar graphs and pie charts. These frequencies were then represented in percentage scores for each response to the area of focus specified on the questionnaire.

### **3.7 Summary**

The chapter highlighted how the research study was undertaken by showing the research design adopted, the study population and the sampling techniques used for this research. The questionnaire and interview were discussed under instrumentation. Ethical considerations which were an invaluable guide to conducting acceptable educational research were explained. The researcher also gave a brief layout of the data collection analysis plan. This summary closed the chapter. The next chapter focuses on data analysis.



## Chapter Four: Data Presentation, Analysis and Discussion

### 4.0 Introduction

This chapter focused on the presentation of data using tables, graphs and pie charts as mentioned in chapter three. The chapter also concentrated on the analysis and discussion of the data collected. The collected data revolved around the research topic and research questions. A summary was given at the end of the chapter.

### 4.1 Presentation and analysis of findings

**Table 4.1.1**

**N = 11**

| Category            | Instrument    | Sample Size | Response  | Size |
|---------------------|---------------|-------------|-----------|------|
|                     |               |             | Frequency | %    |
| School Heads        | Questionnaire | 5           | 5         | 100  |
| Deputy School Heads | Questionnaire | 5           | 5         | 100  |
| Schools Inspector   | Interview     | 1           | 1         | 100  |

Out of the ten questionnaires distributed to each category of the school heads and deputy school heads, five (100%) were returned for both respondents in each category. A high response from both the school heads and deputy school heads showed high enthusiasm on the topic. Overall, the high response rate indicated eagerness among respondents across all categories and this could have had a positive impact on the reliability and validity of information they gave for the study. One interview was successfully carried out.

#### 4.1.1 Demographic Details

**Table 4.1.2 Respondents' age in years**

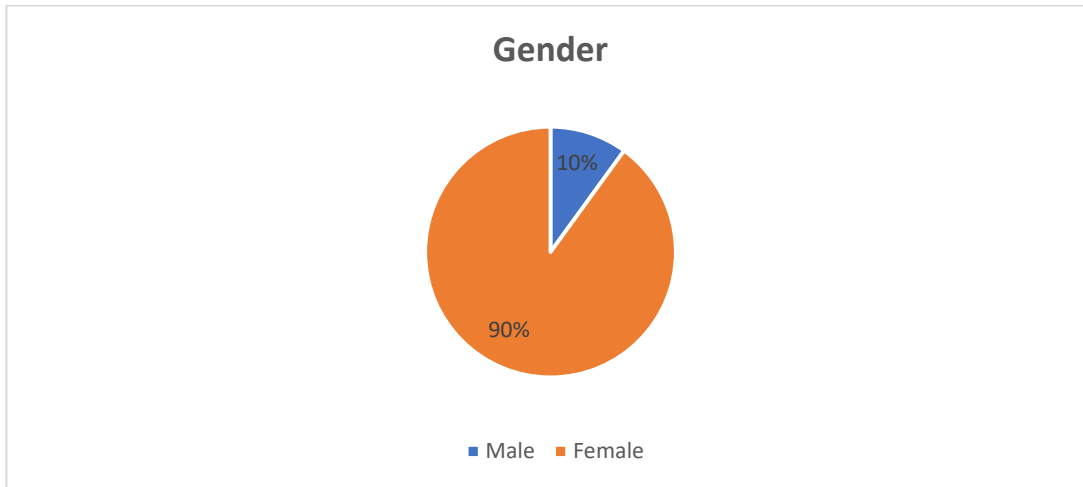
**N=10**

| Age in Years | School Heads |     | Deputy School Heads |     |
|--------------|--------------|-----|---------------------|-----|
|              | Frequency    | %   | Frequency           | %   |
| Below 21     | 0            | 0   | 0                   | 0   |
| 21-30        | 0            | 0   | 0                   | 0   |
| 31-40        | 0            | 0   | 1                   | 20  |
| 41-50        | 2            | 40  | 2                   | 40  |
| 51-60        | 2            | 40  | 1                   | 20  |
| Over 60      | 1            | 20  | 1                   | 20  |
| Total        | 5            | 100 | 5                   | 100 |

In table 4.1.2 above, 2 (40%) of the respondents in the school heads category were aged between 41 and 50 years. Another 2 (40%) were aged between 51 and 60 years and 1 (20%) was aged above 60 years. In the deputy school heads category, 1 (20%) of the respondents were aged between 31 and 40 years, 2 (40%) were aged between 41 and 50 years, 1 (20%) was aged between 51 and 60 years and another 1 (20%) was aged over 60 years. None of the respondents were aged below 31 years.

**Figure 4.1.1 Gender**

**N = 10**



In figure 4.1.1 above, 9 (90%) of the respondents were female and 1 (10%) was male. This showed that most school heads were female.

**Figure 4.1.2 Work Experience in Administration**

**N=10**

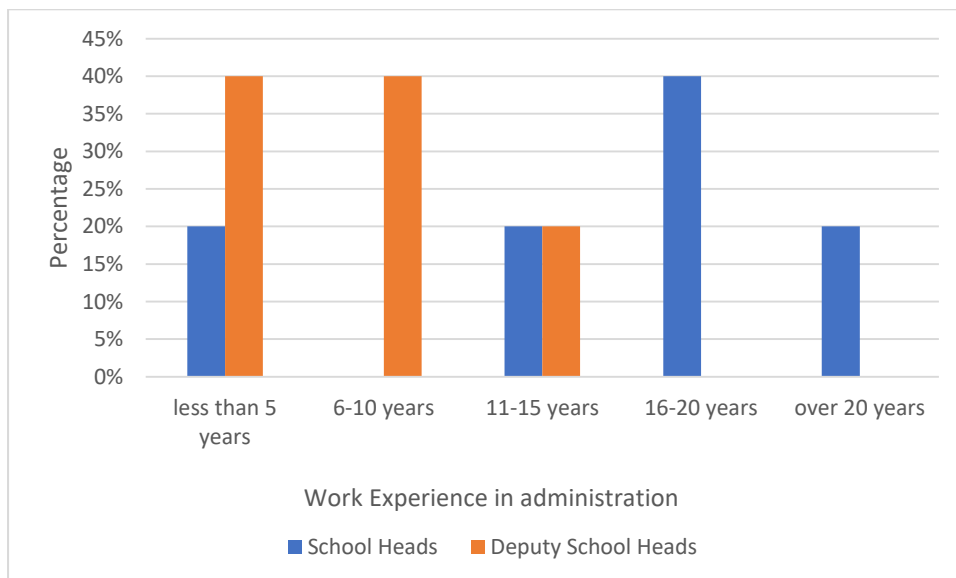


Figure 4.1.2 shows that 1 (20%) of the respondents in the school heads category had less than 5 years experience in administration and 2 (40%) of the deputy school heads had less than 5 years experience in office. 2 (40%) of the deputy

heads had between 6 and 10 years experience. An equal number of both school heads and deputy school heads, which was 1 (20%), had between 11 and 15 years experience in administration. Another 2 (40%) of the school heads had between 16 and 20 years experience while the remainder, 1(20%) had over 20 years experience in administration.

**Table 4.1.3 Highest Level of Education**

**N = 10**

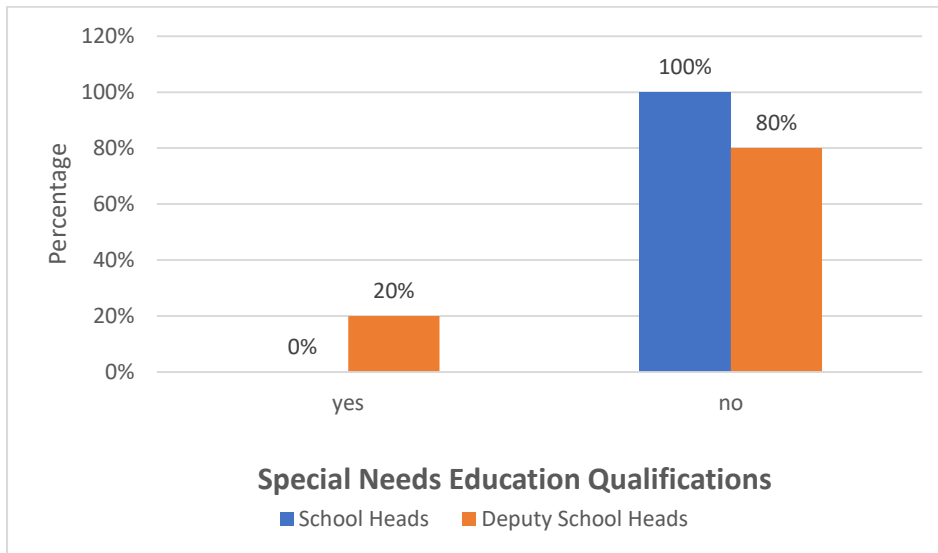
| Qualification             | School Heads |     | Deputy School Heads |     |
|---------------------------|--------------|-----|---------------------|-----|
|                           | Frequency    | %   | Frequency           | %   |
| Certificate in Education. | 1            | 20  | 0                   | 0   |
| Diploma in Education      | 0            | 0   | 0                   | 0   |
| Degree                    | 2            | 40  | 3                   | 60  |
| Master's Degree           | 2            | 40  | 2                   | 40  |
| Other                     | 0            | 0   | 0                   | 0   |
| Total                     | 5            | 100 | 5                   | 100 |

The study sought to find out the highest level of qualifications of the respondents. Table 4.1.3 above, indicates that in the school heads category, 2 (40%) held degrees and another 2 (40%) held master's degrees, while 1 (20%) was a holder of a certificate in education. In the deputy heads category, 3 (60%) of the respondents held degrees and the remaining 2 (40%) held master's

degrees as their highest level of qualifications. This shows that the school administrators had requisite qualifications to hold office.

**Figure 4.1.3 Special Needs Education Qualifications**

**N = 10**



In figure 4.1.3 above, 5 (100%) of the respondents in the school heads category and 4 (80%) of the deputy school heads did not have any qualification in special needs education. Only 1 (20%) of the respondents in the deputy school heads category was a holder of a degree in special needs education. This signifies that most of the administrators lacked professional knowledge in Special Needs Education.

#### 4.1.2 Factors Affecting the Adm

#### inistration of Inclusive Education

**Table 4.1.4 Whether inclusive education is effective.**

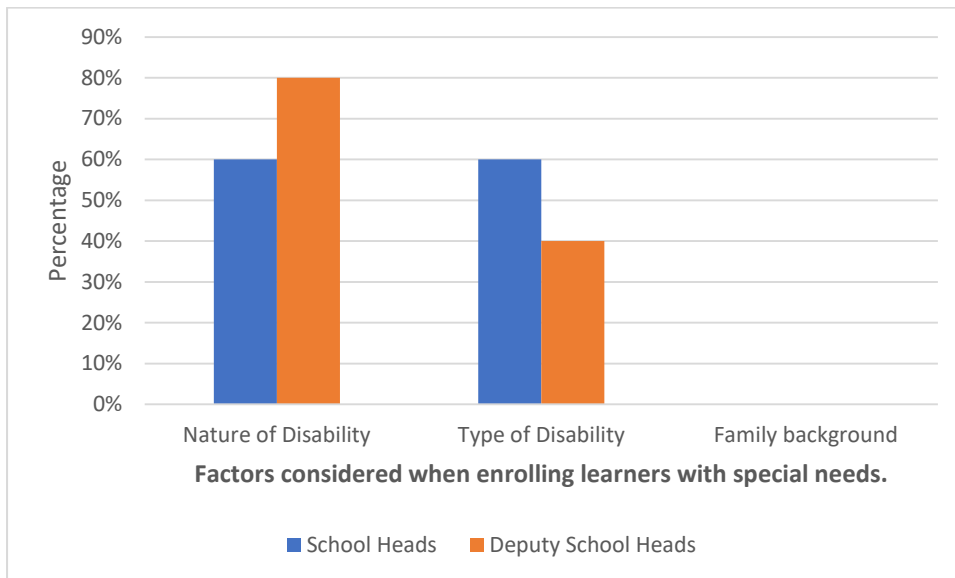
**N=10**

| Response | School Heads |     | Deputy School Heads |     |
|----------|--------------|-----|---------------------|-----|
|          | Frequency    | %   | Frequency           | %   |
| Yes      | 5            | 100 | 4                   | 80  |
| No       | 0            | 0   | 1                   | 20  |
| Total    | 5            | 100 | 5                   | 100 |

The above variable sought to find out from the respondents whether inclusive education was effective. Most of the respondents across both categories agreed to this notion. 5 (100%) of the respondents in the school heads category and 4 (80%) of the deputy school heads agreed that inclusive education was effective. They cited that inclusive education was effective because it did not promote discrimination among learners with and without disabilities. 1 (20%) of the respondents in the deputy school heads category stated that lack of adapted infrastructure and resources made inclusive education ineffective. Such a scenario might have been due to lack of qualifications and knowledge in special needs education by the majority of the respondents.

**Figure 4.1.4 Factors considered when enrolling learners with special needs.**

**N=10**



In the above presentation 3 (60%) of the respondents in the school heads category stated the nature of disability as a factor considered when enrolling learners with special needs and 4 (80%) of the deputy school heads agreed with that. 3 (60%) of the school heads and 2 (40%) of the deputy school heads stated the type of disability as a factor considered when enrolling learners with special educational needs. This might stem from negative attitudes towards disability. School heads and deputy school heads rate the capability of learners based on disability. None of the respondents stated family background as a factor considered when enrolling learners with special needs.

**Table 4.1.5 Whether learners with special needs attended ordinary classes.**

**N=10**

| Response | School Heads |     | Deputy School Heads |     |
|----------|--------------|-----|---------------------|-----|
|          | Frequency    | %   | Frequency           | %   |
| Yes      | 3            | 60  | 3                   | 60  |
| No       | 2            | 40  | 2                   | 40  |
| TOTAL    | 5            | 100 | 5                   | 100 |

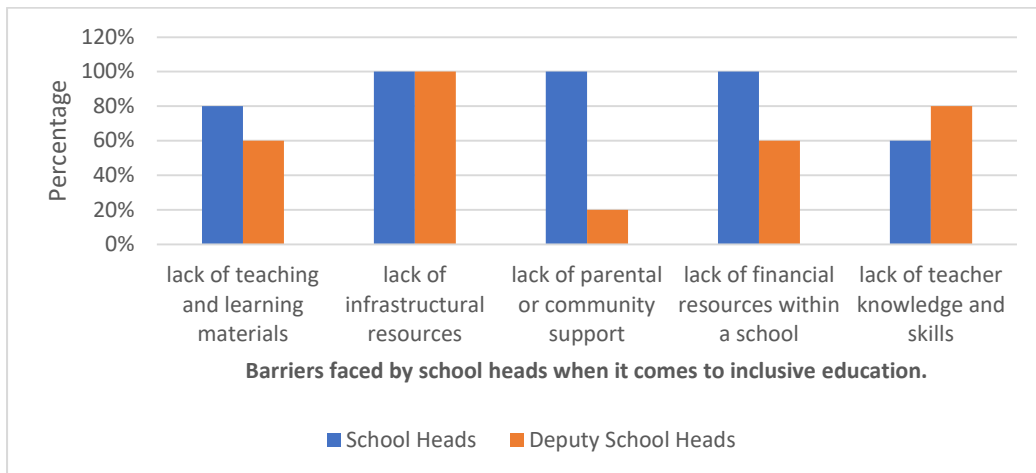
On whether learners with special needs attended ordinary classes, 3 (60%) of the respondents in the school heads category agreed that learners with special needs attended regular classes while 2 (40%) said that they did not attend regular classes. In the deputy school heads category, the same trend prevailed. 3 (60%) of the respondents said that learners with special needs attended regular classes while 2 (40%) did not subscribe to the notion. One school head further stated that because the school she headed was a special school, they did not enrol other learners except those with special needs. Another school head stated her reason as the type of disability which varies from child to child which warranted learners with special needs to attend ordinary classes. On the deputy school heads category, one deputy school head stated that currently they did not have proper infrastructure and equipment for learners with special needs to attend ordinary classes. Another deputy school head stated that no such learners had ever come to look for a place at their school, as such, they did not have such learners in their ordinary classes.



### 4.1.3 Challenges faced by school heads in the administration of inclusive education in primary schools

**Figure 4.1.5 Barriers faced by school heads when it comes to inclusive education.**

**N=10**



The study sought to find out barriers which schools faced when it came to inclusive education, Figure 4.1.5 shows that 4 (80%) of the respondents in the school heads category and 3 (60%) in the deputy school heads category cited lack of teaching and learning materials as barriers faced in the administration of inclusive education. Most of the respondents in both categories which were 5 (100%) stated that lack of infrastructural resources was a barrier. 5 (100%) of the school heads stated that lack of parental or community support was also a barrier to the administration of inclusive education and 1 (20%) of the deputy school heads agreed to that. 5 (100%) of the respondents in the school heads category cited lack of financial resources within a school as a barrier to inclusive education and 3 (60%) in the deputy heads category agreed to that. 3 (60%) of the school heads and 4 (80%) of the deputy school heads stated that lack of teachers' knowledge and skills was a barrier. The respondents further cited lack of government support and lack of human resources as barriers to inclusive education administration.

**Table 4.1.6 Responses to whether the current curriculum accommodated the needs of learners with special needs.**

**N=10**

| Response          | School Heads |     | Deputy School Heads |     |
|-------------------|--------------|-----|---------------------|-----|
|                   | Frequency    | %   | Frequency           | %   |
| Strongly Agree    | 0            | 0   | 0                   | 0   |
| Agree             | 4            | 80  | 2                   | 40  |
| Not so Sure       | 0            | 0   | 1                   | 20  |
| Disagree          | 1            | 20  | 2                   | 40  |
| Strongly Disagree | 0            | 0   | 0                   | 0   |
| Total             | 5            | 100 | 5                   | 100 |

Table 4.1.6 shows that the highest number of respondents, 4 (80%) in the school heads category agreed that the current curriculum accommodated the needs of the learners with special needs. This was followed by 1 (20%) of the respondents within the same category who disagreed with the notion. 2 (40%) of the respondents in the deputy school heads category agreed that the current curriculum accommodated the needs of learners with special educational needs whilst the same number, 2 (40%) of the respondents disagreed to that. 1 (20%) of the respondents in the deputy school heads category was not sure on whether the curriculum accommodated the needs of the learners with special needs. She stated that she knew nothing about special needs. The respondents were further asked to explain their answers. The respondents who agreed with this variable explained that all learners were being enrolled in schools and that all activities catered for their disabilities. Some respondents, however, disagreed with that,

stating that teachers of learners with special needs were ‘watering’ down the curriculum on their own to suit the needs of all learners.

### **Other barriers effecting the schools in terms of inclusive education.**

The study sought to find out other barriers that were affecting the administration of inclusive education. Most of the respondents stated that stigma and discrimination amongst the school community towards people with disabilities still existed and had a negative effect on the schools. Some respondents continued and stated that lack of teaching and learning tools for special needs education was a major problem. An example of hearing aids was given by most of the respondents.

#### **4.1.4 Intervention measures that could be put in place to deal with the challenges faced by school heads in the administration of inclusive education.**

##### **What measures has your school put in place towards the effective administration of inclusive education?**

The respondents were asked to state the measures which their schools had put into place towards the effective administration of inclusive education. The respondents stated that their schools were building additional new classrooms to accommodate learners with special needs. Most of the respondents stated that new infrastructure including user-friendly toilets, were being built to accommodate learners with various disabilities. One respondent stated that a special class had been created in their school. Ramps were also being erected on existing structures.

Parental involvement programmes had been enacted. Parents were encouraged to bring their children for enrolment regardless of their disabilities. One school head stated that some teachers had received professional development in special needs teaching and sign language. A response from one school head stated that

their school had applied for a specialist teacher and were given one with a qualification in learning disabilities.

**Table 4.1.7 Whether the measures on effective administration on inclusive education were effective**

**N=10**

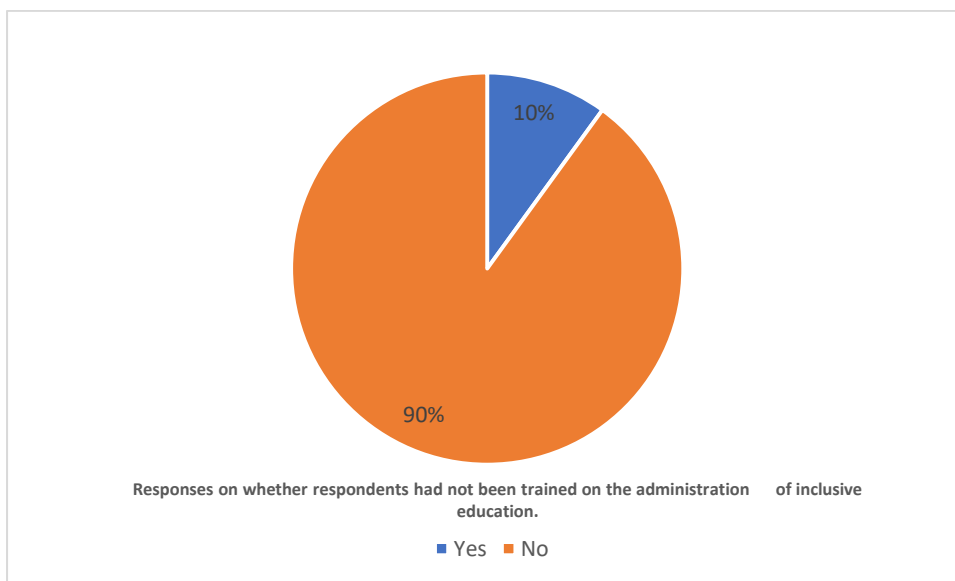
| Response | School Heads |     | Deputy School Heads |     |
|----------|--------------|-----|---------------------|-----|
|          | Frequency    | %   | Frequency           | %   |
| Yes      | 4            | 80  | 2                   | 40  |
| No       | 1            | 20  | 3                   | 60  |
| Total    | 5            | 100 | 5                   | 100 |

The study sought to find out if the school measures taken on inclusive education administration were effective. In the above presentation, the respondents in the school heads category, 4 (80%) agreed that the measures taken were effective while 1 (20%) of the respondents in the same category said that the measures taken by the schools were not effective. In the deputy school heads category 2 (40%) of the respondents disagreed that the measures taken were effective while 3 (60%) of the remaining respondents agreed to the idea that the measures taken by the schools were effective. Most of the deputy school heads were negative on the idea, and stated lack of enthusiasm on the school heads' part in acting and implementing school plans related to inclusive education. School heads seemed to drag their feet on programmes that dealt with inclusive education but took immediate action when it came to other projects. One deputy school head stated that matters to deal with inclusive education were any other business at their school. Inclusive education only existed on paper.

#### 4.1.5 Role played by the parents/community towards effective administration of inclusive education.

Most of the respondents indicated that not much had been done regarding the community towards effective administration of inclusive education. One respondent stated that not much had been done by the school and the community. They also needed to be educated on inclusive education. However, other respondents argued that when parents enrol their children, the school showed support. One respondent noted that parents had shown support by enrolling their children with special educational needs in a regular school set up. They had also improved in the payment of school fees for their children with special needs.

**Figure 4.1.6 Responses on whether respondents had not been trained on the administration of inclusive education. N=10**



In figure 4.1.6 above, out of the 10 respondents, 9(90%) stated that they had not been trained in inclusive education whilst 1(10%) stated that they had received training in the administration of inclusive education. Probed further, the respondents said training or workshops done on inclusive education only targeted specialist teachers who already had knowledge on inclusive education.

The respondents also stated that they had noted with concern that most workshops on various issues excluded specialist teachers from special school. One deputy school head stated that this might be due to attitudes of workshops organisers who think specialist teachers in special schools do not fit in regular schools issues.

**Table 4.1.8 Responses on whether training on inclusive education was effective.**

**N=10**

| Response             | School Heads |     | Deputy School Heads |     |
|----------------------|--------------|-----|---------------------|-----|
|                      | Frequency    | %   | Frequency           | %   |
| Very effective       | 1            | 20  | 2                   | 40  |
| Somewhat effective   | 2            | 40  | 1                   | 20  |
| Not effective at all | 2            | 40  | 2                   | 40  |
| Total                | 5            | 100 | 5                   | 100 |

In the table above, it is shown that 1 (20%) of the respondents in the school heads category agreed that training on inclusive education administration was very effective. 2 (40%) of the respondents in the deputy school heads category agreed to that. 2 (40%) of the respondents in the school heads category and 1(20%) of the respondents in the deputy heads category concurred that training in inclusive education administration was somewhat effective. The same number which is 2(40%) of the respondents in both categories stated that training in inclusive training was not effective at all. They cited limited time for training as well as very limited training workshops.

## **What should be done to improve the administration of inclusive education?**

On what could be done to improve the administration of inclusive education, respondents suggested that there should be more provisions for teachers with knowledge and skills of learners with special needs. One of the respondents suggested that teachers should be trained in inclusive education. This was supported by most of the respondents 6(60%) who further elaborated and said that not only teachers, but the school leadership should be given in-service training as well. Workshops and professional development programmes which could improve the administration of inclusive education should be conducted. Other respondents stated that there should be adequate allocation of school resources such as infrastructure, funding, teaching and learning materials. Another respondent stated that there was a need on the conscientisation of the community to bring their children with special needs to regular schools.

### **4.2 Discussion**

Although the respondents had a high level of tertiary education only one of them had a qualification in special needs education. Such findings are in Willey (2017), who explains that, in most developing countries, the school leadership and administration have little or no knowledge with regards to inclusive education. Therefore, lack of knowledge in this area could be the cause of difficulties in dealing with disabilities in the school environment.

The findings revealed that a small but significant number of respondents believed that inclusive education was not effective. According to Beacham and Rouse (2016), gender, age, experience and qualifications influenced the attitudes of school leaders. They state that, the older the school head, the better in tackling inclusive education than younger school heads. However, this was not in sync with the current findings as all the respondents were older than 31 years with the majority being above 40 and with high tertiary education qualifications, yet a significant number believed that inclusive education was

not effective. However, Willey (2017) argues with Beacham and Rouse (2016) in his study that school heads under the age of forty were more supportive towards inclusive education because mostly, they were equipped with knowledge and skills required. In this study the number of respondents with a qualification in special education was alarmingly low.

It seems from the findings that factors such as the nature and type of disability were considered by the school administration when enrolling learners with special educational needs. This was derived from the fact that most of the study's respondents across both categories agreed with the variable. Such findings were in line with the findings of Voyiew and Gurakwa (2014), which indicated that school heads were influenced by the nature and type of disability.

According to Mbimbeh (2013), educational qualifications influenced the perceptions towards inclusive education. This is in line with the findings of this research, as most of the respondents did not have any special needs qualifications. However, the study findings were not enough to prove whether a correlation existed between qualifications of respondents and their perception towards the effectiveness of inclusive education.

On the challenges faced by the heads in the administration of inclusive education in primary schools, lack of teaching and learning materials, infrastructural resources, financial resources, parental, community knowledge and skills were stated as the major factors hindering the effective administration of inclusive education. The study was supported by Mbimbeh (ibid), who states how budgetary allocations, teaching and learning materials and poor infrastructure were impediments to the administration of inclusive education in most primary schools. Furthermore, most of the respondents stated that stigmatisation and discrimination amongst the school community towards people with disabilities still existed and had a negative effect in the school. In line with this notion, Wellman (2016) says that, lack of adequate resources



could negatively impact on the behaviour of the school community towards learners with disabilities. Even school heads tended to reject children with special needs if resources were not adequate. Some respondents continued to indicate that lack of teaching and learning resources for special education was a major problem. An example of hearing aids was given by many as a big impediment.

The respondents argued on whether the current curriculum addressed the needs of learners with special needs. Some of these respondents indicated that in the new curriculum, all learners were being enrolled in schools and that all activities catered for their disabilities. Some respondents who were in disagreements noted that teachers of special needs learners still had to ‘water’ down the curriculum on their own to suit the needs of all learners. Heads of schools often referred learners with special needs to Special Schools or to the School Psychological Services who then placed the learners to a school which could offer curriculum that “suited the learners’ needs”.

The findings also indicated that the respondents’ schools had put in place a few measures towards the effective administration of inclusive education. Actions such as the building of ramps to classrooms which would accommodate all learners with special needs and erection of user-friendly toilets were undertaken. Teacher workshops and professional development workshops had been taken to effectively administer and implement inclusive education. As for teacher workshops, it seemed they were not enough. Wellman (ibid) states that, teachers need to be thoroughly trained to be familiar with the process of inclusive education. However, when it came to whether these measures taken were effective, some respondents did not agree with the idea that the measures were effective. They argued that they felt that these measures were not enough as they only impacted on a very small number of learners with special educational needs.

It seems from the findings that the parents and the community were involved in inclusive education though not fully and actively involved. The study revealed that parents with children with special needs enrolled their children in schools under the study. This was to some extent a way of supporting inclusive education. However, the school administration was having a habit of looking at the nature and type of the disability before enrolling a learner. Some parents were therefore forced to keep their children at home as they could not afford to send them to special schools and resource units that were far from where they lived. It was however, revealed that some parents did not pay fees for their children with special needs. This set back the efforts of the schools in ensuring the effective administration of inclusive education.

The study also revealed that training on inclusive education was effective. However, it was also noted that the training given was not enough because at times it was a one-day or one-week workshop which was attended by one or two teachers out of a staff complement of over thirty teachers. Many a times, the training involved theory and lacked any exposure to the situation on the ground practically.

On what could be done, the respondents suggested the provision of teachers with pedagogy skills in special needs education. Provision of adequate infrastructure that catered for learners' needs, funds, teaching and learning materials were also suggested as a way of fostering effective inclusive education administration. Some respondents suggested giving teachers and administrators in-service training workshops and professional development programmes. It also seemed that community involvement was required if primary schools were to effectively administer inclusive education. Beacham and Rouse (2016), state that effective administration and implementation of inclusive education required efforts from all stakeholders involved in the education system. This is also supported by Willey (2017), who noted that when

primary school heads, learners, teachers and other stakeholders such as Non-Governmental Organisations, the corporate world, welfare organisations and Human Rights activists participated in inclusive education, it resulted in positive change of attitudes and positive change in the administration of inclusive education.

#### **4.2.1 Humility**

This was a very steep mountain to climb. The researcher felt humbled to have managed to withstand the pressure associated with writing and putting together a research project. The researcher faced some financial constraints during the study. Money was needed for stationary, printing, photocopying and surfing the internet. The researcher also needed money for the trips to and from the supervisor for consultation as well as making phone calls. The researcher had to forfeit some of her luxuries for the study to be a success.

The research was carried out towards the July 2018 harmonised elections. Some of the respondents were engaged by ZEC to officiate during the election days. This hindered the progress of the study as the researcher failed to make appointments with the respondents on several occasions. However, the researcher did not let this to negatively affect the targets and deadlines set by the research supervisor and the researcher herself.

The researcher was a teacher, student, mother and a wife. She had to manage her time such that all her duties were catered for. She had to give her family quality time, submit quality work to her supervisor, and as a teacher, was supposed to produce quality work from the learners she taught. There were times she was forced to steal time at work to meet the supervisors' deadline.

The researcher was able to meet the supervisors' deadline in the end despite sleepless nights she underwent putting this research together.

## **4.2.2 Findings**

### **4.2.2.1 Distinctiveness of the research**

The objective of the research was unique in a way because most of the studies conducted in the same area were not looking at the side of school leaders. Most studies conducted focused on teachers and learners. This study covered a gap left by previous studies and further created more avenues in which studies in inclusive education could be carried out in the future.

### **4.2.2.2 Sense of Completeness**

Although the objective of the study was met, the researcher felt that the study had opened more gaps for further research. Future researchers could carry out further studies based on the findings of the current study such as, “Factors that hinder policy implementation in education: With reference to inclusive education” or; “Challenges faced by the Ministry of Primary and Secondary Education in enforcing policy”.

### **4.2.2.3 Research Boundaries**

The current study was focusing on the Southern Stars Cluster of Bulawayo Central District primary schools. The participants were school heads, deputy school heads and a schools inspector. The study sought to find out challenges they faced in the administration of inclusive education in their schools. It also aimed at gaining an insight on what school heads and deputy school heads had to say about inclusive education. In most cases school heads and deputy school heads had different opinions on inclusive education. This could mean that there could be a rift in opinion on inclusive education from administrators from the same school.

### **4.2.2.4 The Relevant Audience**

The respondents of the study were aged 31 years and above with the majority in the 40 to 60 years age group. All the respondents had educational qualifications ranging from a Certificate in Education to master’s degrees. It seemed the

respondents were not reasoning from the same page with some advocating for inclusive schools while some were not enthusiastic about the idea at all. They cited lack of human and material resources as well as inadequate infrastructural resources.

#### **4.2.2.5 Perceptiveness**

The researcher understood the challenges faced by the school heads in the administration of inclusive education. Factors considered by the school heads when enrolling learners with special needs, the attitudes and views which the school heads had towards inclusive education were understood by the researcher. The researcher concluded that training in special needs was vital at pre-service for all teachers. In all teachers' training colleges, intensive in-service training should be given to all teachers and school heads. The researcher understood that teachers and school heads lacked knowledge and skills on inclusive education. The researcher was also aware that there was a drastic shortage of financial learning and teaching resources, further compounded by lack of government's follow up on policy as well as supporting some programmes like inclusive education financially.

#### **4.2.2.6 Gaps of the study**

The study failed to articulate the relationship between gender of school heads and their perceptions and attitudes towards inclusive education. This was because 90% of the respondents were female. Furthermore, the study's respondents were all above 30 years of age, meaning that the study could not get the perceptions of younger school heads and deputy school heads and therefore could not clearly establish whether age was of influence towards decision making in the administration of inclusive education.

### **4.3 Summary**

This chapter focused on the data presentation, analysis and discussion. Collected data was presented using tables, graphs and pie charts. An analysis of

the findings based on the population, sample and the data collected from the respondents was given. A discussion of the findings of the study in relation to the topic as well as the views of the respondents was also given. Chapter Five focused on the summary, conclusions and recommendations.

## **Chapter Five: Summary, Conclusions and Recommendations**

### **5.0 Introduction**

This chapter brought the study to a close. The researcher gave a summary of the study. Conclusions drawn from the findings of the study were made. The chapter ended with the recommendations.

### **5.1 Summary**

Chapter One highlighted the background to the study whereby the researcher explained what inclusive education was. Reasons for the choice of the topic under study were also articulated. The researcher was urged by lack of government zeal, the infrastructure which was not user-friendly and lack of commitment towards inclusive education by stake-holders. The statement of the problem highlighted the problem under study as explicitly as it could. The researcher also formulated some research questions which guided the researcher throughout the study. Those who would benefit from the study were listed as follows: the researcher herself, educators, the community, stakeholders, future researchers and learners. The location where the study was carried out was also discussed and its boundaries spelt out. The hindrances encountered by the researcher during the study were listed as follows: time factor, financial resources, polarised society and each was explained as to how it was a limitation.

In chapter two the researcher gave a review of the related literature. This was done to establish the gaps left by other researchers and studies carried out so far. Inclusive education was defined in this chapter. The researcher extensively discussed what other authors said about the administration of inclusive education in primary schools under the following headings: internationally, continentally, regionally and in this country.

Under international, the researcher discussed how India and Northern Ireland had tackled the issue on inclusive education. India passed the landmark legislation for people with disability, The People with Disability Act 1995, which emphasised full participation of learners with disability in regular schools. However, because of its diverse culture and large population, it has been difficult for inclusive education to take off. India faced challenges such as poverty, natural disasters, religion and faith, language diversity and other factors that made it difficult to administer inclusive education. In Northern Ireland, school heads in the special education sector embraced inclusive education by reintegrating learners on placement into regular schools and were offering out-reach support to their mainstream colleagues. Northern Ireland still faced challenges as to how policies and practices were conceptualised, and their realities applied in schools and classrooms.

Continentially the researcher discussed how Kenya and Ethiopia had been managing inclusive education. In Kenya inclusive education was one of the government's strategies for achieving education for all. The government of Kenya had established Commissions to investigate the education of the persons with disabilities. Inclusive education is documented in policy frameworks. However, it was viewed that inclusive education was the responsibility of teachers and school heads who are curriculum implementers. Ethiopia has also embraced International frameworks, particularly the Salamanca Statement. Attitudinal and social barriers were the biggest hindrance to inclusive education which needed to be overcome in Ethiopia. The country also faced other factors such as resistance to change, rigid school systems, among others.

Regionally, the situation of Swaziland was discussed. The ministry of Education and Training in Swaziland gave a directive that all children in the country should be enrolled into the nearest school to access education regardless their ability or disability. Schools were overwhelmed by the number of learners that



came for enrolment. Schools faced challenges of classroom shortages, financial and instructional resources. Schools were urged to make adaptations to school environments to suit the needs of every learner. South Africa and Botswana faced the same predicament. Lack of financial, teaching and learning materials as well as trained and skilled human resources were major set-backs. The countries discussed seemed to have similar problems which needed governments to be in the force-front in providing the same education for its citizen as declared in all countries' constitutions.

In Zimbabwe, the researcher discussed the challenges that the country faced in the administration of inclusive education. With the current socio-economic status of the country, which was always plunging, the discussion dwelt on how the challenges faced by schools such as lack of financial, material and skilled human resources could be tackled with full government commitment. Lack of mechanisms to enforce the current legislation was also found to be an issue towards the administration of inclusive education.

Chapter Three focused on the methodology, under these headings: research design, population and sample, instrumentation, ethical considerations, data analysis plan and ended with a summary. An exploratory case study design was used as a research design in the current study. This type of design was adopted to explore the study with some depth. Judgemental sampling was used in selecting five school heads, five deputy school heads and one schools' inspector out of the study population within the Southern Stars Cluster of Bulawayo Central District. Questionnaires, with semi-structured questions and an interview guide were used as data collection tools. In the questionnaire, there was a mixture of open-ended and close-ended questions. This was done to allow the respondents to be able to justify their answers. Before data collection, the questionnaires were pilot tested to ensure validity and reliability.

Ethical considerations in the research were also discussed in this chapter. The following ethical principles were highlighted: informed consent, anonymity, confidential/privacy, protection from harm and honesty. Data collection procedures which involved seeking permission from responsible authorities were also followed through writing letters. The data analysis plan outlined how data collected from respondents would be translated into numerical values and analysed.

In Chapter Four, focus was on the data analysis, presentation and discussion. Data was presented using tables, pie charts and graphs. Collected data was also analysed in relation to the theory and related literature despite the constraints which the researcher came across during data gathering. Interesting findings were made, and the following conclusions were drawn from the study.

## **5.2 Conclusions**

The researcher was irked by lack of commitment by school heads, teachers, parents and overall the government in making sure that inclusive education was well administered in primary schools in the Southern Stars Cluster of Bulawayo Central District as a whole. The study sought to find out the challenges faced by school heads in the administration of inclusive education. The study concluded that primary school heads and deputy school heads in the Southern Stars Cluster lacked adequate professional qualifications in special needs education. Their lack of knowledge in this area negatively impacted on the way in which they administered inclusive education, in the schools they headed.

The researcher encountered several constraints during the study. Data collection was done towards the 2018 harmonised elections and it was very difficult to find the respondents in their offices as some were on national duty preparing for the elections. Respondents were very cautious and wary of strangers when approached as we lived in a polarised society.

The researcher also found it difficult to meet her work obligations, time for study as well as quality time with her family. A lot of money was required for commuting from one place to another for research purposes. With the unavailability of cash, the researcher got stranded here and there as public transport did not accept plastic money. Money was also needed for typing, photocopying, surfing the internet and printing.

Reviewing of the related literature was also cumbersome as it was difficult if not impossible to find books written by local authors on the topic. The writer had to rely on books written in other countries by foreign authors, yet she is Zimbabwean, and the study was conducted in Zimbabwe.

Questionnaires were dropped at schools for respondents to fill in and were supposed to be picked up at an agreed time and date. However, the researcher had to make numerous trips to some of the schools only to be told to come later as the questionnaires had not been filled in. Some of the questionnaires were returned with one or two questions incomplete.

### **5.3 Recommendations**

Based on the conclusions made above, the study recommended the following to the listed stakeholders.

The government should:

- spearhead adequate training of all primary school heads as well as teachers on models of inclusive education and how it should be administered.
- equip school heads with administrative methods, as heads are at the centre of getting things started and done.
- put in place a separate budget allocation to cater for learners and schools in terms of financial, teaching and learning resources and for learners with diverse educational needs as well.

The school heads should:

- collaborate with other schools to allow for sharing of expertise among educators within the district.
- engage the services of a multi-disciplinary approach with multi-disciplinary teams that involve teachers, parents, educators, psychologists, doctors, physiotherapists, etc, to promote inclusive education.
- support inclusive education by lobbying for and retaining skilled personnel
- school heads should accept diversity and desist from enrolling learners based on ability and disability.

Parents should:

- insist on having their children enrol at their neighbourhood schools instead of them going to seek educational facilities elsewhere.
- form partnerships with schools so that they are involved in their children's learning.
- treat their children with disability the same as those without disability so that they get equal educational opportunities.

Teachers should:

- professionally develop themselves so that they can be able to handle learners with diversity in the classroom.
- accept that learners have individual differences, learn at different paces and therefore need to be treated and taught using different strategies.
- Work hand in hand with parents of learners with disability so that there is continuity between the school and home.

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## Appendix 1

3983 Emganwini

P.O. Nkulumane

Bulawayo

11 June 2018

The Provincial Education Director

Bulawayo Metropolitan Province

P.O. Box 555

Bulawayo

Dear Madam

REF: Request for permission to carry out research from some schools in the Bulawayo Central District:

I, Kudazni Malaba, a student at the Midlands State University studying for a Bachelor of Education in Educational Management and Leadership Degree, kindly requests for permission to carry out an educational research from the following schools in Bulawayo Central District:

1. School A

2. School B

3. School C

4. School D and

5. School E.

I wish to carry out the study from the.....of July to the ..... of July 2018.

Your permission will be greatly appreciated.

Yours faithfully

Kudzani Malaba

## **Appendix 2**

### **Informed Consent**

This letter serves to inform you that the study entitled “Challenges faced by school heads in the administration of inclusive education in primary schools in the Southern Stars Cluster of Bulawayo Central District” is for academic purposes only. You are free to participate, decline to participate or withdraw from the study whenever you feel like. No names, contact details, or any other personal information shall be written on the research instruments so that privacy is preserved. In addition to the above, no form of remuneration or benefits of any kind shall be gained from taking part in this research study. The study is not aligned to any political affiliations, gender or race. Every school administrator is free to participate.

### Appendix 3

## **QUESTIONNAIRE FOR SCHOOL HEADS AND DEPUTY SCHOOL HEADS**

**TICK IN THE APPROPRIATE BOX [ ]**

### **Section A: Demographic Details**

#### **Age:**

|             |     |               |     |
|-------------|-----|---------------|-----|
| Below 21    | [ ] | 21-30         | [ ] |
| 31-40 years | [ ] | 41-50         | [ ] |
| 51-60 years | [ ] | Over 60 years | [ ] |

#### **Gender:**

|      |     |        |     |
|------|-----|--------|-----|
| Male | [ ] | Female | [ ] |
|------|-----|--------|-----|

#### **Work Experience in administration**

|                  |     |           |     |
|------------------|-----|-----------|-----|
| Less than 1 year | [ ] | 1-3 years | [ ] |
| 4-6 years        | [ ] | 7-9 years | [ ] |
| Over 10 years    | [ ] |           |     |

#### **Highest Level of Education**

|          |                     |
|----------|---------------------|
| C.E. [ ] | Degree [ ]          |
| D.E. [ ] | Master's Degree [ ] |

#### **Other:** \_\_\_\_\_

Do you have Special Needs Education qualification?

Yes [ ]

No [ ]

**Other Special Areas**

---

**Section B: Factors affecting the administration of inclusive education**

Do you believe that inclusive education is effective?

Yes [ ]

No [ ]

Explain your answer. [ ]

---

What factors do you look at before enrolling a learner with special needs?

Nature of disability [ ]      Type of disability [ ]      Family background [ ]

Other (Specify)

Do learners with special needs attend ordinary classes?

Yes [ ]

No [ ]

If No, state reason

---

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**Section C: Challenges faced by school heads in the administration of inclusive education in primary schools.**

**What barriers school heads face when it comes to inclusive education?**

Lack of teaching/learning material [ ]



Lack of infrastructural resources [ ]

Lack of parental/community support [ ]

Lack of financial resources within the school [ ]

Lack of teacher knowledge and skills [ ]

Other \_\_\_\_\_

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

Strongly agree [ ]

Agree [ ]

Not sure [ ]

Disagree [ ]

Strongly disagree [ ]

]

**Explain your answer.**

---

---

What other barriers have affected your school in terms of inclusion?

---

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**Section D: Intervention measures that can be put in place to deal with the challenges faced by school heads in administering inclusive education.**

What measures has your school taken towards effective administration of inclusive education?

---

---

Have these measures been effective/successful?

Yes

What role has the parents/community played towards effective implementation of inclusive education?

---

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Have you been trained in the administration methods of inclusive education?

Yes  No

If Yes, was the training effective?

Very effective  Some-what effective  Not effective at all

What do you think should be done to improve the administration of inclusive education?

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---

**THANK YOU**

## Appendix 4

### **INTERVIEW GUIDE FOR THE SCHOOLS INSPECTOR**

1. How do you think the personal back ground of the school heads affects their administration of inclusive education?
2. Does your department play a role in the professional development of school heads particularly towards the administration of inclusive education?
3. What are the internal and external factors that affect the administration of inclusive education?
4. Would you say the curriculum accommodates the needs of learners with disabilities?
5. What challenges do the primary schools face when administering inclusive education?
6. What has your department done to alleviate these challenges?
7. What do you think should be done to improve the administration of inclusive education?