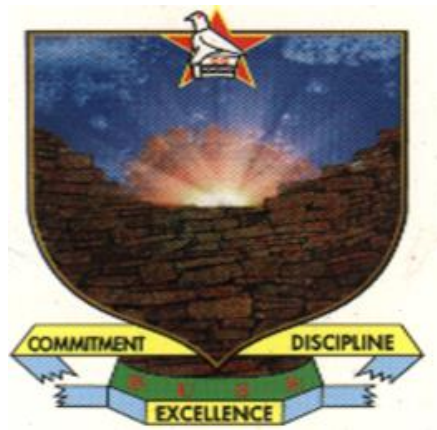


**BINDURA UNIVERSITY OF SCIENCE EDUCATION**



**FACULTY OF SCIENCE EDUCATION  
DEPARTMENT OF CURRICULUM STUDIES**

**CHALLENGES FACED BY SCHOOLS IN THE IMPLEMENTATION OF INCLUSIVE  
EDUCATION**

**BY**

**HWAIRE SHADRECK**

**B212365B**

**SUPERVISOR: DR MUNYARADZI CHIDARIKIRE**

*A RESEARCH PROJECT SUBMITTED TO THE BINDURA UNIVERSITY OF SCIENCE  
EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE  
HONOURS BACHELOR OF SCIENCE EDUCATION, MATHEMATICS  
(HBSceD MATHEMATICS)*

**YEAR SEPTEMBER 2022**

**Approval Form**

The undersigned certify that they have supervised, read and recommended to Bindura University of Science Education for acceptance a research project entitled CHALLENGES FACED BY SCHOOLS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN SECONDARY SCHOOLS, submitted by HWAIRE SHADRECK in partial fulfillment of the requirement of the Bachelor of Science Education Honours Degree in Mathematics.

Signature: HWAIRE SHADRECK.                      26/09/2022  
(Student)

Signature .....                      Date ...../...../.....  
(Supervisor)

Signature .....                      Date ...../...../.....  
(Programme coordinator)

Signature .....                      Date ...../...../.....  
(Faculty chairperson)

Signature .....                      Date ...../...../.....  
(External Examiner)

## Release Form

NAME OF AUTHOR : HWAIRE SHADRECK

STUDENT NUMBER : B212365B

PROJECT TITLE : CHALLENGES FACED BY SCHOOLS IN THE  
IMPLEMENTATION OF  
INCLUSIVE EDUCATION

DEGREE : HONOURS BACHELOR OF SCIENCE  
EDUCATION, MATHEMATICS

YEAR AWARDED : 2022

Permission is hereby given to Bindura University of Science Education library to produce single copy of this dissertation for private, scholarly or scientific research purposes only. The author reserves other publication rights and the dissertation or extensive extracts from it may not be printed or otherwise reproduced without the author' written permission.

Signature: shwaire

Permanent Address MASUNDA NORTH PRIMARY SCHOOL  
P.O BOX 54  
MASHAVA

Email shaddiehwaire@gmail.com

Cell number 0774980801

**Declaration Form**

I declare that this research project is my own unaided work. It is submitted for the Honours Bachelor of Science Education Degree in Mathematics at Bindura University of Science Education, Bindura, Zimbabwe.

HWAIRE SHADRECK

.....

Signature

Date 26/09/2022

## **Dedication**

This research project is dedicated to my wife Margaret Hamandawana, family members, friends and kids Tana, Bee and Jnr who gave me some unconditional love and support throughout the course. You are my source of vision and strength .God bless you all.

## **Acknowledgements**

My sincere gratitude is extended to my supervisor, Dr Munyaradzi Chidarikire for his effective and patient guidance, motivation and assistance throughout the project. I also wish to extend my sincere thanks to fellow students, Tichiona Ronias and Maxwell Nhepera for the encouragement and advice. I also extend my gratitude to Talent Gundani who edited and typed the document with expertise. My sincere gratitude is also extended to Ms Eveline Sibanda who gave me an insight into the topic. I also extend my sincere appreciation to the school heads and teachers who participated in the study for the vital information and cooperation they offered.

## **Abstract**

The study aimed at investigating the challenges faced by schools in implementing inclusive education in three secondary schools in Chivi District and identifying their effects on the teaching and learning process. It also highlighted possible solutions to the problems. The researcher utilized the descriptive survey method. In this study, thirty teachers made up the sample, three focus group interviews were carried out and direct observations were carried out in each of the three schools. The questionnaire, focus group interview schedule and direct observation guide were used as research instruments in the study. The data was presented and analysed thematically using the research questions. The study revealed that the challenges faced by schools in implementing inclusive education include lack of appropriate skills on the part of the teachers, lack of clear cut policy and planning on inclusive education, inappropriate infrastructure and lack of funding, discrimination and stigmatization among teachers, learners and the community, large teacher-pupil ratio and prohibitive teaching loads, poor dissemination of information, lack of team work and collaboration and lack of motivation on the part of the teacher and learner. It has been established through the study that these problems result in inappropriate teaching strategies, divided and unbalanced attention to learners, stigmatization and low self-esteem among learners, high dropout rate and poor learners' performance. The study also revealed that the possible solutions are; provision of appropriate and relevant training to teachers, provision of relevant and appropriate infrastructure, provision of enough funding, lowering teacher-pupil ratio and teaching loads, government to design a policy to enhance effective inclusion, supervision and monitoring of schools and provision of psychological and social welfare services to give professional evaluations and advice.

**Keywords:** Inclusive Education; rural areas; Zimbabwe; inclusion; learners

## TABLE OF CONTENTS

	PAGE
Dedication	i
Acknowledgements	ii
Abstract	iii
Table of Contents	iv
List of Appendices	ix
List of Tables	x
List of Figures	xi

### CHAPTER ONE: THE PROBLEM AND ITS CONTENT

1.1 Introduction	1
1.2 Background of the study	1
1.3 Statement of the problem	3
1.4 Research questions	3
1.5 Research objectives	4
1.6 Significance of the study	4
1.7 Delimitations	4
1.8 Assumptions	5



1.9 Limitations	5
1.10 Definition of terms	6
1.11 Summary	7

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

2.1 Introduction	8
2.2 Background	8
2.3 Inclusive education in Zimbabwe	9
2.4 Character of inclusive education	10
2.5 What are the reasons for inclusion	11
2.6 Requirements for successful inclusive education systems	13
2.7 Various researches on the challenges faced by schools in implementation of Inclusive education.	13
2.8 Researches on the challenges faced by schools in the implementation of inclusive education in Zimbabwe	18
2.9 Effects of the challenges on the teaching and learning process	22
2.10 Summary	22

## **CHAPTER THREE: RESEARCH METHODOLOGY**

3.1 Introduction	24
3.2 Research Design	24
3.3 Population	24

3.4 Sample	25
3.5 Research Instruments	25
3,6 Data collection procedures	27
3.7 Validity and Reliability	28
3.8 Data Analysis	28
3.9 Summary	30

## **CHAPTER FOUR: RESULTS PRESENTATION, ANALYSIS AND DISCUSSION**

4.1 Introduction	31
4.2 Empirical findings and Analysis	31
4.3 Demographic Data	31
4.4 Challenges being faced by schools in the implementation of inclusive education	35
4.4.1 Teachers lack appropriate skills and exposure in teaching mixed learners	37
4.4.2 Lack of clear cut policy and planning on inclusive education by the government	38
4.4.3 Inappropriate infrastructure and lack of funding	41
4.4.4 Discrimination and stigmatization among teachers, learners and the community	43
4.4.5 Large teacher-pupil ratio and prohibitive teaching loads	44
4.4.6 Poor dissemination of information from the Curriculum Development Unit (C.D.U)	45
4.4.7 Lack of team work and collaboration	46
4.4.8 Lack of motivation on the part of the teacher and learner	47
4.5 Discussion of the established challenges	48
4.5.1 Teachers lack appropriate skills and exposure	48
4.5.2 Lack of clear cut policy and planning on Inclusive Education by the government	49

4.5.3 Inappropriate infrastructure and Lack of Funding	50
4.5.4 Discrimination and Stigmatisation among teachers, learners and the community	50
4.5.5 Large teacher-pupil ratio and prohibitive teaching loads	51
4.5.6 Poor dissemination of information and material from the C.D.U	51
4.5.7 Lack of team work and collaboration	52
4.5.8 Lack of motivation on the part of the teacher and the learner	53
4.6 The effects of the challenges on the teaching and learning process	53
4.6.1 Poor performance leading to poor results	55
4.6.2 Teachers find it difficult to choose appropriate teaching strategies	59
4.6.3 Divided and unbalanced attention to learners	60
4.6.4 High dropout rates	61
4.7 Discussion of the effects of the challenges on the teaching and learning process	62
4.8 Possible solutions to the challenges faced by schools in the implementation of Inclusive education	65
4.8.1 Possible solutions attached to the school and teachers	73
4.8.1.1 Train teachers	73
4.8.1.2 Provide financial assistance	74
4.8.1.3 Administration to lower teacher-pupil ratio and teaching loads	74
4.8.1.4 Facilitation of workshops and meetings for teachers to communicate and educate teachers	75
4.8.2 Possible solutions attached to the government	76
4.8.2.1 Provision of funds and budgeting for the programs	76

4.8.2.2 Effective policy formulation and dissemination	76
4.8.2.3 Facilitate training of teachers on inclusion	78
4.8.2.4 Provision of psychological and social welfare services	78
4.8.3 Possible solutions attached to the community	79
4.8.3.1 Community to be educated	79
4.8.3.2 Provision of financial support	80
4.8.3.3 Provision of moral support	80
4.9 Discussion of possible solutions	82
4.9.1 Discussion of the possible solutions attached to the school and teachers	82
4.9.2 Discussion of the possible solutions attached to the government	84
4.9.3 Discussion of the possible solutions attached to the community	86
4.10 Summary	87

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

5.1 Introduction	88
5.2 Summary	88
5.3 Conclusions	90
5.4 Recommendations	91
References	92

## **APPENDICES**

Appendix 1 Questionnaire for teachers	95
Appendix 2 Focus Group Interview Schedule	101
Appendix 3 Direct Observation Guide	102
Appendix 4 Clearance Letter	103

## LIST OF TABLES

Table 1 Teaching Experience of teacher participants	33
Table 2 Responses from teacher questionnaires on challenges faced by schools on the Implementation	36
Table 3 Responses from teacher questionnaires showing government involvement in Inclusive education policy	39
Table 4 Responses from teacher questionnaires showing inappropriate infrastructure And lack of funding	41
Table 5 Responses from teacher questionnaires showing the effects of the challenges On the teaching and learning process	54
Table 6 Responses from teacher questionnaires showing the possible solutions to the Challenges	66
Table 7 Responses from teacher questionnaires showing the role teachers can play To minimize problem of implementation of inclusive education	68
Table 8 Responses from teacher questionnaires showing the part that can be played By the government to minimize barriers to implementation of inclusive Education	70
Table 9 Responses from teacher questionnaires showing the part that can be played By the community to minimize hindrances to implementation of inclusion	72

LIST OF FIGURES Fig 1- Gender of teacher participants	<b>Error! Bookmark not defined.</b>
Fig 2- Age in years of teacher participants	37
Fig 3 - Qualifications of teacher participants	39

Fig 4- Responses from teacher questionnaires showing average class size	47
Fig 5- Direct observation by the researcher showing ‘O’ Level ZIMSEC results for school A for the year 2021	56
Fig 6- Direct observation by the researcher showing ‘O’ Level ZIMSEC results for school B for the year 2021	<b>Error! Bookmark not defined.</b>
Fig 7- Direct observation by the researcher showing ‘O’ Level ZIMSEC results for school C for the year 2021	<b>Error! Bookmark not defined.</b>
Fig 8- Package of care and Support for inclusive education	<b>Error! Bookmark not defined.</b>

## CHAPTER 1

### INTRODUCTION AND BACKGROUND

#### 1.1. Introduction

This chapter focused on the challenges faced by schools in the implementation of inclusive education, background of the study and statement of the problem. Research objectives, research questions, scope of research and delimitations will be outlined. The researcher gave an overview of definitions of terms and summary was drawn.

#### 1.2. Background to the Study

Through her experience as a teacher, the researcher has observed that there are a number of challenges faced by schools in the implementation of inclusive education in schools. The nature of the challenges and how they can be solved need investigation. The schools under investigation, namely School A (Jenya High ), School B (Masunda North ) and School C ( Madamombe) are rural schools built shortly after 1980. School A is situated in the northern part of Chivi , enrolling students from all corners of Madyangove- Madamombe area under Chivi North constituency. The pupils range from middle class to low income background. School B is located in one of Mhandamabwe township. School C is located in the remote rural area along Beitbridge-Gweru road in Chivi. Most of the guardians of the pupils are low income earners. Both schools enroll pupils regardless of the pupils' educational ability, physical and mental structure and above all, their disabilities. The mentally retarded, visually impaired, physically challenged and the hard of hearing learners are a common feature of the classes in the above stated schools.

The three secondary schools, School A, B and C have massive enrolment of over sixty pupils per class. Vivian (2019) notes that the creation of classes composed of pupils having different abilities, rates of learning and understanding concepts, learning styles, motivational levels, special education needs and socio- economic background is a typical characteristic of inclusive education. The pupils' different characteristics are bound to present teachers with planning and teaching challenges. This idea is reiterated by Westwood (2019) who suggests that a teacher is faced with several decisions to make which include:



1. Should one pitch lessons at a basic level so that the slower pupils can follow or at a more advanced level to make sure that the academically gifted are not bored.
2. Should one pitch lessons at the imaginary average ability pupil?
3. How can one keep the weaker student from feeling frustrated and the proficient pupils from feeling under- challenged?
4. What does one do with pupils having special education needs?
5. Should one speak the pupils' mother tongue in class so that one does not lose anyone along the way or try to speak English (official language of instruction in Zimbabwe) in spite of the protests from those who guarantee they cannot understand a word.

The situation of inclusive education in Zimbabwe Schools is mainly characterized by idea of accommodating all learners without exclusion. The pupils are given equal opportunities and resources regardless of their physical, psychological or mental capabilities. Traditionally, especially in rural areas provision of special education was never given priority. All the learners were or are awarded the opportunity to be enrolled at any school regardless of any special need. Though the school psychological department has been functional, it has never prioritized the evaluation and assessment of learners with the intension of regrouping the pupils according to special needs. Hence the pupils have continued to be enrolled without any consideration of their abilities.

Given the above situations, the researcher has been prompted to investigate the challenges that school A, B and C encounter as a result of the system of inclusion. The study also seeks to examine possible strategies that can be used to reduce or eradicate the challenges of the inclusive education system.

### **1.3. Statement of the Problem**

The schools are instructed by the government to implement inclusive education in schools. The teachers are not equipped with relevant skills to teach inclusive education. The economic status of the pupils does not allow for the purchase of special equipment to cater for pupils with special

needs. The prevailing large classes of over sixty pupils do not accommodate pupils with special needs. How can these challenges be eradicated or reduced? This study, therefore, investigated the challenges, their effect on teaching and learning and possible solutions to the challenges.

#### **1.4. Research Questions**

The major issues that will be investigated in this study are summarized by the following research questions:

1.4.1 What problems are faced by schools in the implementation of inclusive education?

1.4.2 What are the main effects of these problems on the teaching and learning process?

1.4.3. How can these challenges be overcome?

#### **1.5. Research Objectives**

1.5.1 To explore the challenges faced by schools in implementing inclusive education.

1.5.2 To establish the effects of the challenges on the teaching and learning process.

1.5.3 To determine the possible solutions to the challenges.

#### **1.6. Significance of the study**

The research findings may be of great importance theoretically and practically to the researcher, teaching and learning practice and to the policy makers. The researcher may use the research findings as a weapon against which she can personally assess the challenges faced by the schools in the implementation of the inclusive education system and further work towards elimination and reduction of the problems. Practically, effective teaching and learning methods may be devised to suit the challenges. The findings can also be utilized by policy makers to devise effective systems that may make improvements in the implementation of the inclusive education system. The findings can be presented to teachers in the cluster during workshops. The research can also be used as literature review by other researchers. Generally, the research can act as an evaluation tool to the implementation of the inclusive education system in the Zimbabwean schools, particularly in the concerned schools under investigation. The research may act as a resource for the government and policy makers in designing an appropriate policy towards inclusive education.

## **7. Delimitation**

The research is restricted to the study of the challenges faced by schools in the implementation of inclusive education in schools. The study dealt with challenges, effects and possible solutions only. It did not cover the achievements of the inclusive education system. The study is confined to the secondary schools in Muzvezve cluster in Kadoma urban area.

Cluster Q comprises of three secondary schools and all the three secondary schools will be studied. The three schools, School A, B and C were part of the research. The findings may be generalised to the three secondary schools in the cluster.

### **1.8. Assumptions**

1.8.1 Schools face challenges in implementing inclusive education.

1.8.2 The challenges will lead to poor teaching and learning practice.

1.8.3 The main challenges emanate from lack of resources.

1.8.4 It is believed that if the schools (both pupils and teachers), parents and the policy makers develop a positive attitude towards inclusive education system most of the challenges will be eliminated or reduced. If challenges are identified possible solutions may be found leading to smooth implementation of inclusive education.

### **1.9. Limitations**

1.9.1 Some participants, who are teachers, refused to answer questionnaires and some delayed completing the questionnaires. The researcher tried to personally manage the issuing of questionnaires and beg for co-operation from the participants. The teacher also gave more questionnaires than planned to curb for teachers who failed to respond.

1.9.2 Financially, research is costly, large sums of money are needed to purchase stationery, meeting typing costs and travelling expenses. However, the researcher made use of purposive sampling to select three schools so as to cut on travelling costs.

1.9.3 The researcher is employed full time. This limited the researcher's time for research. The researcher tried to utilise after working hours, weekends and public holidays for research.

## **1.10 Definition of Terms**

### **1.10.1. Class size**

Class size is defined by Anias and Walker (2017) as the number of students being taught by individual teacher(s) in a given course or classroom.

### **1.10.2. Learning disabilities**

Joyce and Weil (2019) define learning disabilities as a number of neurological disorders which may affect acquisition, organization, retention, understanding or use of verbal or nonverbal information.

### **1.10.3. Inclusive education**

UNESCO (2017) defines inclusive education as a system that restructures education cultures, policies, and practices so that they can respond to a diverse range of learners- male and female, disabled and non-disabled, from different ethnic, language, religious, or financial backgrounds. The learners with and without disabilities participate and learn together in the same classes. Whereas, Miller (2018) views special education as a term used in clinical diagnostic and functional development to describe individuals who require assistance for disabilities that may be medical, mental or psychological.

### **1.10.4. Mainstreaming**

Mainstreaming is defined by Joyce and Weil (2019) as a practice of educating students with special needs in regular classes during specific time periods based on their skills. Special education.

## **1.11 Summary**

These chapters have highlighted the background of the study, statement of the problem, research questions and significance of the study. The delimitations of the study and definition of terms have also been revealed. The next chapter dwelt on review of related literature.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

This review concentrate on a number of studies that have already been carried out on the challenges of implementing inclusive education and their possible solutions. Hence the literature is to focus on the following sub-headings: origins of inclusive education worldwide, inclusive education in Zimbabwe, character of inclusive education, various researches on challenges carried out in India, Zambia, Botswana, Mali and Lesotho and various researches carried out in Zimbabwe and other countries south of the Sahara on challenges faced by schools on implementation of inclusive education.

#### 2.2 Background

##### 2.2.1. Origins of Inclusive Education Worldwide

Tremblay (2019) asserts that the right to a more inclusive education has its origins in several significant international declarations which include:- U.N convention of the Rights of the child (1999), Universal declaration of Human Rights (1948), World declaration for Education for all (1990), Standard Rules on the Equalisation of opportunities for persons with disability (1997), UNESCO Salamanca statement and framework for Action (2015)) and The Dakar Framework for Action. The above declarations advocate for fair and just treatment of any human being regardless of his or her age, identity, origin, gender, race and ability or disability. A clear highlight of the Salamanca statement will give a clear analysis of its relationship to inclusive education. The Salamanca statement (1994) propounds that the learners have the following rights:

- Every child has a fundamental right to education.
- Every child has unique characteristics, interests, abilities and learning needs.
- Education systems should be designed and educational programs implemented to meet these diversities among learners.

- Students with special needs must have access to regular schools with adapted education.
- Regular schools with an inclusive orientation are the most effective means of combating and preventing discriminative attitudes and building up an inclusive society.

It can be observed that it is from this statement and other above stated international declarations that the cause and the perimeters of inclusive education were highlighted. Ford and Davern (2016) reiterate that inclusive education entails that all learners, also learners experiencing barriers to learning, development and participation, including learners with disabilities, have the right to quality education in a school of their choice and in a class that suits their age. UNESCO (2019) acknowledges that inclusivity is no longer limited to physical and cognitive disabilities but also includes a full range of diversity with respect to ability, language, culture, gender, age and other forms of human differences.

### **2.3 Inclusive Education in Zimbabwe**

Zimbabwe opted for inclusive education in the 1990s as a system that would lead to the avoidance of discrimination in schools which it accepted and became a signatory of the convention of the Rights of the child, the Copenhagen Declaration on social Development, the Salamanca statement and framework for Action (1994). There is a current push for inclusionary schools in order to provide quality education for students with physical and any other form of disability. UNESCO (2019) concurs with the above view as it suggests that inclusion involves identification and minimization of elimination of barriers to students' participation and the maximization of resources to support learning. Charema (2015) asserts that most schools in Zimbabwe perform unplanned inclusion by keeping students with disabilities in classrooms with all other students and teaching them the same curriculum without documentation of their specific disability. UNESCO (2019) suggests that teachers and schools are not equipped to educate and account for students with disabilities, hence schools are finding alternative ways of performing inclusionary education but there is lack of standardization and quality especially in rural areas. The schools' Psychological Services and Special Needs Education Division is financially handicapped and is strongly advocating for inclusion.

## 2.4 Character of Inclusive Education

The character of inclusive education has to be discussed in detail to give a clearer understanding of issues governing inclusive education system. Inclusive education can be understood as a guiding principle to attain reasonable levels of school integration for all students. Wilson (2020) notes that in context of a broader vision of integration, inclusive education implies the conception and the implementation of a vast repertoire of learning strategies to respond in a personalized way to learners' diversities. UNESCO (2019) defines inclusion as 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. Inclusion involves changes and modifications in content, approaches, structures and strategies within a common vision which covers all learners of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all learners.

Ainscow et al (2019) state that inclusion is about making schools supportive and stimulating places for staff as well as students and it is also about building communities which support and celebrate their achievements in general, UNESCO views inclusive education as implying the following four key terms:

1. It is basically a process of looking for the most appropriate ways of responding to diversity as well as of trying to learn how to learn from differences.
2. It is linked to the motivation and development, through strategies of students' creativity and their capacity to address and resolve problems.
3. It comprises of the right to attend schools, express his or her opinion, experience quality learning and attain valuable outcomes.
4. It also implies the moral responsibility of prioritizing those students who are at risk of being marginalized and excluded from school and of obtaining law learning outcomes.

Ainscow and Muncey (2016) highlight that contemporary views on social justice and equality of opportunities for all, led to the belief that all pupils have the right to be exposed to the mainstream curriculum.

## **2.5 What are the reasons for Inclusion in Schools?**

Most reasons for inclusion of pupils without disabilities in the regular programs fall within social, ethical, legal-legislative and psychological educational arguments. The goal of inclusion is to enable all pupils to belong within an educational community that validates and values their individuality. UNESCO (2016) asserts that extreme advocates of full inclusion argue that any form of segregation of pupils with special needs is socially unjust and the denial of their rights to be exposed to the same broad range of learning experiences enjoyed by all other pupils. Fuchs and Fuchs (2018)) assert that less extreme supporters of inclusion suggest that the need of pupils with significant disabilities are best served by retaining the full range of placement options, including special classes for those who need them.

The above debate was conducted primarily from a philosophical, sociological as well as political perspective without due considerations being given to practicability of implementation at classroom level. Emblem and Canti-Ramsiden (2016) note that one area which is contentious is that feasibility of providing specialized services such as speech therapy, physiotherapy orientation and mobility training and alternative modes of communication. This has been established that it is difficult to address these needs in the regular classroom. Kaufman et Al (2020) concur that it is not possible to provide all needed services in one place at the same time for all types of learners one might have.

It has been established that there is no credible research evidence showing that the regular classroom can actually provide superior services for all students and their disabilities. Not all parents are in favour of inclusion, they feel that separate schooling is necessary to protect learners with disabilities from Slavin (2017) has established that parents of non-learners with disability too will have their fears about inclusion. They feel such learners will take the teacher's time away from their learners. Dean (2017) documents a number of challenges that learners with disabilities are likely to encounter. The pupils may fail to respond to inclusive setting. Those with behavior problems may find it difficult to relate to others. The deaf learners may have communication problems.



The mainstream teachers and pupils may fear those who look different. Dean (2017) suggests that learners are influenced by their parents. The relationship with mainstream pupils tends to be unequal one of helping and caring. In view of UNESCO's Salamanca conference (1994) the effective teaching of inclusive classes is influenced by a number of conditions: teaching methods; school organization; resource provision and in- service training.

## **2.6 Requirements for a successful Inclusive Education System**

The Salamanca conference (1994) suggested possible solutions. It advised that the heads should adopt block time-tabling approach to allow ample time for lessons. There should be enough space to facilitate group activities and the number of learners should be manageable depending on the nature of ability. The conference suggested that the buildings and facilities should be accessible for people with difference disabilities. Stress is put on record keeping, social skills training and parental involvement.

Sage (2016) chronicles a number of strategies that facilitate a successful education system. These include adequate support and services for the student; well-designed individualized education programs; professional development for all teachers involved; availability of time for teachers to plan, meet, create and evaluate the students together; reduced class size based on the severity of the students need; collaboration between parents or guardians, teachers, specialists, administration and outside agencies and sufficient funding so that schools will be able to develop programs for students based on student instead of availability of funding.

## **2.7 Various researches on the challenges faced by schools in the implementation of Inclusive Education**

According to Miles (2016) the inclusive education in Lesotho face challenges of resources cut across cultural, geographical and economic boundaries. Resources may be divided into human resources, material resources and access to information and knowledge and the barriers are summarized as follows: attitudes are negative; the learners with disability are not ready; the education system is too rigid; the buildings are not accessible; there is no trained personnel; there is no equipment or materials and above all there is no policy on inclusive education (Chireshe, 2020).

### **2.7.1 Research in India**

Kutyuya (2022) establishes that in India there is no emphasis on inclusion especially in the rural schools because of lack of resources. The various lessons were learnt from the study. One of the lessons is that teachers and pupils are the greatest resources available for promoting inclusive practice. Hence the consideration of poor buildings, scarce teaching material and little inclusive education training for teachers. Another lesson is the importance of building on existing practice. This view is echoed by Ainscow and Sebba (2017) as they state that lessons indicate that finding ways of making better use of local knowledge and building on existing practice is where all developments must start. One of the observations is that teachers know more than they use. Cuthy (2019) advise that teachers need to be helped to learn from their own experience and from that of their colleagues by becoming reflective practitioners. One of the greatest lessons is that schools are problem solving organizations. Dube (2020) notes that the more the problems that teachers meet, the more successful they are likely to become good at solving problems or overcoming barriers. Chindanya (2021) sees problems as opportunities for collaborative learning. Including learners who have impairment or special needs can be seen as an opportunity for the whole school to learn and develop and hence become more effective. In consideration of the above stated lessons, one can deduce that implementation of inclusive education in schools lies mainly on the resourcefulness of the teachers (Dakwa, 2016). Teachers have to examine their practice because practice can be the starting point of inclusive education. The case study of India has given the researcher an insight into the various possible solutions available for effective implementation of inclusive education in Zimbabwean schools.

### **2.7.2 Study in Zambia**

The challenges in implementing inclusive education in Zambian schools is depicted through the life history of Paul Mumba, a village teacher. Miles (2016) captures the case for inclusive education through Mumba. In Mumba's view the main barrier is traditional attitudes to disability which leads to exclusion of learners with disability from their local schools. Mumba, as a village teacher embarked on a journey to change autocratic system to democratic system. Special education was introduced but strange to the community. The special teacher became known as 'Teacher for Fools' and the learners were still known or seen as different or separate from the rest of the school.

The significance of Mumba's story according to Miles (2016) is the way in which human rights, democracy, social justice and inclusive education are inextricably linked. Small group work, active learning, peer tutoring and the adaptation of the curriculum to local needs are methods which have been used successfully in many inclusive education programs. These aspects may be adopted in the context of the Zimbabwean schools, depending on the recommendations.

### **2.7.3 The case of Botswana**

The ministry of Education in Botswana has been active in the implementation of inclusive education. Kisanji (2019) describes how Botswana has set up School Intervention Teams (SITs) within the schools in order to help school teachers to respond to the learning needs of individual learners. SITs membership consists of the head, senior teacher, social worker and the child's parents. These teams were set up to prevent unnecessary referral of learners with learning difficulties to Central Resource Centre (CRC) for special education. According to Jones and Stubles (2017). 80% of the learners with disability have been assisted and there are several advantages of using SITs. These are as follows: It is school based, there is a quick response to the learning and other needs of all learners, teachers can evaluate their teaching and experiment with different strategies with the support of the team, the short and long term training needs of teachers can be assessed and useful data can be obtained by the Division of Special Education which will help inform the development of a policy on inclusive learning (Hlalele, 2020).

The importance of the study is that the needs and the challenges faced by schools can be addressed locally. The solutions are school based hence the researcher will take note of the challenges and possible solutions as per given school or setting.

### **2.7.4 Study of Mali**

Buyasa (2020), this study revealed a number of problems and possible solutions in the implementation of inclusive education system a case of Doentza the poorest district in Mali as a result of encroaching desert<sup>5</sup> and decreased rainfall. In Stubb's view (2019) access to schooling is part of a wider set of activities intended to strengthen the resilience of village learners to the pressure of poverty. The case study shows that inclusive education can be supported in one of the 'poorest' areas of the world. In January 1997 Save The Learners UK set up a consultation process

with the government, donors and village community with the aim of making schooling more accessible to all. The following challenges and possible solutions were noticed.

According to Miles(2016) the study revealed that there was inadequate and inappropriate provision in Mali. Save The Learners assisted in funding community schools. It was observed that schooling and work should be linked and schooling is to respond to village conditions and the learners are to go to school twice a week so that they will fulfill domestic responsibilities.

Another challenge observed is the issue of lack of policy. UNESCO (2019) asserts that accessibility to education by learners with disability is not prioritized by the government. In the negotiations with the community, the inclusion of learners with disability was or is made mandatory from the start another challenge is mobility and communication issues (Dumba, 2020). Issues which are specific to the inclusion of learners with disability such as mobility and communication have to be addressed if inclusion is to be successful. Action on Disability and Development (ADD) an international NGO provided necessary specialist support (Dube, 2020). Another challenge is gender discrimination. Education of girl learners is not seen as a priority within Mali culture, worse a disabled girl. Stubbs(2019) suggests that a decision was made to ensure that 50% of school places went to girls. The highlighted challenges and possible solutions in Mali gives the researcher a vivid conceptual framework which assists her in investigating the challenges in her geographical set up.

## **2.8 Researches on the challenges faced by schools in the implementation of inclusive Education in Zimbabwe**

Mafa (2020) carried out a study aimed at exploring the inclusive education challenges from a Zimbabwean context. The findings of his study were as follows: Lack of policy on inclusion; negative attitudes of stakeholders; inadequate resources and lack of suitable facilities; teachers' limited skills and lack of support from instructional supervisors. The study recommends that the Ministry of primary and secondary education should come up with clear policies on inclusion, teacher development to focus on inclusive teaching and sensitizing stakeholders on inclusion. The stakeholders should know what it is, its benefits and challenges and expose educators to research findings on inclusion and the findings advocate for clear guidelines to be laid down on how schools ought to implement inclusive education (Muranda, 2018).

It is against the above background that the research intends to further research on the challenges of inclusive education in the context of Chivi rural area. There are a number of gaps that have been left out by the research that the researcher wishes to dwell on, that is the possible solutions to the challenges. On methodology the researcher will also use the case study but schools that are supposed to participate will be chosen using purposive sampling. The researcher will use the focus group, questionnaire and observation to collect data for the research. The study will adopt both the qualitative and quantitative approach.

Chireshe (2021) carried out a study in Masvingo to investigate the perceptions of BED students on inclusive education. The study dwelt on the gains, challenges and possible solutions of inclusive education. According to Guma (2017) the challenges experienced were as follows: lack of specific policy on inclusive education; scarcity of resources such as special needs education trained teachers and assisting devices; existence of negative attitudes among some stakeholders and lack of understanding of meaning of inclusive education. The solutions are: enacting a specific policy on inclusive education; training more teachers in special needs education; implementing more community awareness programs; having specialist teachers and sufficient funding of education system and availing more resources for inclusion (Badza, 2021).

Bunch (2018) describes a successful inclusive education system as a situation where all learners are accepted as true learners at their own level of ability and where there is collaboration among all players in education that is teachers, specialist teachers, parents, supporting disciplines and students. The learners have the right to learn in the main stream. The researcher used a questionnaire. The items on the questionnaire focused on current challenges and how the challenges can be overcome.

The identified challenges and possible solutions will further give the researcher lighter on the subject under discussion. Samkange (2020) also carried out a study at a certain former group B primary school in Harare on inclusion. From his research, the following learning challenges were established: Learning disabilities; visual impairment, learning impairment, the gifted students, intellectual challenges, behavior problems and physical disabilities, attitudes of peers, parents and teachers, problem of teacher- pupil ratio and lack of resources such as wheel chairs, Braille, computers and furniture. The possible solutions were summarized by Zvinavashe (2021) as follows: Support from government, community and teachers, training of special teachers,

addressing teacher-pupil ratio (teacher overload may result in neglecting pupils with special need), need for physiological or counselor at every school and the creation of a resource unit within the school.

The study signifies the challenges of inclusion in the early grades. A comparison of these challenges to those of secondary schools will give a clear difference. Mafa and Mkuba (2020) centred their study on teachers as the main drivers of inclusive education in Zimbabwean schools. The need for effective human resources was their focus. According to the above study, teacher trainees should be equipped with theory of education and practical teaching skills, trained on how to collaborate with other specialists, attached to experienced teachers during their early years of teaching and be aware of learners' individual needs and diversities. From the study it emerged that the purpose of inclusive education in teacher training is to sensitize teacher trainees on inclusion, produce teaching graduate who can teach inclusive classes.

The importance of the study is to create a system of combating most of the challenges faced by various teachers. Charema (2016) established among other factors that these challenges include lack of relevant research information, inadequate support services, lack of appropriate facilities and materials, inadequate training programs and ineffective policies and legislation. Among other possible solutions lies the idea of the establishment of village or research centers and community based support. The need for relevant research information is discussed in detail by Eleweke and Rodda (2015). Hlalele (2020) echoes the sentiment as he highlights the developing countries in the south of the Sahara need up to date research figures in order for them to have full knowledge of the size of their problems concerning learners with disabilities. Dube (2020) suggests that there is need for establishment of research centres to generate data that will provide up to date statistics for planning and implementation of inclusive programs. The need for support is another challenge that has been observed by Veremu (2020). She notes that learners with disabilities who are integrated in regular schools would need additional provision and support in order to benefit socially, psychologically and educationally from inclusive education system. Veremu's research suggests that approaches differ from country to country depending on the economic, social and political status of the country. Inadequate facilities and lack of relevant materials is one of the major obstacles to the implementation of inclusive education in developing countries as observed by Dakwa (2018). He recommends that countries should make use of available equipment resources instead of depending on donor agencies. Miller (2021) laments the idea that some funds

for learners with disabilities are misdirected towards other causes in some countries south of the Sahara. Eleweke and Rhodda (2019) reiterate that successful inclusive education programs require the services of appropriate professionals who assist in identification, referral, diagnosis, treatment and training. In most countries south of the Sahara, there are a few training programs of educational audiologists, physiotherapists and speech and language physiotherapists.

## **2.9 Effects of the challenges on teaching and learning process**

The above analyzed challenges have been attached to a number of negative effects on the teaching and learning process. Blumberg and Cooper (2020) postulate that the challenges result in poor lesson delivery as the teachers lack appropriate skills on choosing effective content, objectives, methods and evaluation for mixed learners. This is further supported by Carter and Kennedy (2019) as they stress on the importance of appropriate skills to teach mixed learners. One of the effect of the challenges is poor performance of learners. Turnbull (2018)) chronicles how poor teaching skills can lead to poor performance of pupils. Sailor and Rodger (2020) suggest that poor selection of content and methods can demotivate learners and result in poor achievement of set goals. Another effect of the challenges according to Blumberg (2020) is the production of pupils who are lowly motivated because they fail to achieve set targets. Dube (2020) highlights that the gifted may be given less challenging work and the need learners are exposed to too challenging work. Cater and Kennedy (2020) reiterate that the challenges may produce learners with low self-esteem.

## **2.10 Summary**

From the reviewed literature, it has been noted that there are varied challenges that schools face in the implementation of inclusive education. These range from lack of trained human resources, inadequate resource materials, poor funding, lack of appropriate policies and legislation to poor monitoring and evaluation strategies. It has also emerged that nurturing of positive attitude towards inclusion creation of research centres, training of teachers in special education and appropriate funding of inclusive education system can reduce or even eliminate the challenges that schools face when implementing inclusive education. The next chapter dealt on research methodology.

## **CHARTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discussed research methodology under the following sub-headings; research design, population and sample, research instruments, data collection procedures, validity and reliability, data analysis and summary.

#### **3.2 Research Design**

This study centered on an interpretative theoretical framework. The perspective brought out the best results as it aims at reality that is socially constructed and context specific (Dube, 2020). The framework was supported by the use of descriptive survey. The survey made use of the case study. The case study provided much more detailed information than what is available through other methods. According to Kumar (2020), the case study can allow the researcher the opportunity to pursue issues to a greater depth in more realistic situation. The researcher took the case study of Cluster Q in Chivi rural area. The researcher employed a combination of qualitative and quantitative approaches. In the case study, the researcher made use of the observation schedule, questionnaire and focus group interview schedule to gather data.

#### **3.3 Population**

Population is the total number of all participants (Tarisayi, 2022). The population in the study 175 teachers, 12945 learners and 30 secondary schools in Chivi District of Masvingo Province. These comprises of rural and Peri urban schools put in 8 clusters.

#### **3.4 Sample**

From the population the researcher selected the following sample: 20 teachers, 80 learners, 5 schools. The researcher used purposive sampling techniques. The cluster was chosen to be part of



the sample with a specific purpose in mind. The researcher believed that some participants are fit for the research compared to other individuals. Edwards (2019) reiterates that purposive sampling enables a selected number of people who are known to be related to the topic to be part of the study. He highlights that the method has less chances of having people who will distort the data, less time is consumed in the process and there is low cost of sampling. As such, the researcher established that three schools, school A, B and C in Cluster Q have characteristics to be investigated as compared to other clusters. The schools are characterized of mixed ability learners and learners who have different learning disabilities. The criterion for selection of the teachers to answer questionnaires, participate in focus group discussions and to be observed was simple random sampling based on all the ten participants on offer at the three schools (Creswell & Poth, 2018).

### **3.5 Research Instruments**

The researcher used questionnaires, direct observation guide and focus group discussion to gather data. The three instruments were administered to the teachers of the ten participants which are being offered at each of three schools under observation. The researcher made use of both structured questions and non-structured questions to solicit data from participants. The structured questions enabled the researcher to easily analyse data. Kumar (2020)) asserts that this statistical technique enables comparison to be made across individuals or groups. While the non-structured questions, according to Bryman (2019), provide participants with the opportunity to express themselves freely, resulting in a greater variety of information. Therefore, the use of the questionnaire enabled the researcher to gather data on the challenges and possible solutions on the implementation of inclusive education within a relatively short period of time. The questionnaire guided against distortion as the responses are not subject to second hand analysis and detailed information is produced to meet the objectives of the research (Creswell & Poth, 2018). Another instrument used to collect data was the observation guide. The researcher, using the observation guide, directly observed lesson delivery and the facilities available and the schools so as to be able to deduce the challenges and possible solutions. Kolhari (2019) postulates that direct observation is when one watches interactions, processes or behaviours as they occur. This implies that the researcher gathered first-hand information. As the researcher went in to the three schools and directly observed lessons delivered and the facilities available, she was able to deduce the

hindrances that are faced by the schools in the implementation of inclusive education. The other instrument is the focus group interview. In the focus group interviews the researcher randomly selected individual teachers from different departments to discuss questions and issues on implementation of inclusive education (Chiromo, 2020). These members of the focus group shared a common background that enabled them to discuss common challenges that they encounter each and every day Ashma (2017). The interviews promoted detailed discussions and there was room for making verifications and justifications of views. The researcher took note of Cohen et al (2017) advice which highlights that vocabulary to be used should be kept simple and short, ambiguity and impression should be avoided as well as double-barreled questions. The researcher adhered to questions laid down in the schedule. The focus group interviews solicited for all the relevant information that had been left out by the use of the questionnaire and the direct observation method (Buma, 2018).

In making use of the above cited instruments ethical considerations were taken care of. Informed consent was sought by the researcher after she had provided full and accurate information about the research to the participants (Dube, 2020). The researcher upheld individual rights to confidentiality and privacy because research participants have the freedom to choose how much information about themselves they will reveal and under what conditions. The researcher sought written permission from the Ministry of Primary and Secondary Education so as to gain entry into the different schools under study. The researcher also communicated to the participants the intended use of the results of the research so as to avoid using the information against anyone (Hallele, 2020). Through these ethical considerations, the researcher built public support for the research, solicited for cooperation and coordination amongst several participants and above all the researcher was held accountable to the public (Tarisayi, 2022).

### **3.6 Data Collection Procedures**

In this study, data was collected by direct observation guide, questionnaires and interview guide. The researcher, using the introductory letter from the Bindura University sought permission from the Ministry of Education, Head Office and the school heads to be able to collect data from the schools. The researcher communicated in advance before visiting schools.

The questionnaire was filled in by ten different subject teachers per school. One teacher per subject was randomly sampled. These questionnaires were administered to three secondary schools in Chivi Cluster Q. The researcher personally administered the questionnaires in all the three secondary school. The researcher made use of the focus group interview guide to gather data. One group per school was formed, comprising of five members that were randomly sampled from the five departments in each school. The researcher led and guided the group discussions using questions laid down in the guide (Creswell & Poth, 2018). The researcher recorded all relevant data solicited from the focus group interview as per order of the questions in the guide (Dube, 2020). Another instrument used was the direct observation guide. The researcher directly observed the teaching and learning process of the three secondary schools under study using the observation guide. The researcher personally recorded the data using the order in the observation guide. The three instruments were pilot tested before final use to pave way for any corrections (Hlalele, 2020). The data collected using the three instruments was stored in both soft and hard copies for backup reasons.

### **3.7 Validity and Reliability**

The research made use of the questionnaire, interview guide and direct observation guide to solicit for data. This use of triangulation method determined various ways of assessing the validity and reliability of research methods and data (Vembo, 2018).

### **3.8 Data Analysis**

The researcher made use of both qualitative and quantitative data analysis. Under the quantitative data analysis according to Aliaga and Gunderson (2021) the phenomena will be explained by collecting numerical data that one analyzed using mathematically based methods. Zenda (2019) as they define quantitative data analysis as statistical techniques used to describe and analyze variation in quantitative measures. Using the quantitative analysis the researcher assessed the occurrence of mentioned ideas and their frequencies were expressed in percentages (Humba, 2017). The rate of accuracy of a specified phenomenon was presented in bar graphs, histograms and pie charts. The researcher also made use of the frequency table to record occurrences of stated issues and the use of statistical figures by the researcher enabled her to measure and assess the degree to which stated phenomenon can be applicable to a given sample (Yuli, 2015). For example,

the percentage frequencies gave a direct rate of occurrences of stated challenges and their possible solutions. The higher the occurrence of a given challenge the more common it is to a stated population. The gravity of the challenges can only be deduced through quantitative figures and tables. Kumar (2020) suggests that there are three ways in which one plans and in which one can write about his or her findings in qualitative research. The researcher adopted all the following mentioned three ways. The first approach involves developing a narrative to describe the situation, episode event or instance. The second one is identifying the main themes that emerge from one's notes or one's in-depth interviews and write about them quoting in a verbatim format. The last one involves qualifying the main themes in order to provide their relevance and their significance. Under the qualitative data analysis the researcher followed four steps. In the first step the researcher identified the main themes which were going to be the bases for analysing the data from different instruments, for example the questionnaire.

In the third step the researcher clarified responses under the main themes to make sure that all given responses from the questionnaire, observation guide and focus group interview schedule were catered for. In the last step the researcher linked the themes and the responses to make a detailed report. These themes were taken from the context of the interviews or deduced from the questionnaire. The stated four steps have been adopted from Kumar (2020). The four steps took care of several issues that were identified through themes. The challenges faced by the schools in implementing inclusive education were fully revealed through qualitative data analysis. The possible solutions were uncovered.

### **3.8 Summary**

The case study design was used in this study. A sample of Chivi Cluster Q purposively sampled comprising on three schools will be used to represent a population of thirty secondary schools in Chivi District. Random sampling techniques were used for selecting participants who participated in the research. The questionnaire, the focus group interview and direct observation were used for data gathering. These instruments were pilot tested. Quantitative and qualitative data analysis was used for data analysis. The next chapter focused on data presentation, analysis and discussion.

## **CHAPTER 4**

### **PRESENTATION , ANALYSIS AND DISCUSSION**

#### **4.1 Introduction**

The study aimed at establishing the challenges faced by schools in the implementation of inclusive education. This chapter presented, analyses and discusses data that was collected in the research field based on the responses of questionnaires by teachers, focus group interviews for teachers and direct observation of the teaching and learning process.

#### **4.2 Empirical Findings**

The study is based on a descriptive survey approach where three secondary schools in Chivi district were investigated. In this research a total of 30 subject teachers were selected, 3 focus groups comprising of 15 teachers were interviewed and 6 direct observation sessions were carried out.

### 4.3 Demographic Data

#### Gender, Age, Teaching Experience and Qualifications of Teacher Participants

Fig 1. Gender of teacher participants.

n=30

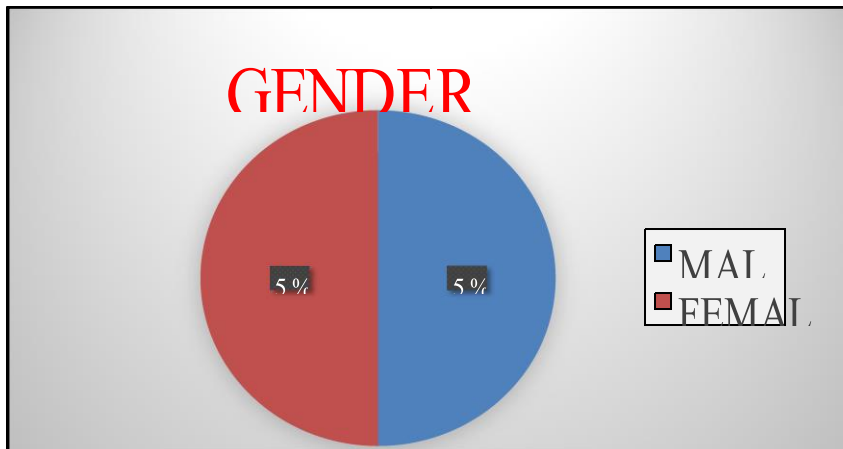


Fig 2. Age in Years of Teacher Participants

n=30

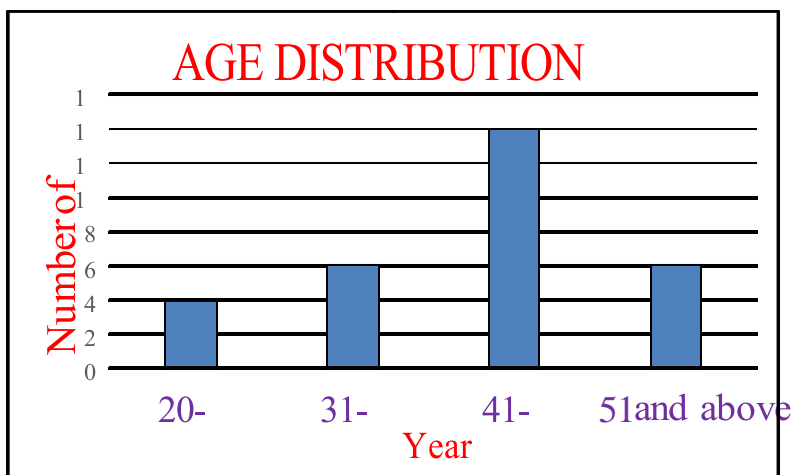
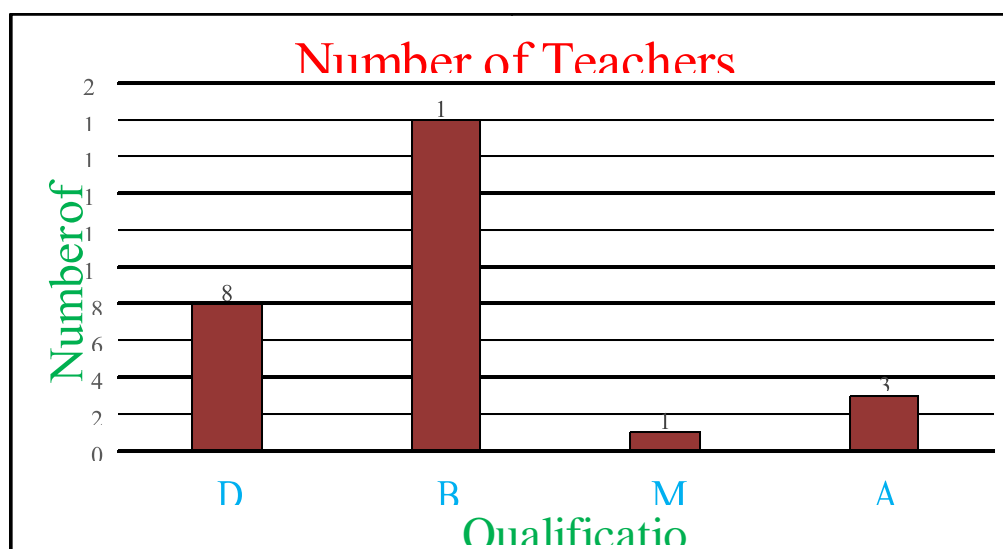


Table 1. Teaching Experience of Teacher Participants

n=30

Age	Frequency	Percentage
0-5	6	20
6-10	5	17
11-15	5	17
16-20	4	13
20 and above	10	33

Fig 3. Qualifications of Teacher Participants.



KEY

D – Diploma in Education

B – Bachelor's Degree

M – Masters

A – Any other Qualification

Fig 1 reveals that there is equal proportion of teacher participants in relationship to gender. This signifies that the research is gender sensitive. All age groups are represented as is shown by Fig 2 which highlights the age of teacher participants. The teaching experience of teacher participants is revealed by Table 1 which shows that the learners are being taught by experienced teachers who have a sound knowledge of the challenges faced by schools in implementing inclusive education in schools. The professional qualifications shown in Fig 3 reveals that all the teacher participants are highly qualified to assess the barriers that hinder successful implementation of inclusive education in schools. Edwards (2021) concurs with this as he suggests that teachers should be equipped with relevant skills that promote implementation of any change and innovation in the education arena, especially inclusive education.

#### **4.4 Challenges being faced by schools in the implementation of Inclusive Education**

The participants, through the questionnaire, the focus group participants and direct observation by the researcher showed that there are barriers to effective implementation of inclusive education in schools 88% of teachers who responded to the questionnaire strongly acknowledged that they have challenges in implementing inclusive education (Chireshe, 2020). This was echoed by nearly every teacher who participated in the focus group interviews. The researcher directly observed most of the limitations that the schools are facing. Therefore, findings and analysis are drawn from teacher questionnaire, focus group interview and direct observation by the researcher.



Table 2. Responses from teacher questionnaire on challenges faced by schools on the implementation. n=30

Number	Item	Responses	Percentage
11B	What are the challenges you face?	<ol style="list-style-type: none"> <li>1. Teachers lack appropriate skills and exposure in teaching mixed pupils.</li> <li>2. Lack of clear cut policy and planning on inclusive education by the government.</li> <li>3. Inappropriate infrastructure and resources.</li> <li>4. Lack of funds to purchase special requirements.</li> <li>5. Discrimination and stigmatization among learners.</li> <li>6. Teachers and community's negative attitudes.</li> <li>7. Large teacher-pupil ratio/ prohibitive teaching loads.</li> <li>8. Limited time to deal with individual learners.</li> <li>9. Poor dissemination of information from the Curriculum Development Unit.</li> <li>10. Lack of team work and collaboration.</li> <li>11. Lack of help from the Schools Psychological Services.</li> </ol>	<p>95</p> <p>80</p> <p>78</p> <p>77</p> <p>75</p> <p>74</p> <p>73</p> <p>72</p> <p>60</p> <p>55</p> <p>50</p> <p>45</p>

		<p>12. Lack of monitoring and evaluation tools by curriculum designers.</p> <p>13. Lack of motivation on the part of the teacher and the learner.</p>	40
--	--	---	----

Table 2 highlights the challenges faced by schools in implementing inclusive education. These were derived from the teachers' questionnaires. The above stated challenges are presented and analysed in detail using findings from the questionnaire, focus group interview and direct observation. This table signifies the numerous barriers of implementing inclusion in three schools under investigation.

#### **4.4.1 Teachers lack appropriate skills and exposure in teaching mixed learners**

The barrier of lack of appropriate skills and exposure by teachers in teaching mixed learners is the most pertinent one as can be observed from table 2 with a 95% frequency occurrence in the questionnaire presented to teacher participants (Dube, 2020). This barrier was mentioned and discussed at length in all the focus group interviews highlighted that are not trained to teach special learners and as such they lack the know-how of handling mixed learners (Dakwa, 2018). One interviewee had this to say:

*“We are only familiar with the methods, content, evaluation and objectives of ordinary learners. We find it difficult to set content, methods, evaluation and objectives that suit all the learners regardless of their learning abilities or disabilities.”*

The above stated view is supported by the fact that most of the teachers have not received any training to deal with inclusion as was observed through the questionnaire responses were 97% of the teacher participants stated that they have not received any training to deal with physical and learning disabilities (Chikumba, 2020). Therefore, 83% of the questionnaire participants attached most of the challenges to lack of appropriate training on the part of the teacher.

Lack of appropriate skills on the part of the teacher was also noticed by the researcher as a direct observer. In the 3 schools observed, the teachers had problems in trying to choose the content and even the methods to deal with a mixture of learners and the imparted skills did not appeal to the ability of each and every learner in the classroom (Badza, 2021). It was also observed that most of the teachers could not effectively manage the class as a result of failure to set appropriate objectives to deal with inclusion.

Another teacher interviewee had this to comment:

*“Unless teachers are fully equipped with relevant skills to handle inclusion, Inclusive education in schools will remain chaotic”*

As has been outlined, observed and deduced from the 3 sources, lack of skills on the part of the teacher is one of the greatest hindrance to implementation of inclusive education in schools (Chireshe, 2020).

#### **4.4.2 Lack of clear cut policy and planning on inclusive education by the government.**

The challenge of lack of clear cut policy and planning was revealed by questionnaire participant. 80% as shown by table 2 indicated that lack of inclusive education policy is a source of a number of hindrances.

Table 3. Responses from teacher questionnaires showing government involvement in inclusive education policy. n=30

NUMBER	ITEM	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

1	Ministry of Primary and secondary education is advocating for inclusive education.	37%	63%	0%	0%
2	Inclusive education is being practiced	17%	67%	17%	0%
3	Ministry of Primary and Secondary Education has a laid down policy regarding inclusive education.	0%	33%	64%	3%

Table 3 illustrates that even though the ministry of Primary and Secondary education is for advocating for inclusive education, it is not fully being practiced in the 3 schools under investigation. Table 3 further points out that the Ministry of Primary and Secondary does not have a laid down policy regarding inclusive education. The focus group interview also established that the Ministry of Primary and Secondary Education lacks a clear cut policy on inclusive education as one teacher interviewee outlines:

*“The absence of a clear policy on inclusive education means that the government is not taking inclusive education seriously.” Another teacher interviewee pointed out:*

*“Lack of a policy means there is no plan of action and how can teachers implement inclusive education without any laid down guidance?”*

The third participant asked the following questions:

*“What is it that we are going to teach? How are we going to teach it? “How are we going to set the objectives and what evaluation are we going to employ?”*

The researcher also noted that there is a relationship between lack of policy and the chaotic lessons being delivered. These lessons represent lack of direction on the part of teaching which is emanating from lack of policy from the government (Museya, 2017).Therefore, the absence of policy and planning create limitations as teachers lack guidance and reference.

**4.4.3 Inappropriate infrastructure and lack of funding are some of the major obstacles to the implementation of inclusive education.**

Table 2 indicates that an average of 80% teacher participants cited the problem of inappropriate infrastructure brought about by poor funding.

Table 4. Responses from teacher questionnaires showing inappropriate infrastructure and lack of funding.

n=30

NUMBER	ITEM	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE

7	Buildings are constructed to cater for different physical and learning disabilities.		17%	77%	6%
8	Enough funds are set aside to purchase special requirements.			77%	23%
9	The school receives help and services from the Department of Psychological services.		17%	50%	33%

Table 4 indicates that 77% of the participants revealed that the infrastructure, mainly the buildings at the 3 schools under investigation are not constructed to cater for different physical and learning disabilities. This sentiment is echoed in the focus group interviews. The teacher interviewees indicated that the school buildings do not accommodate the use of wheel chairs as there are no ramps in all the three schools under study (Hlupo, 2020). This was also observed by the researcher. The teacher interviews expressed that no hearing aids for these learners who are hard of hearing and no tape recorders for the blind learners (Dakwa, 2018). The interviewee further highlighted that the majority teachers cannot use sign language. Therefore, there is poor communication which disturbs effective teaching and learning process. The researcher observed that there is no reference books written in Braille and other necessary special educational materials and equipment in the library (Mapundu, 2021).

Lack of infrastructure was strongly attached to lack of funds by teacher interviewees. One of the interviewees commented:

*“Our school is not receiving any income as the pupils are not paying their school fees and there is no way of forcing them to pay. We are financially crippled. We cannot afford to buy exercise books yet alone Braille and talking computers for the hard n hearing”*

The interviewee indicated that their schools do not set aside funds to purchase special requirements. Table 4 shows that 77% of the teachers who responded to the questionnaires indicated that no funds are set aside to purchase special requirements. To worsen the situation, 83% of teacher participants in table 4 revealed that the schools receives no help and services from the Department of Psychological Services. The researcher also observed that the unavailability of funding for inclusive education needs emanate from the poor economic status of most of the parents due to unemployment as a result of the country’s economic meltdown (Juma, 2019). The above findings reveal that lack of appropriate infrastructure and funding is creating unfavorable physical and economic environment for inclusion in schools (Gumbo, 2020).

#### **4.4.4 Discrimination and Stigmatization among teachers, learners and the community.**

Table 2 reveals that discrimination and stigmatization as result of teachers, learners’ and community’s negative attitude is one of the barriers to implementation of inclusive education in schools. The interviews indicated that the teachers, learners and the community at large are not prepared to accept learners with disabilities because of various traditional myths. One of the teacher interviewees had this comment:

*“Society looks down upon the disabled and pupils with learning disabilities. Until society’s attitude towards disability is changed, then inclusive education is difficult to implement.”*

Another member of the focus group interviews observed that negative attitudes emanate from the background of the learners, teachers and community. He highlighted that traditionally learners with special needs were segregated and they were not given equal opportunities to access

education. They were belittled. This segregation results in discrimination and stigmatisation we witness together in schools (Tarisayi, 2021). The researcher noticed that most of the teachers, when conducting lessons do not take the special learners seriously (Moyo, 2022). Less attention is awarded to them as they are considered as second class learners. Some of the fellow learners, as observed by the researcher, feel the special learners waste their time as they require more attention from the teachers (Gumbi, 2018). The interviewees revealed that the community at large lacks education on the benefits of inclusive education and as such they look down upon it. Inclusivity hinges mainly on positive attitude from the main implementers which are the learners, teachers and the community (Musama, 2015). Lack of positive attitude as can be established is leading to implementation barriers in schools.

#### 4.4.5 Large teacher-pupil ratio and prohibitive teaching loads

Large teacher-pupil ratio and prohibitive teaching loads are some of the hindrances of effective implementation of inclusive education in schools as revealed by responses to teacher questionnaires, focus group interviews and direct observation by the researcher.

Fig 4. Responses from teacher questionnaires showing average class size.

n=30

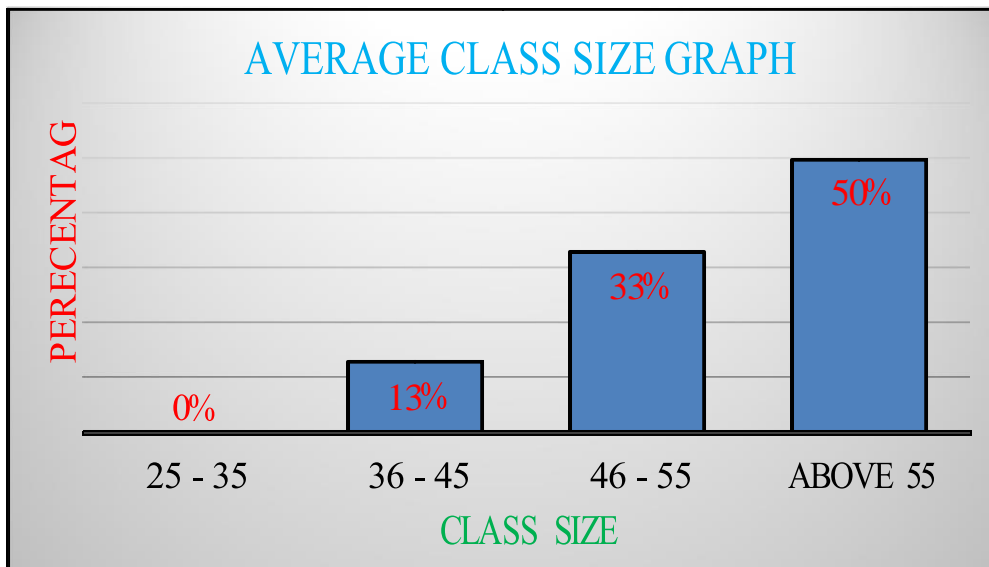


Fig 4 highlights the average class size at the 3 schools under investigation. In view of the table, it can be established that more than half of the teachers who responded to the questionnaires teach



an average class size of above 56 pupils. This was reiterated by several teachers who participated in the focus group interviews. The teachers acknowledged that the majority of them teach an average class size of more than 55 pupils. It was also observed by the researcher that most of the class size observed ranged from 55 to 60 pupils. At one of the schools, the class size ranged from 57 to 67 pupils.

One of the teachers had this comment during the focus group interviews:

*“A single teacher finds it difficult to attend to more than 55 pupils in 35 minutes and to make matters worse, these pupils have different learning disabilities.”*

Another teacher further commented:

*“A class of more than 60 pupils makes it impossible for the teacher to deal with learners as individuals. As such, the majority of the learners are neglected”*

Lessons observed revealed that the large numbers cripple the teacher as far as class management is concerned (Zenda, 2020). Teacher’s effectiveness is highly compromised and learners’ individual attention thwarted. Linked to the barrier of large class size is large weekly teaching loads for teachers (Musa, 2017). In the interview sessions, the interviewee indicated that nearly every ordinary teacher has more than 32 lessons per week. This was echoed by the researcher as revealed by various teachers’ timetables that indicated more than 32 teaching periods per week. The above findings reveal that the teacher is suffocated to effectively implement inclusion in the class as he or she has numerous duties that cannot accommodate the demands of inclusion (Chipetu, 2022).

#### **4.4.6 Poor dissemination of information from the Curriculum Development Unit (C.D.U)**

Poor dissemination of information by the C.D.U was strongly blamed by teachers who responded to the questionnaires for poor implementation of inclusion in schools under study. Table 2 reveals that 60% of the questionnaire participants indicated that they are negatively affected by C.D.U’s poor dissemination of information strategies. The focus group interviews also deduced the same problem.

One interviewee pointed out:

*“We do not have any material or any form of communication from the C.D.U to assist us. We lack guidelines as to how we can go about to practice meaningful inclusion in classes.”*

It was also observed in all the three schools under study that the teachers lack resource materials to cater for inclusion (Damaba, 2016). Therefore effective planning and delivery of inclusive lessons are jeopardized by lack of appropriate syllabus and learning materials such as textbooks and charts to cater for inclusive classes. It was also observed in all the three schools under study that the teachers lack resource materials to cater for inclusion, therefore effective planning and delivery of inclusive lessons are jeopardized by lack of appropriate syllabus and learning materials such as textbooks and charts to cater for inclusive classes (Chivarange, 2018).

#### **4.4.7 Lack of team work and collaboration.**

As observed, highlighted and discussed by several teachers, lack of team work and collaboration hinders meaningful application of inclusion in schools. This involves a number of stakeholders which are also change agents. These include the government, teachers, learners, the community at large and the Schools Psychological Services. Table 2 highlights that the barrier of lack of collaboration has a weight of 55%. During the focus group interviews, most of the teachers pointed out that inclusion is lacking team work. They further highlighted that the government should initiate changes that are feasible to the schools. They pointed out that the community can also be part of the initiation through funding. The interviewees observed that most of the teachers are not cooperating in the implementation of inclusion. In response as to why they are lacking cooperation, one of the teachers pointed:

*“Teachers are ill equipped to fully implement inclusion. They lack the know-how, they are overburdened by large classes and prohibitive teaching loads.”*

The interviewees noted that the Schools Psychological Services are not rendering any assistance, be it technical help or financial assistance. The interviewees highlighted that the community is not playing an active part in promoting inclusion in schools (Hlalele, 2022). The researcher observed that inclusion lack team spirit as was seen through a number of gaps that calls cooperation from

the government to the learners in the classroom (Mupa, 2015). The interviewed teachers revealed that lack of monitoring and evaluation tools on inclusion is promoting a poor implementation of inclusion in schools (Hemax, 2017). The above deductions reveal that lack of team spirit promote half-baked reforms and innovations on inclusion.

#### **4.4.8 Lack of motivation on the part of the teacher and the learner**

Lack of motivation on the part of the teacher and learner is hindering effective implementation (Dube, 2020). The interviews revealed that teachers do not have the will power to fully implement inclusion because they are exposed to poor working conditions and living conditions. The learners are exposed to poor working conditions and living conditions (Ndlovu, 2020). The learners are exposed to unfriendly learning conditions as a result of poor funding from all change agents and the stakeholders (Hugo, 2017). Lack of motivation as discussed leads to lack of cooperation towards a common goal of inclusion in classes (Samwange, 2019). Therefore, the teachers' lack of drive can promote poor and ineffective teaching and methods for inclusion leading to failure of inclusive education.

#### **4.5 Discussion of the established challenges**

The main established challenges are discussed in detail. These challenge are:

- Teachers lack appropriate skills and exposure in teaching mixed learners.
- Lack of clear cut policy and planning on inclusive education by the government.
- Inappropriate infrastructure and lack of funding.
- Discrimination and stigmatization among teacher, learners and the community.
- Large teacher-pupil ratio and prohibitive teaching loads.
- Poor dissemination of information from the Curriculum Development Unit (C.D.U).
- Lack of team work and collaboration.

- Lack of motivation on the part of the teacher and learner.

#### 4.5.1 Teachers lack appropriate skills and exposure in teaching mixed learners.

The study noted that the major barrier to implementation of inclusion in schools under study is lack of appropriate skills and exposure in teaching mixed learners. It was established that the teachers are the main implementers of inclusion in schools. Hence, they need sound knowledge of handling learners of diverse disabilities. This observation was also noted by Sage (2019) who highlights that poor professional development of teachers is a hindrance to inclusion. The limitation of skills on the part of the teacher is further echoed by Mafa (2020) who chronicles the negative effects of lack of skills. Among other effects, he cites the problems of lack of content, objectives, methods and evaluation to be used. Samkange (2017) reiterates that lack of skills rob the teacher of the direction to be followed in the implementation process. The findings are in total agreement with Samkange's observations. The researcher established that skills can also be obtained through exposure to various inclusion environments. Chireshe (2020) differs with this view as he strongly argues that only professional training can impart relevant skills. The researcher and various mentioned authorities concur that lack of relevant skills has negative effects on implementation of inclusion in schools. The difference lies in how the teachers can acquire the skills.

#### **4.5.2 Lack of clear cut policy and planning on inclusive education by the government.**

The research established that lack of a clear cut policy and planning on the part of the government creates a barrier for effective implementation of inclusion. Miles (2017) shares the same sentiments in his study he carried out in India. Stubb's (2018) further supports the view as he also observed this in his study. Tarisayi (2020) attributes lack of specific policy to lack of priority by the government to promote accessibility of education to special learners. This can be adapted by the researcher as it appears that the Ministry of Primary and Secondary Education has taken over 22 years since the adaption of Salamanca declaration to craft a policy on inclusive education in Zimbabwe. Lack of policy as established by the study has deprived the teachers of a guideline to be followed in the implementation process. Mada (2019) concurs with this as he further argues that lack of policy signifies lack of seriousness on the implementation of inclusive education. Zenda (2021) suggests that policy formulation as a nation can be replaced by development of

various research centres that can adopt various localized policies. The view may not be applicable to the environment under study as Zimbabwean schools operate under centralized planning.

#### **4.5.3 Inappropriate infrastructure and lack of funding**

Inappropriate infrastructure and lack of funding as barriers for effective implementation are not unique to the three schools under investigation but they are also common to most of the African schools as observed by Ganga (2019). In addition, Sabeta (2020) attaches these problems to poor economic systems of a given country and the school's financial system. The researcher concurs with this observation. Lack of accessible buildings and relevant equipment can be strongly linked to lack of funds at government level and at school level as a result of absolute poverty. The scarcity of resources is attributed to mismanagement by Chiresshe (2020). Even though it appears to be a sound probability it is not applicable to the findings of the study. Salamanca Conference (1994) establishes that inappropriate infrastructure and lack of funding hinders innovation and change. The researcher shares this view as the scarcity of infrastructure and funding has negatively affected inclusion in the three schools under study.

#### **4.5.4 Discrimination and Stigmatization among teachers, learners and the community**

Discrimination and Stigmatization among teachers, learners and the community has greatly contributed to ineffective implementation of inclusion in schools. This was also established by Miles (2020) who further attaches the discrimination to traditional negative attitudes towards disability. Typical of the source of negative attitudes in the study. Findings reveal that these negative attitudes emanate from the community culture that attaches inability to disability. In his study Mafa (2018) analyses that negative attitudes affect nearly all stakeholders who range from the learners to the community at large. The study reveals that the negative attitudes have been exacerbated by economic hardships. Stubbs (2019) observes that discrimination can be worse for a disabled girl. However, this is not the situation with the current study. The study noted equal opportunities have been availed to learners regardless of gender. Discrimination and stigmatization remains a serious barrier that has led to high number of dropouts in the schools under study.

#### **4.5.5 Large teacher-pupil ratio and prohibitive teaching loads**

Large teacher-pupil ratio and prohibitive teaching loads have been identified as a hindrance to inclusion in schools. Sage (2017) has also experienced this as he notes that the large class size fail to consider the severity of student needs. Samkange (2020) reiterate that large teacher teacher-pupil ratio leads to overloading of teachers and it results in the teachers neglecting pupils with special needs. As the study revealed, most of special learners are neglected by the teachers due to limited time allowed by the timetable and the heavy teaching loads of teachers. Miller (2018) observes that large classes exhaust limited funds and further breeds negative attitudes towards the learners on the part of the teachers. The study share the same sentiments.

#### **4.5.6 Poor dissemination of information and material from the Curriculum Development Unit (C.D.U)**

Poor dissemination of information and material from the Curriculum Development Unit (C.D.U) has hampered effective implementation of inclusive education in the schools under study. Gatawa (2020) outlines that lack of appropriate dissemination strategy can cripple on change and innovation. He attributes poor dissemination to poor funding and lack of research on the part of the curriculum designers. The researcher attaches Gatawa's observation to her observations. Most of the teachers lack current information, syllabi and relevant textbooks. Little has been developed for use by teachers in the implementation of inclusive education in schools. Poor development of materials and lack of pilot testing has been discussed by Nkomo (2017)) in detail. He argues the pilot testing is a major component of implementation. The research findings reveal that the CDU has done very little to develop and disseminate materials if ever the materials have been developed. Nkomo (2015) further highlights on the importance of monitoring and evaluation tools. The research revealed that there are no monitoring and evaluation tools established so far. Lack of monitoring and evaluation deprives the innovation of required feedback that is required for further improvements, hence the implementation process remains static as there is no room for assessment and further recommendations.

#### **4.5.7 Lack of team work and collaboration**

Lack of team work and collaboration is one of barriers that was identified in the study. This challenge is not restricted to the three schools under study, it cut across different schools as

observed by Saga (2020). He concludes that lack of collaboration between parent or guardians, leaders, specialists and administration contributes to non-achievement of set goals. The researcher observed that all the above stated change agents have a role to play in the change process. Samkange (2019) is in agreement with the observation as he notes that there is lack of physiological or a counsellor at every school to enhance effective communication and understanding. Charema (2019) advises that lack of collaboration and team work can be solved through the establishment of research centers to promote an environment that enables team work and unity of purpose. This can also be applied to the three schools under study.

#### **4.5.8 Lack of motivation on the part of the teacher and the learner**

The study revealed that lack of motivation on the part of the learner and teachers was also instrumental for effectiveness of inclusion in schools. The above sentiments are also shared by Eleweke and Rhodda (2020) who attribute poor motivation to teacher poor remuneration. Charema (2019) suggests that poor motivation in learners is brought about by lack of counselling. The research also revealed that the counsellors are not part of the system in the schools inclusion programs. Their services may go a long way to iron out issues that affect implementation. The research revealed that teachers may be greatly motivated if their teaching loads are reduced and if they are offered financial incentives. Sponsorship for further training on mainstreaming may be one of the incentives. This idea is also advocated for by Chekuda (2018) who advocates strongly for the need for protection of the learner against abuses, discrimination and stigmatization. Maslow's hierarchy of needs concurs with the observation. To sum up on the discussion, it can be concluded that a number of challenge were established and most of these problems are not unique to the three schools under study but they cut across different geographical areas. Several authorities have made reference to the challenges.

## 4.6 THE EFFECTS OF THE CHALLENGES ON THE TEACHING AND LEARNING PROCESS

The various observed challenges have a number of effects, mainly negative, on the teaching and learning process. The effects have been established through the response from the questionnaires, focus group interviews and direct observation.

### **4.6. Response from teacher questionnaires showing the effects of the challenges on the teaching and learning process**

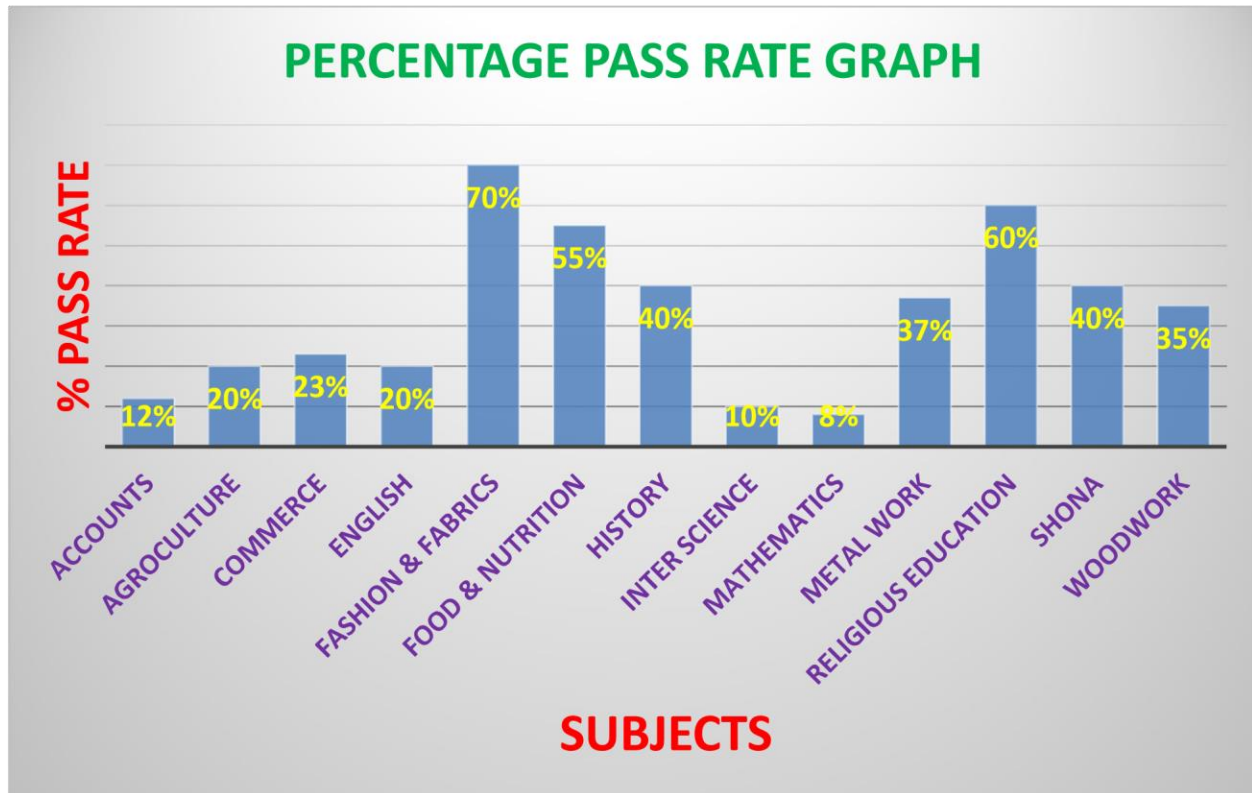
The challenges are grouped 4 distinctive effects and these are represented from the perspective of questionnaire responses, focus group interview responses and direct observation of the researcher. The effects are: poor performance leading to poor results, teachers find it difficult to choose appropriate teaching strategies, divided and unbalanced to respective learners and high dropout rate.

#### **4.6.1 Poor performance leading to poor results**

One of the main effects of the challenges to the teaching and learning process is poor performance of learners which leads to poor results. Table 5 from the teacher questionnaires indicates that the effect has a weight of 79%. This means it affects the majority of learners in the 3 schools under investigation.



Fig 5. Direct observation by the researcher showing ‘O’ Level ZIMSEC results for school A for the year 2021



Overall school percentage pass rate=20%

Fig 5 highlights percentage pass rate of 13 participants offered by the school as indicated by ‘O’ level ZIMSEC results for the year 2021. The above-highlighted graphs, Fig 5 are a summary of the performance of learners at school A, B and C. Overall as indicated, the majority of the learners are performing below the required standard with an overall school percentage pass rate of 20%, 18% and 21% respectively. The poor performance by the learners was also revealed by the learners’ written exercises and practical participants in the various participants (Mangwanya, 2017). The majority of the learners had far below the average marks. The effect of poor performance was echoed by the interviewees in the focus group interviews as they suggested that inclusion is contributing significantly to poor performances of learners in the schools (Chauke, 2019). The interviewees attributed this to failure by teachers to give individual attention because of large classes and failure by the Curriculum Development Unit to draft syllabi to cater for

inclusive education in the schools. The above observations spell out that the challenges of implementing inclusive education are contributing significantly to poor performances of learners in the schools under study.

#### **4.6.2 Teachers find it difficult to choose appropriate teaching strategies**

One of the effects of the challenges of implementing inclusive education is that teachers find it difficult to choose appropriate teaching strategies. This effect was revealed by majority of teachers who responded to the questionnaires with a percentage frequency of 81% indicating that it is one of the major effects of inclusive education. The focus group interviews reiterated the effect of the dilemma of teachers. One of the teacher interviewees commented:

*“We find it difficult to choose the content, objectives and methods to accommodate every learner that we have in the same class. To make matters worse, I fail to evaluate the learners inclusively”*

Another interviewee revealed:

*“Teaching methods appropriate for special learners may not be effective to ordinary learners, which pace of teaching and language of instruction should a teacher dwell on to accommodate inclusion?”*

The researcher also observed that the teachers have difficulties in choosing the most applicable content, objectives, methods and evaluation that cater for every learner (Kuzomuka, 2019). This was revealed by the lessons delivered. The researcher observed that while a certain method was appropriate for certain learners, it was the opposite for a different group. The researcher also observed that the teachers find it difficult to evaluate all the learners in the same class with the same evaluation tool as a result of their different learning backgrounds (Huyo, 2020). The above findings reveal that different learning disabilities affects negatively the teachers’ abilities to choose the appropriate materials and methods for all the learners in the classrooms (Chireshe, 2020). The teachers’ evaluation was also affected. Most of the teachers evaluated learners as a class not as a result of lack of time due to large classes.

### 4.6.3 Divided and unbalanced attention to learners

Another effect of the challenges to inclusive education is divided and unbalanced attention to learners. This effect was revealed by most of the teachers who responded to the questionnaires, 75% of the participants highlighted this effect. The effect was also echoed by most of the teachers who participated in the focus group interviews. The teachers revealed that the learners are attended to as different entities depending on the different learning disabilities and strengths. In support of this one of the interviewees reiterated:

*“Within one class, there are several classes and individuals who need different kinds of attention. Some learners need more attention than others”*

Another interviewee echoed the same sentiment:

*“We, as teachers, produce learners who are lowly motivated because we cannot dance to their tune. The gifted are exposed to less challenging tasks while the disabled are confronted with more challenging tasks.”*

The researcher also observed that the demotivated pupils can disrupt the learning and teaching process while the motivated pupils try to concentrate (Dube, 2020). The researcher also observed that the disadvantaged who are the special learners are not fully attended to. This is attributed to the fact that the curriculum in use in the 3 schools does not cater for everyone. The activities are not at the level of different learners, hence the segregation of the special learners (Mupa, 2015). It was also established that the subject syllabi does not take cognizance of the special learners, hence the learners with learning disabilities sit for the same paper with the ordinary learners. This promotes poor performance of pupils. As has been noted that challenges in implementation of inclusive education result in unfair and unbalanced attention to learners by teachers (UNESCO, 2019). This emanates from the common curriculum in practice that does not cater for learners with learning disabilities.

#### **4.6.4 High dropout rates**

High dropout rates are some of the effects of the challenges of inclusive education. This is evidenced by several suggestions highlighted in the teachers' responses to the questionnaire. Table 5 reveals that 60% of teacher participants established that barriers to inclusive education result in high dropouts. According to the focus group interviews, the dropouts are a direct result of frustration on the part of the learners (Gumax, 2016). The interviewees suggested that learners are subjected to low self-esteem as some of them are stigmatized by fellow learners, the community and the teachers (Hlalele, 2022). The issue of dropouts was also noted by the researcher through her assessment of the attendance registers. The researcher also established that there is high rate of absenteeism of learners. This was attached to idleness of learners by the interviewees. The above observation clearly indicates that low motivation, low self-esteem and rigid curriculum in inclusive education affect access and completion of learning courses by learners with learning disabilities (Dakwa, 2016). Low enrolment, high dropouts and poor performance characterize inclusive education in all the three schools under study.

#### **4.8. Possible solutions to challenges that militate against inclusive education**

Possible solutions attached to the school and teachers, the government and the community are discussed.

##### **4.8.1 Possible solutions attached to the school and the teachers**

The researcher established that most of the barriers within the school setting can be minimized through the following strategies: training of teachers, provision of financial assistance, lowering of teacher-pupil ratio and teaching loads and facilitation of workshops and meetings to promote effective communication. The researcher deduced through the findings that the teacher is one of key change agents in the provision of inclusion in schools. As such, the teacher's lack of skills directly hampers effective implementation of inclusive education (Zumba, 2022). The research established the need for training of teachers to impart them with relevant and appropriate skills. This view has also been echoed by Sage (2019) who stresses on the need for professional development of teachers. This is reiterated by Samkange (2017) who highlights that empowerment of teachers' results in effective implementation as the teachers are armed with appropriate content, objectives, methods and evaluation tools. Charema (2016) suggests that lack of training maybe a

result of poverty on the party of the teacher. This observation was also identified by the researcher as most of the teachers interviewed called for the government to avail grants to the teachers to enable them to study as their salaries are too low to permit them to pay fees in colleges.

Lack of teacher training in the three schools is also attached to failure of teachers to be granted study leave by the government. Miller (2020) assesses that lack of training on inclusion is a result of negative attitude on inclusion on the part of the teacher. This view can also be applied to the three schools under study. There seems to be total agreement among the different authorities on the need for relevant teacher training but the differences lay in how the teachers can acquire the training. Provision of financial assistance is another possible solution identified by the research. The researcher has established that the three schools under observation are faced with absolute poverty as can be portrayed by their poor infrastructure and lack of minimal learning aids that can assist the special learners. This view is shared by the Salamanca Conference (2021) which stipulates the need for provision of funding and appropriate infrastructure as a basic requirement for implementation of inclusion in schools. UNESO (2020) concurs with the idea and goes further to suggest that poor communities are encouraged to make use of the resources they have at hand. Charema (2016) advises that schools seek donations from the corporate world. Chireshe (2020) on the other hand advocates for income generating projects to sustain inclusion. The above suggested solutions on finance can be feasible to the three schools under study. With enough funding, most of the financial barriers can be minimized resulting in successful implementation.

Lowering of teacher-pupil ratio and teaching loads is one of the possible solution suggested by the study. The researcher has established that lowering of the teaching load enhances maximum attention because it removes burden from the teacher and enables the learner to receive maximum attention. This solution has also been highlighted by Zenda (2020) but not at the level of the findings of the study. The degree of the severity of the load is unique in its own way. This, according to the research has been attributed to the effects of quantity education versus quality education. MoPSE (2020) observes that large classes exhaust limited funds. This scenario has also been observed in the study. A reasonable load and ratio promotes effective teacher-pupil interaction and accommodates a variety of appropriate teaching strategies.

Another solution is that of promoting communication through workshops and meetings. The findings reveal that these workshops and meetings promote team work and collaboration. Chipinda

(2017) suggests that communication at every level of implementation promotes co-operation towards effective implementation of inclusive education. Dube (2020) suggests that team work and collaboration can be encouraged through establishment of local research centers. Though this may be applicable to the three schools under study to a lesser level it may not be fully feasible because of financial constraints.

#### **4.9.2 Discussion of possible solutions attached to the government**

The research has established that the government has a greater responsibility of minimizing barriers to effective implementation of inclusive education. Possible solutions, according to the study are: provision of funds, effective policy formulation and dissemination, facilitation of psychological and social welfare services. Most of the barriers emanate from lack of effective policy. The research has advocated for effective policy formulation and dissemination by the government through the Ministry of Primary and Secondary Education. This is reiterated by Mafa (2020)) who suggests that the absence of a policy leads to lack of clear guidelines on how schools ought to implement inclusion in schools. This is argued by Chireshe (2021) as he suggests that lack of policy signifies that special learners are not prioritized. The above suggestion can be adopted by the researcher. Lack of appropriate infrastructure and funding on inclusion by the government may mean that inclusion is not a priority for the government. The research is advocating for a researched, developed and well disseminated policy that caters for the needs of the special learners. The research further suggests that the formulation of the policy should among other change agents involve teachers so that they develop ownership that promotes effective application of inclusion in schools. This view is also suggested by Garawa (2017) as a way of enhancing effective implementation. Nkomo (2016) underscores the aspect of involving teachers in policy formulation. This promotes co-operation among teachers and learners as teachers feel the need to successfully implement.

Another possible solution lies in the provision of psychological and social welfare services to facilitate professional evaluations and advice. Samkange (2018) concurs with the suggestion and advises that there should be a psychologist and a counsellor at every school to enhance assessment and counselling of special learners. Sage (2020) reiterates that ordinary teachers may fail to give a full psychological assessment of special learners. The need for psychological and social welfare services remain pertinent in the implementation of inclusion.

### **4.9.3 Discussion of possible solutions attached to the community**

The community at large can play an active role in minimizing barriers to effective implementation of inclusive education. The possible solutions are: community should be educated to avoid discrimination, provision of financial and moral support. The community should be educated through awareness campaigns as established by the study. According to the study, this eradicates discrimination and stigmatization among teachers, learners and the community. This is echoed by Stubbs (2019) who suggests that the community should embark on a revolution against discrimination of learners with disabilities. The research advises the government to recruit teachers with learning and physical abilities to provide role models. The idea of role models has been supported by Carter and Kennedy (2019). The study suggests that the provision of moral support can also erase discrimination of special learners. Sailor and Rodger (2017) further advise that the community should foster and promote the schools' values and expectations and vice versa. As observed from the above discussions, the teachers, government and community need to collaborate to minimize or even eliminate barriers to effective implementation of inclusion in schools. The solutions are attached to team work.

### **4.10 Summary**

This chapter has revealed a number of challenges that hinder effective implementation of inclusion in schools. These are: lack of skills on the part of teachers, lack of appropriate infrastructure and funding, discrimination and stigmatization of learners, abnormal teacher-pupil ratio and teaching loads, lack of team work and collaboration and poor dissemination of information from the Curriculum Development Unit. Possible solutions have also been highlighted as provision of financial and moral support, lowering of teacher-pupil ratio and teaching loads, enhancing communication, effective policy formulation and dissemination and provision of psychological and social welfare services. Discussions of the above issues have been done through reference to a number of authorities. The next chapter Chapter 5 focused on conclusions and recommendations of the research.

## **CHAPTER 5**

### **SUMMARY, CONCLUSIONS AND RECOMENDERATIONS**

#### **5.1 Introduction**

This chapter details on the summary of the research study, draws conclusions and gives recommendations.

#### **5.2 Summary**

The major aim of the research was to investigate the challenges faced by schools in implementing inclusive education. In chapter one, the background highlighted that schools face a number of challenges that hinder effective implementation of inclusion in schools. The research assisted the researcher to develop a broader insight of the challenges encountered in schools in implementing inclusion. The chapter also highlighted how the study would help the researcher to assess the effects of the challenges and to determine the possible solutions to the challenges. Chapter one states that the findings may be used for individual assessment of the challenges and crafting of possible solutions that promote meaningful and effective implementation of inclusion in schools. Chapter two reviewed related literature, emphasizing on the challenges, the effects and possible solutions to the barriers. Scholars concurred that lack of appropriate skills, lack of clear cut policies, inappropriate infrastructure and resources and large teacher pupil ratio are among some of the challenges. In chapter three, the researcher highlighted that the study was centered on three secondary schools in Cluster Q in Chivi District. Chapter three reveals that the researcher was guided by the interpretative approach where the descriptive survey was used as the research design. Questionnaires, direct observation and focus group interviews were used to gather data from teachers. This facilitated the triangulation method. Chapter three also reveals that data was presented through descriptive statistics in form of tables and graphs. Chapter four revealed that lack of appropriate skills on the part of the teacher, lack of clear cut policy and planning on inclusive education by the government, inappropriate infrastructure and lack of funding, discrimination and stigmatization among teachers, learner and community, large teacher-pupil ratio and prohibitive teaching loads, poor dissemination of information, lack of teamwork and collaboration and lack of motivation on the part of the teacher and learner are the main challenges hindering effective implementation. The chapter also highlighted a number of effects on the



teaching and learning process were established which include dilemma of the teachers to choose appropriate teaching strategies, poor pupil performance, divided and unbalanced attention to learners, stigmatization and low self-esteem among learners, failure by the learners to meet set objectives and high dropout rate. Some possible solutions to overcome and eliminate the challenges were revealed. These range from training of teachers, provision of relevant and appropriate infrastructure, government to design policy to enhance effective inclusion, facilitation of workshops and meetings to educate learners, teachers and the community, provision of multiple syllabi to cater for mixed learners, funding to be availed, lowering of teacher-pupil ratio and teaching load to effective guidance and counseling by professionals. Though the research achieved its main aims it had a number of challenges. Among other challenges, the research was slowed down by the process of seeking approval from the headquarters in Harare. The researcher was also faced with some teachers who were unwilling to respond to the questionnaires. However, the researcher overcame this by issuing more questionnaires to more teachers than required to compensate for the non-participants. Cash shortages seriously affected the researcher. In response to this, the researcher had to reduce the number of visits to the schools under investigation. The study revealed that more research needs to be carried out on the negative effects of inclusion in schools. This will facilitate informed decision making on inclusion in schools.

## **5.3 Conclusions**

### **5.3.1 What problems are faced by schools in the implementation of inclusive education?**

The researcher, through the study has revealed that the schools encounter a number of challenges that hinder effective implementation of inclusion in schools. These challenges are; teachers lack appropriate skills and exposure in teaching mixed learners, lack of clear cut policy and planning on inclusive education by the government, inappropriate infrastructure and lack of funding, discrimination and stigmatization among teachers, learners and the community, large teacher pupil ratio and prohibitive teaching loads, poor dissemination of information, lack of teamwork and collaboration and lack of motivation on the part of the teacher and the learner.

### **5.3.2 What are the main effects of these problems on the teaching and learning process?**

The results of the study have indicated that the problems have a number of negative effects on the teaching and learning process. The researcher has concluded that these effects make it difficult for

teachers to choose appropriate teaching strategies. Divided and unbalanced attention to learners, stigmatization and lowering of self-esteem among learners are some of the negative effects. Other negative effects are that more time is needed to cater for different learners and remediation, poor performance teachers fail to meet set objectives and high dropout rate.

### **5.3.3 How can these challenges be overcome?**

Based on the findings, the researcher has established that the eradication or minimization of the barriers can be achieved through a number of strategies. These are, training of teachers, provision of relevant and appropriate infrastructure, facilitation of workshops and meetings to educate the learner, the community and the teacher, provision of enough funds, lower teacher pupil ratio and teaching loads, designing of multiple syllabi to cater for different pupil performance, government to design a policy to enhance effective inclusion, society to be encouraged to accept each other regardless of disabilities and provision of relevant facilities.

## **5.4 Recommendations**

Given that the research found out that the main hindrance to effective implementation of inclusive education in the area studied is anchored on lack of skills on the part of the teacher, the researcher recommends that the government, through the Ministry of Higher Education, should facilitate training of teachers in special education. This training will promote acquisition of relevant skills that will equip the teacher with relevant content, objectives, methods and evaluation strategies. Provision of relevant training will also equip the teacher with appropriate guidance and counseling techniques that can reduce stigmatization.

5.4.1 In the view of the fact that the study revealed that lack of appropriate infrastructure as a result of poor funding negatively affects inclusion in the schools studied, the researcher recommends that the government, the school and the community should collaborate to source funds through donations from the corporate world, income generating projects and from the government to provide relevant infrastructure that promotes a conducive learning and teaching environment for mixed learners.

5.4.2 In the light of the fact that the research established that there is no effective policy that deals with inclusion, the researcher recommends that the government

should design a policy that is sensitive to the views of teachers on inclusion. The policy should also spell out assessment, monitoring and evaluation strategies of mixed learners. The policy should also consider the teaching and teacher-pupil ratio of inclusive classes. The policy will be a guideline to the implementation process of inclusive education.

## REFERENCES

Ainscow, M., Both, T. and Dyson, A. (2016)). *Improving Schools: Developing Inclusion*.

London: Routledge

Ainscow, M. and Muncey, J. (2017)).*Meeting Individual Needs*. London:David Fulton

Aliaga, T. and Gunderson, N. (2021). *Quantitative Research methodologies*. New York:Pexas

Blumberg, B. (2020) *Business Research Methods*. London: McGraw Hill

Carter, E.W and Kennedy. E (2016). *Research and Practice For Persons With Severe Disabilities*. London: Routledge

Charema, J. (2016). *From Special Schools to Inclusive Education-Way Forward For Countries South of the Sahara*. Harare: Zimbabwe Open University.

Cohen, L., Manion, L. and Morrison, K. (2020). *Research Methods in Education*. London:

Routledge Falmer.

Dean, J. (2017). *Managing Special Needs in the Primary School*. London:Routledge:

Edwards, D. (2017). *Sample Design in Business Research*. U.S.A: John Wiley and Sons Eleweke,

Dendi, C.J and Rodda, M. (2020). *Enhancing Inclusive Education for Developing*. London: Routledge.

Emblem, B. and Conti-Ramsiden, G. (2016). Towards Level or Illusion?Britain: *Special Education*, 6(1):2-7

Fuchs, D. and Fuchs, S.L. (2018). *What is Special About Special Education?* Phil Delta: Kappan

Ford, A and Davern, L. (2016). *Moving Forward on School Integration*. Baltimore: Paul, H

Brooks.

- Gatawa, B.S.M. (2017). *The Politics of School Curriculum*. Gweru: Modern Press.
- Griffin, C. (2019). *More than simply talk and text: Psychologist as Cultural ethnographs*. London: Routledge
- Kaufman, J.M, Hoyd, J, Baker, J and Riedel, T.M (2016). *Inclusion of All Students With Emotional behavioural Disorders*. Phil Delta: Kappan
- Kumar, R. (2020). *Research Methodology*. London: Sage Publications.
- Mafa, O (2020). *Optimising Mixed-Ability Grouping For Effective Instruction*. Gaborone: University of Botswana
- Miles, S. (2016). *Overcoming Resource Barriers*. London: Routledge.
- Miller, P (2018). *Working towards Inclusive Education*. London: Fulton Publishers.
- Nkomo, G.M. (2016). *Curriculum Implementation, Change and Innovation*. Mt Pleasant: Centre of Distance Education.
- Nziramasanga T.C. (1999) *Report of the Presidential Commission of Inquiry Into Education*. Harare : Government Printers.
- Sailor, W. and Roger, B (2020). *Rethinking Inclusion*. Denver: Love Publishing.
- Sebba, J and Ainscow, M (2015) *International Developments in inclusion Schooling*. Cambridge: J Education:
- Slavin, R.E. (2019)). *Educational Psychology*. Massachusetts : Allyn and Bacon.
- Tremblay, P. (2017). *Special Needs Education Basis: Historical and Conceptual Approach*.

Montenegro: University of Brussels.

Salamanca Statement and Framework For Action on Special Needs (2016) *Paris: UNESCO.*

UNESCO (2018)). *Policy Guidelines on Inclusion in Education. Paris: UNESCO.*

UNESCO (2019) *Guidelines for Inclusion. Paris: Routledge.*

UNESCO (2020). *Salamanca World Conference on Special Needs Education. Thailand:*

*Jomtein.*

Vivian, M. (2021). *Facing the Challenges of Mixed-Ability Classes. London: Routledge*

Westwood, P. (2021). *Commonsense Methods for Learners with Special Needs. London:*

*Routledge.*

Wilson, R.A (2018). *Special Education Needs an the Early Years. London: Routledge.*

## **QUESTIONNAIRE FOR TEACHERS**

The questionnaire seeks your opinion on the challenges faced by schools in the implementation of inclusive education on Zimbabwean secondary schools with specific reference to Cluster Q in Chivi District as case study.

The information collected will be kept as confidential as possible so feel free to be as open as possible. I am kindly asking you to complete the questionnaire. I regard your views as important as they will make this study possible. Thank you for participating in this study.

### **INSTRUCTIONS TO PARTICIPANTS**

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

**SECTION A**

**DEMOGRAPHIC DATA**

1. Gender

Male	Female

2. Age in years

20-30  31-40  41-50  50 and above

3. Teaching experience in years

0-5  6-10  11-15  16-20  20 and above

4. Participants being taught

---

---



5. Qualifications

CED/Diploma in Education

Bachelor's Degree

Masters

Any other qualification (specify)

SECTION B

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.The Ministry of Primary and Secondary is advocating for inclusive education				
2.Inclusive education is being practised.				
3.The Ministry of Primary and Secondary Education has a laid down policy regarding inclusive education				

4. Do you have any restrictions regarding enrolment at your school?

YES

NO

5. If YES state the restrictions

---



---



---



---

6. What is the average class size at you school?

25-35  36-45  46-55  above 56

**SECTION C**

	Strongly agree	Agree	Disagree	Strongly disagree
7. The buildings are constructed to cater for different physical and learning disability				
8. Enough funds are set aside to purchase special requirements for pupils with learning and physical disabilities				
9. The school receives help and services from the Department of Psychological services				

**SECTION D**

10a) Are you trained to deal with pupils with physical and learning disabilities?

YES

NO

b) If YES what type of training?

---

11a) Do you have any challenges in implementing inclusive education?

YES

NO

b) If YES what are the challenges that you face?

---

---

---

---

---

---

---

---

---

---

c) What are the effects of these challenges on teaching and learning process?

---

---

---

---

---

---

---

d) How can these challenges be addressed?

---

---

---

---

12. In your opinion how can the following people help to minimize the problems faced in the implementation of inclusive education?

a) Teachers

---

---

---

---

---

b) The government

---

---

---

---

---

c) Community

---

---

---

---

---

---

### Focus Group Interview Guide

1. For how long have you been teaching pupils of different learning and physical abilities.
2. As teachers of different subject areas what challenges are you facing in implementing inclusive education?
3. What are the effects of these challenges on the teaching and learning process?
4. How can these challenges be addressed?
5. How can these people assist in solving the challenges?
  - a. Teachers
  - b. Government

### c. Community

#### Direct Observation Guide

Key aspects to be observed are:

1. Lesson delivery to check for:

a) Methods used to deliver content in inclusive education

b) Effectiveness of the methods

c) Teacher-pupil ratio and its effects on teaching and learning process

d) Written work, quantity and quality of written work

2. Observe the facilities, equipment availability of resources for the implementation of inclusive education using the following questions;

a) Are the facilities suitable for learners's physical and learning abilities?

b) Do the facilities suit the number of pupils available?



DEPARTMENT OF EDUCATION

P Bag 1020  
BINDURA  
ZIMBABWE

Tel: 0271 - 7531 ext 1038  
Fax: 263 - 71 - 7616



BINDURA UNIVERSITY OF SCIENCE EDUCATION

TO WHOM IT MAY CONCERN

NAME: HWAIRE SHADRECK

REG NUMBER: B212365B

PROGRAMME: HBScEd Physics/Maths/Chemistry/Biology

PART: .....

This serves to confirm that the above is a bona fide student at Bindura University of Science Education in the Faculty of Science Education.

The student has to undertake research, and thereafter present a Research Thesis in partial fulfillment of the Bachelor of Science Education Honours Degree programme. The research topic is:

Challenges faced by schools in the  
implementations of inclusive education  
in  
secondary schools

In this regard, the department kindly requests your permission to allow the student to carry out his/her research in your institutions.

Your co-operation and assistance is greatly appreciated.

Thank you

N Zezekwa (Dr.)

CHAIRPERSON - DEPARTMENT OF SCIENCE AND MATHEMATICS EDUCATION

