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## **CHAPTER 1: THE PROBLEM AND ITS CONTEXT**

### **1.1 INTRODUCTION**

The study sought to assess the factors affecting the implementation of inclusive education for learners with learning disabilities in Zimbabwean primary schools with the view to improve and propose a model of implementing inclusive education for children with learning disabilities. This chapter will include the background to the study, the statement of the problem, the research questions, and the rationale for the study. In addition, this chapter will establish the significance of the study, the theoretical framework, the assumptions of the study, the delimitations and limitations and provide the definition of terms.

### **1.2 BACKGROUND TO THE STUDY**

Inclusion describes the process of integrating children with special education needs into the least restrictive environments as required by the United Nations declarations that give all children the right to receive appropriate education (UNESCO, 1994: viii). Special needs education incorporates the proven principles of sound pedagogy from which all children may benefit. It assumes that human differences are normal and that learning must accordingly be adapted to the needs of the child rather than the child fitted to the preordained assumptions regarding the pace and nature of the learning process (The Salamanca Statement, 1994:7). Inclusion advocates that schools should seek out, welcome, nurture, respect and educate all children regardless of their gender, physical, intellectual, social, economic, emotional, linguistic or HIV/AIDS status (Mwamwenda, 2013:477).

Inclusive education is the practice of including everyone irrespective of talent, disability, socio-economic background, or cultural origin in supportive mainstream schools and classrooms where all student needs are met (Swart, Engelbrecht, Elloff & Pettipher, 2002:176). Inclusive education means that all students in a school regardless of their strengths, weakness or disabilities in any area become part of the school community. In this regard, inclusive schools should respond to the diverse needs of their children, accommodating all styles and rates of learning ensuring quality education to all. The basis of inclusion is that special needs pupils have a

right to the benefits of a full school experience, with the required modifications and supports, alongside their peers without disabilities who receive general education (Abosi, Mukhopadhyay & Nenty, 2012:2).

According to UNESCO (1994: viii), the concept of inclusion has evolved towards the idea that all children, despite different cultural, social and learning backgrounds, should have equivalent learning opportunities in all kinds of schools. The focus is on generating inclusive settings, which should include respecting, understanding and taking care of cultural, social and individual diversities and providing equal access to quality education and close co-ordination. Ultimately, the vision of inclusion is the development of an inclusive society where all members participate optimally and actively contribute in a democracy where respect for and appreciation of diversity are active values (Mathopa, 2007:1). Green and Engelbrecht (2007:3) say that, in inclusive education, the emphasis is on provision, within the mainstream school environment, of the conditions and support that will enable diverse individuals to achieve certain specified educational outcomes which may, or may not, be understood to be the same for all learners. For an education system to be inclusive it should therefore be inherently capable of meeting the diverse needs of every learner as effectively as possible within schools.

After the attainment of Zimbabwean independence in 1980, the government considered the provision of education to the visually impaired, hearing impaired, the physically challenged, those with learning difficulties and speech and language problems (Peresuh & Barcham, 1998:75, Maunganidze & Kasayira, 2002:74). The government of Zimbabwe also accepted the provisions of The Convention of the Rights of the Child, the Copenhagen Declaration on Social Development, the Salamanca Statement and Framework for Action and the Dakar Framework for Action (Chireshe, 2013:223). These aimed at enhancing the development of education for children with disabilities (Hapanyengwi, 2009:2). The aim of the government of Zimbabwe in the provision of special needs education is to bridge the gap for learners with special needs. In line with the Salamanca Statement and Framework for Action, Zimbabwe adopted the policy of inclusion with reference to special needs education (Mutepfa, Mpofu, & Chataika, 2007:342; Majoko 2013:8).



In 1987 the government of Zimbabwe promulgated the Education Act, 1987 (revised in 1996) in which it stated that “every child in Zimbabwe shall have the right to school education” (Mutepfa et al, 2007:342; Mushoriwa, 2001:143). The Act also places on every local authority the responsibility of providing education to all children under its jurisdiction. While Peresuh and Barcham (1998:76) interpret this to mean that this included pupils with disabilities, it is important to note that no mention whatsoever is made of the rights of children with disabilities to education.

The Secretary of Education Policy Circular 36 was issued in 1987, the year the Education Act was enacted. This policy circular stated that

new strategies have been formulated as special education has come into line with the national policy by attempting to ensure equal educational opportunity for children with handicaps into normal school (Peresuh & Barcham,1998:76).

The Education Act did not elaborate how the provisions of special educational needs were to be done. The Secretary's Circular Minute No. P36 of 1990 attempted to rectify the anomaly in the Education Act. It elaborated the nature and conditions under which special needs education was going to be provided in Zimbabwe. It points to the need for integration of pupils with special educational needs into mainstream schools, the need for resource rooms in regular schools to cater for the needs of pupils with special needs and special schools for those with severe disabilities.

In spite of the above developments, Zimbabwe does not have an inclusive education specific policy even though it has inclusive education related policies like the Zimbabwe Disabled Persons Act of 1996 which advocates for non-discrimination of people with disabilities (Chireshe, 2013:224; Mpofu, Kasayira, Mhaka, Chireshe & Maunganidze, 2007:77). Mpofu et al (2007:76) state that, due to the lack of legislation specifically supporting inclusive education, it is difficult for schools to implement the structures, procedures and resources necessary for successful inclusion. The initiatives to develop inclusive education are not matched by appropriate quality instruction features such as the availability of teacher and student support, accessibility, classrooms and/or a curriculum for students with disabilities in

general education programmes. This calls for research such as the present one to assess the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe.

Nziramasanga (1999:218, 223) notes that

Special education is under the management of the Schools Psychological Services and Special Needs Education but with no clear policy in place ... The School Psychological Services was not clearly visible on the organizational chart of any of the Ministries of Education.

The management of Special education under Schools Psychological Services and Special Needs Education provides the foundation for the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

In Zimbabwe, learners with learning disabilities and other special educational needs have received no meaningful support in the past (Peresuh & Barcham 1998:74). Teachers, as managers and facilitators in the classrooms, have to deal with challenges and problems of implementing inclusive education for children with learning disabilities. They are responsible for addressing effective barriers to learning. Research by Musengi and Mukhopadhyay (2012:14) indicated that many Zimbabwean principals objected to the inclusion of students with sensory disabilities in the same classes as children without disabilities. The principals in the above study revealed that most of their staff were not specially trained and so would not be able to meet the needs of such learners. It is in the interests of this study to learn from the teachers regarding the factors affecting the implementation of inclusive education for learners with learning disabilities in primary schools.

The success of inclusive education, to a very large measure, requires a concerted effort, not only by teachers and school staff, but also by peers, families and volunteers (The Salamanca Statement, 1994:7). Research by Barnatt and Kabzems (1992:136) reported that half of Zimbabwean teachers did not support the placement of children with mental retardation in the mainstream classrooms. The present study will assess and examine the factors that affect the way teachers manage inclusion in

the classroom, their competencies and the strategies they need to be aware of in order to deal with learners with learning disabilities.

Gould (2005:4) describes children with learning disabilities as those learners with an average to above average intelligence, with normal vision and hearing who receive the same teaching experiences as other learners of their age but who are underachievers. These children are unable to keep up with their peers and generally cannot cope with the demands of the school. Learner and Kline (2006:2) define a learning disability as a neurobiological disorder in one or more of the basic processes involved in understanding spoken or written language. The disorder may influence an individual's ability to speak, listen, read, write, spell, reason, organise information or do mathematical calculations.

The World Health Organisation estimates that approximately 10% of the global population can be considered to have a disability although there are wide fluctuations in estimates between countries. According to Lang and Charowa (2007:14), in the Zimbabwean context, contrasting prevalence for disability is presented in different studies that have been undertaken. For example, in 1997, the Zimbabwe Inter-Censal Demographic Survey found 218,421 people with disabilities, which was approximately equivalent to 2% of the population. In this survey, 56% were men and 44% were women. Furthermore, it was estimated that approximately 70% of people with disabilities live in rural areas. This is very similar to analogous surveys conducted in other developing countries. By contrast, the Zimbabwe's Housing and Population Census, conducted in 2002, estimated a prevalence rate of 2.9%, with 45% being males and 55% being female. In reality, it is hard to assess with any degree of certainty how many people with disabilities actually live in Zimbabwe at the present time. According to Abosi (2007: 198), there are no statistical records available in most African countries on the number of children and youths with learning disabilities but it is believed that about 8% of the students in school are experiencing learning difficulties in the classroom.

Literature reveals that there is little research being done on learning disabilities in Zimbabwe and that there are no less than 10 children with learning disabilities in every 100 children in mainstream classrooms (Mavundukure & Nyamande, 2012:1;

Lang & Charowa, 2007:14). Mavundukure and Nyamande (2012:1), in their study, recommended that since there are no reliable statistics on learners with learning disabilities and that learning disabilities are so prevalent in ordinary/mainstream schools, there is need for education authorities to ensure the fusion of knowledge of learning disabilities to all who teach and all who are undertaking teacher education programmes. Having observed that a lot of research has been done on the implementation of inclusive education for children with other disabilities such as visual impairment and hearing impairment (Musengi & Chireshe, 2012:107; Mudekunye & Ndamba, 2011:9), this researcher made a nexus search to locate research that has been carried out in the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe. The search has shown that little has been done in this regard, hence the present study.

Previous studies on the implementation of inclusive education in Zimbabwe include: *A study of the attitudes of primary school teachers in Harare towards the inclusion of blind children in regular classes* (Mushoriwa, 2001); *Inclusive education in Zimbabwe* (Mpofu et al, 2007); *Inclusive education practices in Zimbabwe* (Mutepefa et al, 2007); *Views of parents on the inclusion of children with special needs in Masvingo, Zimbabwe* (Mudekunye & Ndamba, 2011); *Inclusion of deaf students in mainstream rural primary schools in Zimbabwe* (Musengi & Chireshe, 2012); *Prevalence of learning disabilities in mainstream classroom in Zimbabwe* (Mavundukure & Nyamande, 2012); *Challenges of implementing inclusion in Zimbabwe's education system* (Mafa, 2012); *Including the excluded: the problems of mainstreaming from the perspectives of teachers in Masvingo, Zimbabwe* (Nyanga & Nyanga, 2013) and *The state of inclusive education in Zimbabwe: Bachelor of Education (Special needs Education) students' perceptions* (Chireshe, 2013). None of the above studies focuses on the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools. This study therefore sought to assess the factors that affect the implementation of inclusive education for children with learning disabilities in schools in Zimbabwe in order to establish strategies of improving the implementation of inclusive education for children with learning disabilities and proposing a model for implementing inclusive education in mainstream schools of Zimbabwe.

Worldwide, the implementation of inclusive education for children with learning disabilities is a complex process that is influenced by many factors. Internationally, the implementation of inclusive education for children with disabilities is a resource intensive and complex process riddled with challenges whose solutions are yet to be ascertained (Gysbers, 2008:135; Meyer & Vadasy 2008:19; Sullivan, Thorn, Rodgers & Ward, 2004:5). In the South African context, a study conducted by Eloff and Kgwete (2007:353-354) examined the implementation of inclusive education in South African schools and teachers' perceptions of inclusion. Their findings centred on the perceived lack of skills and competence in dealing with learners with learning disabilities and other disabilities, large class sizes and insufficient resources. Some researchers believe that the high prevalence of children with learning disabilities in schools is not receiving the required levels of support in the inclusive classroom (Klingner & Vaughn, 1999:83; Shanker, 1995:18). The aforementioned studies by international researchers show that there are human, material, time and financial factors that affect the implementation of inclusive education for children with learning disabilities in schools. In comparison, the present study sought to assess the factors affecting the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools.

The implementation of inclusive education in many countries in Southern Africa is often based on a range of motives embracing different goals (Peters, 2003:1). Namibia has, in line with other countries, committed itself to the provision of equal opportunities and equal access to all learners. According to Zimba, Mowes and Naanda (2007:40), Namibia's educational reform is based on the goals of access, quality, equity and democracy. Zimba et al (2007:41) note that although the Namibian National Policy on Disability commits itself to inclusion philosophy, it does not provide the current Ministry of Education with clear legislative power and a mandate on how inclusive education should be conceptualised, contextualised and implemented. In other words, there is no specific policy and legislative framework on inclusive education in Namibia. Although Namibia is one of the signatories to the Salamanca Statement, inclusive education rarely features on the agendas of meetings and conferences (Zimba et al, 2007:41).

In line with Namibia and Zimbabwe, South Africa has an inclusion policy for children with disabilities based on its constitution. According to Ladbrook (2009:4), in some South African schools, principals do not fully understand the implications of the policy on inclusion or they feel the educators are inadequately skilled to accommodate children with special needs (barriers to learning). Such children may be refused admission or tenure based on the strength of criteria as determined by the school governing body, management teams and principals. The curriculum and the ways in which teachers mediate this in relation to inclusion is another factor which may subtly bring about exclusion. By focusing on what is happening in other Southern African countries, the present study compared and found out whether the factors affecting the implementation of inclusive education in these countries are also similar to those being experienced in Zimbabwe.

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

The background to the study has revealed that there is a high prevalence of learning disabilities in Zimbabwean primary schools and the world over (Mavundukure & Nyamande, 2012:1; Peresuh & Barcham, 1998:74; Barnatt & Kabzems, 1992:136; Lang & Charowa, 2007:13; Abosi, 2007:198). Since there is a high prevalence of learning disabilities in Zimbabwean primary schools, the need for effective implementation of inclusive education becomes necessary. Thus, there is the need to assess and examine the factors affecting the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools.

The background to the study has also revealed that there is no specific policy on inclusive education for learners with disabilities in Zimbabwe (Chireshe, 2013:226). In addition, the background to the study highlighted that there is little or no research on the assessment of factors affecting the implementation of inclusive education for children with learning disabilities in primary schools and, in addition, there are no reliable sources of statistical evidence on the prevalence of learning disabilities in Zimbabwe (Mavundukure & Nyamande, 2012:1; Lang & Charowa 2007:14). The present study specifically tries to find an answer to the following major research question:

What are the factors affecting the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe?

## **1.4 SUB-RESEARCH QUESTIONS**

The following sub research questions guided the current study:

- 1.4.1 What is the influence of teachers' training on the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe?
- 1.4.2 To what extent do material resources affect the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe?
- 1.4.3 What is the impact of stakeholders' attitudes on the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe?
- 1.4.4 How do policy and legislation influence the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe?
- 1.4.5 What strategies and model can be proposed to effectively improve the implementation of inclusive education for learners with learning disabilities in the primary schools in Zimbabwe?

## **1.5 OBJECTIVES OF THE STUDY**

This study sought to establish:

- 1.5.1 The influence of teachers' training on the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe.
- 1.5.2 The extent to which material resources affect the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe.

- 1.5.3 The impact of stakeholders' attitudes on the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe.
- 1.5.4 The role of policy and legislation in the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe.
- 1.5.5 The strategies and model that can be used to effectively improve the implementation of inclusive education for learners with learning disabilities in the primary schools in Zimbabwe.

## **1.6 RATIONALE FOR THE STUDY**

A number of factors prompted the execution of the current study. The researcher is interested in this study area because of his professional qualification in Special Needs Education and his experience in Teacher Education in Zimbabwe. The researcher is currently working as a senior lecturer in the Department of Special Education at Zimbabwe Open University where he has worked for more than eight years. The job description at Zimbabwe Open University includes the teaching of courses that involve the inclusion of children with disabilities in schools. The researcher also worked as a principal lecturer at Hillside Teachers' College, Zimbabwe, for more than ten years where he was involved in teaching courses in Psychology and Special Education to secondary school teachers under training. His experiences at Zimbabwe Open University and Hillside Teachers College created the impetus to carry out an assessment of the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe.

The study has being undertaken because of the conviction that children with learning disabilities in primary schools of Zimbabwe need comprehensive and well guided implementation of inclusive education in order to totally develop and ultimately contribute effectively to their academic endeavours. The study therefore sought to assess the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools thereby creating a springboard for



enhancing effective implementation of inclusive education for children with learning disabilities.

## **1.7 SIGNIFICANCE OF THE STUDY**

The study is aimed at adding value to the domain of inclusive education, especially to the assessment of the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools. It is envisaged that the study will benefit teachers, learners with learning disabilities, researchers, policy makers and administrators in the Ministry of Primary and Secondary Education in Zimbabwe. The teachers will have information to make better decisions on assisting children with learning disabilities in their classes. Such information will make the teachers more effective in the execution of their duties as this will enable the children with learning disabilities to develop their potential to the maximum.

The study will also contribute to the knowledge base of available literature on the implementation of inclusive education in Zimbabwe and make suggestions and recommendations on possible and better ways of implementing inclusive education for learners with learning disabilities. The current study will provide researchers with data and information that could be useful in future studies on inclusive education for children with learning disabilities especially studies premised on the improvement of implementing inclusive education in primary schools. This will fill a void in the research base of inclusive education due to the absence of published research on factors affecting the implementation of inclusive education for children with learning disabilities.

Policy makers will have the opportunities to base their future policies on the implementation of inclusive education from the results of this research. An assessment of the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools will act as a baseline for policy development and the management of inclusion in schools. Children with learning disabilities are also anticipated to benefit from the increased sensitisation, awareness and understanding of the implementation of inclusive education in

schools of Zimbabwe. The present study aims at providing primary schools with a springboard for improving the management of inclusive education in schools.

## **1.8 THEORATICAL FRAMEWORK**

A theoretical framework positions the research in the discipline or subject in which the researcher is working (Henning, Van Rensburg & Smit, 2004:25), enabling him or her to theorise about the research and make explicit the assumptions of the researcher about the interconnectedness of things in the world.

Current educational thinking underpinning inclusive education reflects a move away from a pathological theoretical approach to one which values understanding of learning difficulties. The shift from the medical model of learners with “special needs” to a more social and ecological-theoretical model of learners with barriers to learning has become indispensable because it has become clear that obstacles or barriers within the learner, the school system and the community must be cleared out of the way (Singal, 2006:239). Inclusive education locates barriers to learning for children with learning disabilities and informs the development of the entire system instead of only focusing on the individual (Mahlo, 2011:20). This implies that barriers may be located within the learner, within the centre of learning, within the education system and/or within the broader social, economic and political context. This thinking has its foundation in ecological systems theory.

In this study, Bronfenbrenner’s ecological systems theory was used in order to assess the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe and to enable the researcher to improve and propose a model of implementing inclusive education for children with learning disabilities. Bronfenbrenner’s theory was adopted for this investigation as it is fully compatible with the concept of inclusive education, where support is provided within the framework of an integrated, holistic, educational support structure. Bronfenbrenner’s theory spells out the complexity of the interaction and interdependence of multiple systems that impact on the implementation of inclusive education for children with learning disabilities, their development and learning (Swart & Pettipher, 2001:13; Barnes, 2011:14). It

acknowledges the important role the parents, educators, education officials, peers, the extended family, the community and wider government structures can play in providing support, not only to individual learners, but also to all other systems that may affect the implementation of inclusive education for children with learning disabilities. It is an example of a multi-dimensional model of human development, which posits that there are layers or levels of interacting systems resulting in change, growth and development, namely, physical, biological, psychological, social and cultural (Mahlo, 2011:20). Implicit in the system's approach is the understanding that there are layers in the systems that interact with each other to produce certain outcomes (Singal, 2006:242). It suggests that effective implementation of inclusion requires the collaboration or interaction of multiple factors. The ecosystem theory of Bronfenbrenner is the most commonly used theory in inclusive education (Singal, 2006:239) because

Ecological theory is based in the interdependence between different organisms and their physical environment. These relationships are seen holistically. Every part is as important as another in sustaining the cycles of birth and death which together ensure the survival of the whole system (Donald, Lazarus & Lolwana, 2006:36).

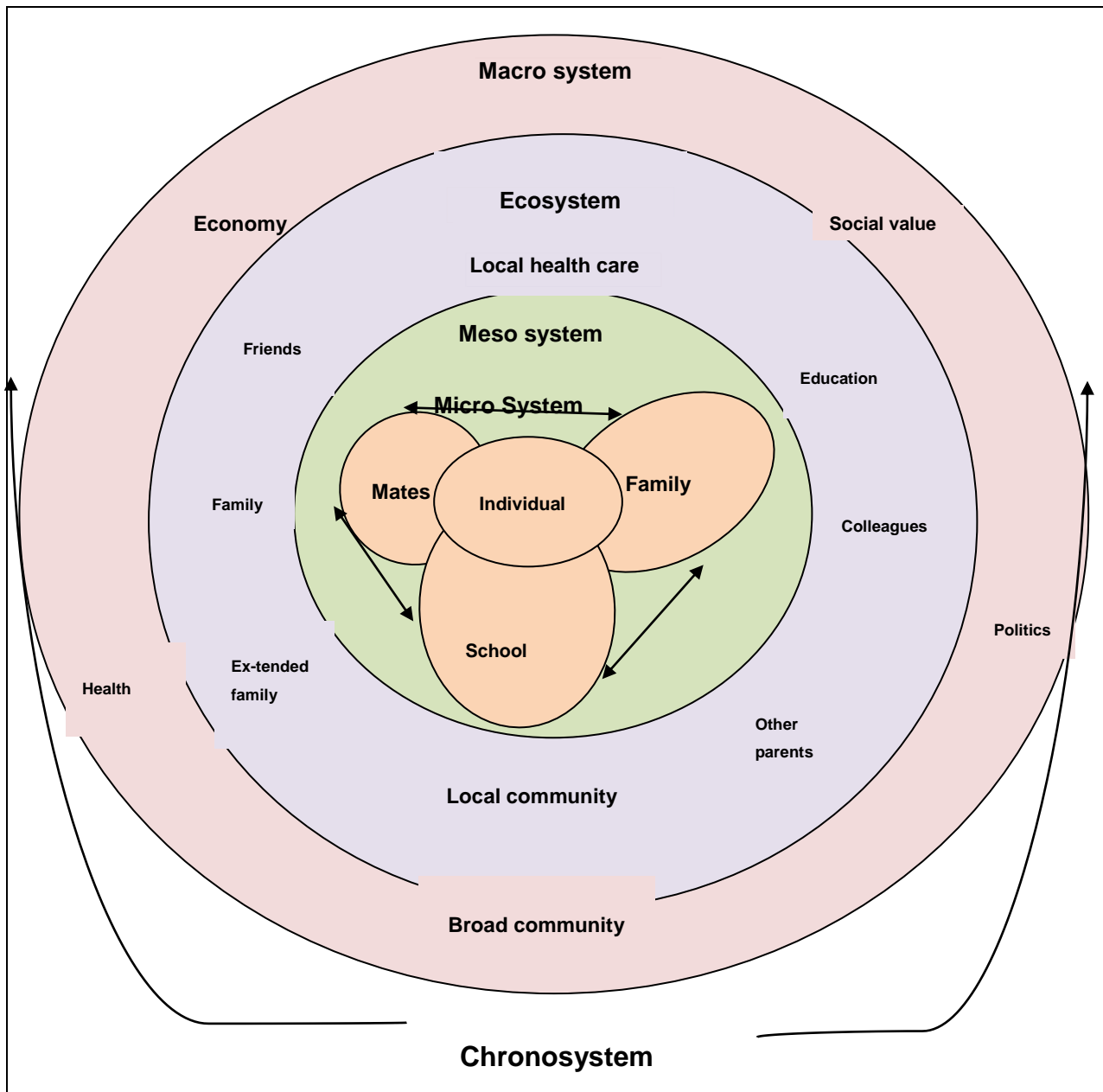
In explaining the eco-systemic approach proposed by Bronfenbrenner, Swart and Pettipher (2001:10) state that, in terms of this approach, systems are patterns of organisation whose identity becomes more than simply the sum of their parts. Any individual person or situation can be thought of simultaneously as both a discrete entity and as part of different systems. Using Bronfenbrenner's ecological theory, the learner does not exist in isolation from surrounding systems but rather the systems of education, the teachers, the school or the curriculum determine success in his or her academic career. If all the systems work well together, all learners in schools, even those with learning disabilities, should benefit. Each of these systems operates in stable and predictable ways that contribute to its continuity, yet retains the possibility of fluidity and change.

The systems operate as different, but interrelated, levels in constant dynamic interaction. Change at one level has an inevitable, although not always predictable,

effect on the other levels. At any particular level, there are subsystems that also interact with each other and with other levels of the system. Part of one subsystem may, at times, form part of other subsystems. The theory also explains the differences in the individual's knowledge, skills and abilities and the role of support systems to guide and structure the individual (Mahlo, 2011:12). The overlapping micro, meso, exo and macro-systems all form the whole that the individual will perceive as positive or negative (Haihambo, 2010:65). In this study, Bronfenbrenner's ecological theory is valuable for the implementation of inclusive education for children with learning disabilities as it allows for an assessment of all the possible factors and influences, interactions and interrelations between learners and the different role-players that may affect their learning in an inclusive setting in primary schools.

The ecological theory further points to the factors such as attitudes, social and resource materials, both on the national and international arena, which may affect the implementation of inclusive education for children with disabilities in primary schools (Pieterse, 2010:201). Furthermore, Bronfenbrenner's theory indicates that not only do the various systems have an effect on the individual learners with disabilities, but the learners themselves also have an effect on the systems wherein they operate. A fundamental element in Bronfenbrenner's theory is the appreciation that the environment does not merely impact on the child with a learning disability, but that the child is also an active partner in his/her own development and learning. The child's perception of his/her environment influence the way he/she interacts with the teachers, peers and parents in an inclusive setup (Swart & Pettipher, 2001:12).

Ecological systems theory identifies four layers of systems, namely, micro-system, meso-system, exo-system and macro-system. These layers are illustrated diagrammatically in Figure 1.1 below.



**Figure 1.1: Bronfenbrenner's layers of ecological systems**  
(Adopted from Bronfenbrenner 1994:40)

From Figure 1.1, the first level is the micro-system. It is a pattern of activities, social roles and interpersonal relations experienced by the developing person in a given face-to-face setting with particular physical, social and symbolic features that invite, permit or inhibit engagement in sustained, progressive interaction with the immediate environment (Bronfenbrenner, 1994:39). This system refers to a pattern of roles, activities and interpersonal relations experienced between individuals and the systems in which they are active participants (such as the family, school or peer

group) (Barnes, 2011:14). This is the immediate environment experienced by the child with learning disabilities where proximal interactions occur. In this study, the micro system involves the relationships within the crucial settings, the school and the home of the learner, where the teachers, the parents and the principals are the most immediate people who should ensure that the learner reaches his or her highest potential. At the micro level, most of the teachers may not cope with learners with learning disabilities in an inclusive environment. For example, the attitude of educators towards the implementation of inclusive education for children with learning disabilities may be linked to unhappiness over too large class sizes and limited physical and human resources (Pieterse, 2010:227). Because of the overloading of classes, with many learners having different needs that have to be supported, educators may become frustrated and demoralised. It stands to reason that where class sizes are too big, educators will find it extremely challenging to cope with the personal circumstances of each learner under their care. They simply do not have the most important resource, that of time, available. The possible influence of limited educator skills and knowledge in providing adequate support to children with learning disabilities in the inclusive classroom also needs to be evaluated.

A second level or system is what Bronfenbrenner refers to as the meso-system:

The meso-system is a set of micro-systems that continuously interact with one another. So, what happens in the family or peer group can influence how children respond at school and vice versa (Donald et al, 2006:42).

The meso-system comprises the linkages and processes taking place between two or more settings containing the developing person, for example, the relationships between home and school, school and workplace. When looking at how this theory informs inclusion, it can be deduced that implementing inclusive education is not possible without paying attention to the relationships developing between the different micro-systems. This has to be done in order to give teachers an idea of the effects of contextual factors on the child's functioning and it is also relevant to understand the potential for collaborative relationships in dealing with learners with learning disabilities. In other words, the success of educational support provisioning for children with learning disabilities in one setting, such as the classroom, is reliant

on the quality of resources provided in other settings, such as the home, the peer group, the school and the local and wider community as a whole. Where parents display a caring and loving, positive attitude towards learners, the successful outcomes of support strategies for implementing inclusive education for children with disabilities improves. Within the context of Bronfenbrenner's theory, educational support within an inclusive classroom is understood as the responsibility of everyone, at all levels of the system.

The exo-system is seen as including other systems in which a child is not directly involved, but which possibly influence the people he or she has proximal relationships with in the micro-systems (Bronfenbrenner, 1994:40). Examples could include the education system (e.g.: curriculum, inclusive policies), a parents' place of work, the media or a sibling's peer group. Yorke (2008:52) identified several problems and challenges in the exo-system, notably, the education system, social development, health services, the media, parents' place of work, community organisation, and resources—either human or financial—that are not readily available and that may delay the implementation of inclusive education in schools. If the Ministry of Primary and Secondary Education does not provide or design the resources and guidelines which govern the implementation of inclusive education for children with learning disabilities, this will, in turn, affect the learner who is supposed to benefit from their assistance.

A fourth system, Bronfenbrenner notes, is the macro-system. It involves dominant social, cultural and economic structures, as well as attitudes and beliefs, values, material resources, customs, life styles, opportunity structures, hazards and practices that are embedded in each of the broader systems (Bronfenbrenner, 1994:41). This system includes ideologies and discourses inherent in the systems of a specific society (Donald et al, 2006:43). In the Zimbabwean context, the macro-system can refer to the level at which policy decisions about education are made, that is, the Ministry of Education, Sports and Culture, and provides the schools with the guidelines to implement a particular policy according to their needs, including on inclusive education for children with learning disabilities.

Encompassing these four systems is what Bronfenbrenner refers to as the chronosystem. Swart and Pettipher (2001:12) describe this system as developmental timeframes that cross through and affect the interactions between the systems and, in turn, their influences on individual development. Within inclusion, one should be aware of the potential barriers, assets and support factors (both internal and external) that exist for children, teachers and all the other systems that exist in and around a school. It is in the interaction between any of the above levels that barriers may occur or supports exist.

The ecological systems theory proposes that no person exists in isolation, rather than “systems consist of smaller elements or subsystems [that] in turn, are also part of larger supra-systems” (Meyer, Moore & Viljoen, 1997:557, Mwamwenda, 1996:478). Children are part of a family system, and the family itself is part of a system that forms the community, which includes the school. It is relevant to use a system perspective in this study since not only the child’s learning disability, but also the needs of the parents, the impact on siblings and communication with teachers and professionals, is important. In other words, the theory is relevant to the study because it helped the researcher to propose a model of implementing inclusive education for children with learning disabilities.

## **1.9 ASSUMPTIONS**

The following are the assumptions for the study:

- 1.9.1 Children with learning disabilities are included in Zimbabwean primary schools.
- 1.9.2 All participants would cooperate and provide reliable responses.
- 1.9.3 Teachers and children with learning disabilities have perceived problems in the implementation of inclusive education.
- 1.9.4 The need to implement inclusive education for children with learning disabilities will always exist.



## **1.10 LIMITATIONS**

The empirical study was confined to five educational provinces of Zimbabwe, namely, Bulawayo, Harare, Midlands, Masvingo and Matabeleland North. While this limitation may affect the generalizability of the findings to the whole of Zimbabwe, the fact that Bulawayo, Harare, Midlands, Masvingo and Matabeleland North are included as part of the population under study may counter the effects. The researcher could have assessed the factors that affect the implementation of inclusive education for children with learning disabilities in all primary schools of Zimbabwe, but because of time, transport, financial, human and material resource constraints, the empirical study was carried out only in primary schools of the abovementioned five educational provinces.

The data was collected from primary school teachers, education officers and college/university lecturers and excluded other stakeholders such as parents, and therapists for the implementation of inclusive education for children with learning disabilities. Collecting data from other stakeholders could have given a clearer picture of the implementation of inclusive education for children with learning disabilities.

Only one type of instrument, the questionnaire, was used for collecting data in this research. Although the instrument was found to be reliable and valid, more insights might have been obtained from the adoption of triangulation. Triangulation involves the use of more than one data collection instrument. In this case, the interview or focus group discussion could have been used to complement the questionnaire.

### **1.10.1 Overcoming the limitations**

The use of random sampling in a research provides an approximation of the characteristics of the population under study (Gall, Borg & Gall, 2003:67; Leedy & Ormrod, 2005:87). This enables the research findings to be generalised with as much accuracy and precision as possible. Random sampling was used in this study to select participants, particularly teachers, from the primary schools in five provinces in Zimbabwe in order to ensure that each member of the population had an equal

chance of being selected. The schools were also randomly selected in order to ensure that each school had an equal chance of being selected.

The use of questionnaires as the only data collection instruments for this research had limitations, as stated above, but because they are the most effective, cheap and efficient way of eliciting views and opinions from a large number of participants in a structured way, the data collected was reliable and valid. The researcher compared data from the three groups of research participants, primary school teachers, education officers and college/university lecturers, to ascertain its reliability thus circumventing the problem of distortions associated with self-report data.

### **1.11 DELIMITATIONS**

The study assessed the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe. The research was carried out in Bulawayo, Harare, Mashonaland East and Midlands regions of Zimbabwe. The selected regions were selected because they are information rich such that the findings can be generalised to all other regions of Zimbabwe. The target group was the teachers, lecturers and education officers in the selected regions who experience challenges in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

### **1.12 DEFINITION OF TERMS**

In order to understand the key concepts of this study, it is necessary to clarify them to avoid misinterpretations.

#### **1.12.1 Assessment**

Assessment is the systematic collection, review and use of information about a programme's effectiveness (Kasayira & Gwasira, 2005:18). It is concerned with the collective impact of a programme under study. The results from an assessment process provide information that can be used to determine whether or not intended outcomes are being achieved. The information can then be used to determine how programmes can be improved. In this study, assessment is regarded as a process of

gathering data about the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

### **1.12.2 Barriers to learning**

Barriers to learning refer to something that prevents the learner from benefiting from education (Visser, 2002:9). In this research, barriers to learning refer to the difficulties learners experience in accessing education or understanding concepts they are being taught. These barriers can be within the learner, within the centre of learning or the education system or in the broader social economic and political context.

### **1.12.3 Challenges**

In this study, challenges refer to the factors which teachers find difficult to deal with adequately. These are factors which are difficult to address and which make inclusive education problematic.

### **1.12.4. Inclusion**

Farrell (2010:3) defines inclusion as a process in which schools, communities, local authorities and government strive to reduce barriers to participation and learning for all citizens. Hall (2002:213) defines inclusion as a principle that refers to the right of learners to feel welcome in a supportive educational context. In this study, inclusion was used to describe the process by which all learners with learning disabilities have access to and participate in the general schooling system.

### **1.12.5 Inclusive education**

Inclusive education is an on-going process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination (UNESCO, 2009:126). According to King (2003:152),

inclusive education means that all students in a school regardless of their strengths, weakness or disabilities in an area become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff.

In this study, inclusive education is the practice of including learners with learning disabilities in primary schools in Zimbabwe where all learners' needs will be met.

#### **1.12.6 Learning Disability**

The internationally accepted definition refers to a learning disability as a

neurological disorder in one or more of the basic processes involved in understanding spoken or written language. This brain variance may influence an individual's ability to speak, listen, read, write, spell, reason, organise information, or do mathematical calculations (Learner & Kline, 2006:2).

In this research, a learning disability is a general term that refers to a heterogeneous group of disorders manifested by significant difficulty in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to an individual, presumed to be due to central nervous system dysfunction, and may occur across the life span of the individual.

#### **1.12.7 Mandatory Policy**

A mandatory policy is a statement of intent to achieve certain goals by local, regional or national governments of a country (Sprinz: 2009:3). In other words, a mandatory policy is an action which employs governmental authority to commit resources in support of a preferred value. In this study, mandatory policy is a set of decisions with a common long term objective affecting or improving the inclusive education for children with learning disabilities.

### **1.13 PROGRAMME OF THE STUDY**

Chapter 1 discussed the problem and its context. It outlined the background to the study, statement of the problem, research questions and research objectives. The significance, limitations and delimitations of the study were outlined followed by a description of the theoretical framework that guided this study. Key terms and concepts were explained. The organisation of the study was also outlined.

Chapter 2 focused on the review of related literature pertinent to the assessment of factors affecting the implementation of inclusive education for learners with learning

disabilities in primary schools. It focused on the influence of teachers' training on the implementation of inclusive education for learners with learning disabilities in primary schools, material resources on the implementation of inclusive education for learners with learning disabilities, the attitudes of stakeholders and the implementation of inclusive education for learners with disabilities.

Chapter 3 dealt with research methodology for the study. The research design, population and techniques of selecting a sample for this study were explained. This was followed by a description of the instruments and data collection procedure. An overview of the methods employed to analyse the data was given. Furthermore, issues of reliability and validity were considered in the chapter. Finally, ethical issues were addressed.

Chapter 4 presented, analysed and discussed the data collected. The presentation, analysis and discussions are related to the individual research questions in Chapter 1. Chapter 5 looked into the summary of the findings of the study on each sub-research question in Chapter 1 and a conclusion was drawn. Recommendations for the improvement of the implementation of inclusive education for learners with learning disabilities in primary schools were made.

## **1.14 CONCLUSION**

This chapter has covered background to the study, statement of the problem, sub-research questions, objectives of the study, significance of the study, theoretical framework, limitations of the study, delimitations of the study and the definition of terms used in the study. Chapter two will present the review of related literature.

## **CHAPTER 2: REVIEW OF RELATED LITERATURE**

### **2.1 INTRODUCTION**

The present study sought to assess the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools. The previous chapter outlined the problem and its context. This chapter reviewed related international literature on the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe with reference to the Ecological System theory that informed the study. The literature is presented under the following subheadings derived from the research questions: the influence of teachers' training on the implementation of inclusive education for learners with learning disabilities in primary schools, material resources on the implementation of inclusive education for learners with learning disabilities and the attitudes of stakeholders in the implementation of inclusive education for learners with disabilities. In addition, it focused on the policy/legislation for the implementation of inclusive education for children with learning disabilities in primary schools. The sub-headings are derived from the sub-research questions of the study. Gaps to be filled in by the present study were highlighted.

In the subsequent section, literature on the teachers' training and the implementation of inclusive education for children with learning disabilities in primary school is presented.

### **2.2 TEACHERS' TRAINING AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS**

Teachers are perceived to be integral to the implementation of inclusive education (Haskell, 2000:3). Research communicates the view that teachers are the key to the success of inclusionary programmes (Cant, 1994:40; Tshifura, 2012:116) as they are viewed as lynchpins in the process of including students with learning disabilities into regular classes (Whiting & Young, 1995:30). Other studies acknowledge that inclusive education can only be successful if teachers are part of the team driving this process (Malone, Gallagher & Long, 2001:580). If teachers in mainstream and special education want to implement inclusion within their classrooms, they need to

know when to consult or instruct and also how to collaborate or operate independently. The Ecological System theory says that a system should operate in different, but interrelated, levels in constant dynamic interaction with other parts of the system. In keeping with the theory, classroom teachers have to act as facilitators of a network of support around a particular child. In this process, the teacher, while preventing the alienation and discrimination of any child in the class, must, at the same time, keep the focus firmly on the child's social and learning needs.

The classroom teachers must also be able to relate to parents and facilitate positive relationships between learners and even, if necessary, between parents and children (Stofile & Green, 2007:62). In South Africa, research by Tshifura (2012:116) revealed that teachers were not adequately trained to implement inclusive education. While the teachers were well qualified, they did not have the expertise to deal with learning disabilities in their classrooms. In a similar vein, Engelbrecht and Green (2001:19) maintain that it is incompetently trained teachers who negatively affect the implementation of inclusive education for children with disabilities in South Africa together with a dearth of a positive teaching and learning culture. In Zambia, the study by Aro and Ahonen (2011:32) found that practicing teachers in inclusive primary schools had poor reading and grammar skills, weak elicitation techniques, limited vocabulary, as well as limited abilities to adequately assist children with learning disabilities. These challenges do not create a welcoming environment for learners with disabilities in schools; instead, they contribute to the barriers to learning for children with learning disabilities (Stofile & Green, 2007:55). In Zimbabwe, Mavundukure and Nyamande (2012:2) maintain that most teachers in special schools and special classes in Zimbabwe have no specific training to teach learners with disabilities and other special educational needs. Chireshe (2013:226) also concluded that most teachers were perceived to be lacking training in inclusive education regardless of the fact that universities and teachers' training colleges in Zimbabwe are training teachers in special needs education. In view of the above literature, the present study would like to establish whether teachers' training is a factor that affects the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

Researchers note that teachers may resist the implementation of inclusive education for children with disabilities, such as hearing impairment and physical disabilities, because of inadequate training (Heiman, 2001:453; Hines & Johnston, 1996:7; Musengi & Chireshe, 2012:231; Pottas 2005:62). Other researchers in Botswana (Mukhopadhyay, 2013:76; Dart, 2007:63) and Swaziland (Fakudze, 2012:68) have focused on the implementation of inclusive education for children with mental retardation and visual impairment and maintain that the majority of the teachers interviewed for those studies had not been trained in inclusive education whilst undergoing their initial teacher training. This, they believe, explains their lack of clear and precise knowledge of inclusive education.

While the above literature review focuses on the unpreparedness of teachers to teach children with disabilities such as hearing impairment, mental retardation and visual impairment, this study did not focus on such disabilities but sought to establish whether lack of appropriate training in teaching children with learning disabilities affects the implementation of inclusive education for such children in Zimbabwean primary schools.

It would appear that teachers perceive themselves as unprepared for inclusive education for children with learning disabilities because they lack appropriate training in this area (Daane, Beirne-Smith & Latham, 2000:333; Malone et al, 2001:583). Inadequate training relating to the implementation of inclusive education for learners with learning disabilities may result in lowered teacher confidence as they plan for inclusive education (Schumm, Vaughn, Gordon & Rothlein, 1994:25). In support of this view, Dagnew (2013:61) maintains that teachers must be both competent and confident in their teaching ability in inclusive settings. In tandem with the Ecological System theory which specifies that a part of a system has to fully function in relation to other parts of the system in order for the system to survive, the teacher must be fully skilled and competent to ensure that the learner with learning disabilities reaches his or her highest potential. Because the teachers are responsible for any adaptation that may be necessary for students' success in the learning environment, consequently, these teachers must have skills to develop and adapt curricula to meet the needs of students with learning disabilities in their classrooms. Guerin and



Male (2006:4) argue that the lack of qualified special education teachers in South Africa has led to poor instruction, poor classroom management coupled with the lack of knowledge about the learning disabilities experienced by learners and the general decrease in quality instruction. The present study sought to establish whether the above scenario also applied in Zimbabwean primary schools.

In South Africa, teachers who have not undertaken training regarding the inclusion of learners with learning disabilities may exhibit negative attitudes toward such inclusion (Van Reusen, Shoho & Barker, 2001:10; Landsberg, Krüger & Nel, 2005:455) while, on the contrary, increased training may be associated with more positive attitudes toward the inclusion of students with disabilities (Briggs, Johnson, Shepherd & Sedbrook, 2002:86). Training in the field of special education in the United Kingdom appears to enhance understanding and improve attitudes regarding the inclusion of children with learning disabilities in primary schools (Powers, 2002:236). The present study sought to establish if the above applied to Zimbabwe.

Mkhuma (2012:35) argues that the structure of teacher training in South Africa consisted of programmes or qualifications for general education and qualifications for remedial education for children with learning disabilities. In addition, Bothma, Gravette and Swart (2000:201) point out that the challenge facing many South African teachers is that they have not been trained to cope with the diversity of learners now entering schools. Currently, there are few teachers who have undergone formal training in inclusive education. In Zimbabwe, research by Musengi and Chireshe (2012:230) revealed that teachers admitted to not having the skills to practice individualistic instruction in class and lacked appropriate training in inclusive education which would assist them in helping children with learning disabilities in their classes. Teachers who have not undertaken training regarding the inclusion of children with learning disabilities may exhibit negative attitudes towards inclusion of children with learning disabilities.

From this view of related literature, the present study sought to establish the impact of teachers' training in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. This has been done using the quantitative approach to research in order to establish, confirm and validate

relationships and develop generalisations to other schools and educational provinces in line with the Ecological Systems theory which advocates for the cooperation of different levels of the system in order for the system to survive.

The lack of skills, knowledge and tools to identify children with learning disabilities has a serious negative impact on the provision of effective teaching and support in the classroom (Mkhuma, 2012:35). Teachers often depend on their intuition that something is wrong with a certain learner or they make an incorrect identification which only becomes apparent when they differ on whether such a learner requires extra support or not. Other teachers carelessly label learners as “lazy”, “naughty” or “slow” and further assign any failure to their parents’ socio-economic status (Khoele, 2008:64; Ntsanwisi, 2008:1). Research by Ntsanwisi (2008:89) observed and concluded that some teachers, having failed to identify children with learning disabilities, have labelled and still continue to label learners who experience barriers to learning as slow learners, mental retards, behaviourally disordered, crippled, emotionally disturbed and so forth.

In South Africa, failure to identify children with learning disabilities in a learning-teaching situation affects the implementation of inclusive education in schools (Ntsanwisi, 2008:100). Dart (2007:63), Khan (2012:109) and Mukhopadhyay (2013:77) concur with the view regarding the lack of skills to identify the needs of children with disabilities in an inclusive setup. They noted that teachers who participated in their studies reported frustration at their own lack of skills to identify the needs of children with learning disabilities. The current study sought to assess whether lack of skills to identify children with learning disabilities affects the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

Some teachers may not have the skills and knowledge to identify different forms of learning disabilities (Khoele, 2008:64). The lack of knowledge to identify different forms of learning disabilities for students in primary schools requires that teachers acquire basic theoretical knowledge and practical skills to identify the learning disabilities. According to Mpya (2007:46), the teachers’ limited knowledge about learning disabilities may create problems in the identification of students who

experience barriers to learning in primary schools. In addition, some teachers may be willing to undergo training in inclusive education but are afraid of demands that the work would impose on them in the classroom learning situation (Mpya, 2007:47).

Qualitative research conducted by Hay, Smit and Paulsen (2001:213) shows that some teachers in South Africa lack the knowledge about inclusive education and are unprepared and unequipped to teach in inclusive classrooms due to their lack of training and lack of experience (Pottas, 2005:64). Fear of not being able to manage diversity resulted in feelings of hopelessness and in learners being referred for assessments by specialists and placements in special programmes (Swart et al, 2002:183). The findings by Pottas (2005:64) are supported by the findings by Mukhopadhyay (2013:77) who noted that, in Botswana, teachers found it difficult to teach learners with learning disabilities due to a lack of training. Learners with learning disabilities need special attention and normally work at their own pace. Data collected by Mukhopadhyay (2013:77) suggested that adequate training in inclusive education was a critical prerequisite for teachers to function effectively in order to implement inclusive education successfully. The present study sought to establish if the above South African and Botswana scenarios are applicable to Zimbabwe. This has been done using the quantitative approach, instead of the qualitative approach to research, in order to yield explanations and predictions for generalisation with as much accuracy and precision as possible.

Florian and Rouse (2010:190) argue that most mainstream teachers in developing countries, such as Botswana, do not believe that they have the skills or knowledge to teach learners with learning disabilities because they have not taken a specialist course. Furthermore, they may believe that there are experts “out there” to teach those children with learning disabilities on a one-to-one basis and therefore it is not their responsibility to teach them (Dart, 2007:62). This type of thinking becomes a barrier to inclusive education as developing effective inclusive practices is not only about extending teachers’ knowledge but also about encouraging them to do things differently and getting them to reconsider their attitudes and beliefs about children with barriers and their schooling (Mukhopadhyay et al, 2012:9). The current study sought to establish whether the belief by mainstream teachers that there are experts

“out there” to teach children with learning disabilities on a one-to-one basis affects the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

Inadequate knowledge with regard to instructional techniques and curricular adaptations which contributes to decreased confidence, may influence the implementation of inclusive education in schools (Lesar, Brenner, Habel & Coleman, 1997:208). The teachers in inclusive schools need to be trained in teaching methods that are child-centred and in the use of active and participative learning techniques that improve their confidence and capacity to teach children both with and without learning disabilities (Eloff & Kgwete, 2007:353). In tandem with the Ecological System theory which argues that diverse needs of learners must be recognised and supported by involving the family, the school environment and the community, the acquisition of collaborative and participative techniques by teachers that involve the family and environment not only enhances learning outcomes, but also reduces prejudice and discrimination among children (Briggs et al, 2002:87).

Florian and Rouse (2010:190) also noted that the acquisition of appropriate teaching methods and participative techniques by mainstream teachers in inclusive learning environments enhances learning outcomes for learners with disabilities. Teachers who have not been trained in teaching methods such as the use of computerised equipment necessary for the teaching of children with disabilities in an inclusive environment, may exhibit negative attitudes towards the use of such teaching aids in their lessons (Dart, 2007:63; Subban & Sharma, 2005:4). Research by Dart (2007:64) revealed that, in primary schools in Botswana where there is access to computers for use by children with disabilities, the teachers without the necessary skills to use the computers did not feel competent enough to use them for teaching children with special needs. Teachers acquire increased competence as a result of increased training in the field of inclusive education (Avramidis, Bayliss & Burden, 2000:198; Forlin, 2006:103). In view of the above literature, the present study sought to establish whether the teachers’ acquisition of appropriate teaching methods may affect the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. Children with learning disabilities need strong

support from their teachers in order to fully participate in class activities with non-disabled peers (Mandina, 2012:227). In accordance with the Ecological Systems theory, inclusive education requires that teachers have additional training and skills to be able to design inclusive lessons with a variety of activities that motivates the interaction of children with or without learning disabilities.

Research by Fakudze (2012:69) has revealed that the majority of the interviewed teachers in South Africa had not been trained in inclusive education whilst undergoing their initial teacher training. This explains their lack of clear and precise knowledge and understanding of inclusive education. The same situation prevails in Botswana. This is supported by Mukhapadhayay (2013:77) who maintains that teacher training institutions for primary school teachers in Botswana do not provide training for inclusive education in their initial professional training. In a similar vein, Mandina (2012:229) noted that the majority of teachers who participated in his research agreed that, in Zimbabwe, college level training is not sufficient to equip them to teach in an inclusive setting, especially those children with severe disabilities and emotional and behavioural problems. He further noted that the teachers agreed that college level courses did not prepare them sufficiently to teach in an inclusive environment. Initial teacher training is the foundation for preparing the teachers for their future profession. Lack of clear and precise knowledge and understanding of inclusive education at the initial stage of teacher training will create problems for the implementation of inclusive education in schools (Fakudze, 2012:70). The present study sought to assess whether initial teacher training is a factor that affects the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe.

In her research, Fakudze (2012:74) argues that teachers are not fully supported through the provision of resources during their training. They try to implement inclusive education but they encounter many problems because of a lack of training in inclusive education. Teachers in South Africa feel that the government has to train them for inclusive education and provide them with the necessary resources for the smooth running of inclusive education (Fakudze, 2012:74). As it is, in South Africa and Botswana, teachers upgrade themselves at their own expense on a part-time

basis (Fakudze, 2012:75). Teachers in South Africa believe that the Ministry of Education must bring qualified people with experience in psychology and disabilities to teach and show them how to help these learners. According to Fakudze (2012:75), the South African Government should ensure that teachers are given the skills to teach efficiently and implement inclusive education. In view of the above, the present study sought to establish whether the South African scenario described above applied to Zimbabwe.

The training of teachers in inclusive education will make a positive impact on the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. However, the implementation of inclusive education in schools may also depend on the availability of material resources. The next section dealt with how material resources affect the implementation of inclusive education for learners with learning disabilities in schools

### **2.3 MATERIAL RESOURCES AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES**

The term resources refer to material and human resources available to teachers within the schools (Ladbrook, 2009:59). Teaching inclusively requires the grafting of traditional special education practices and additional material and human resources into mainstream schools (Slee, 1997:409). Material resources include funding, classroom resources such as books, computers and the availability of programmes for learners with learning disabilities. Human resources include expertise available from professionals within and outside the schools. Signatories to The Salamanca Statement (UNESCO, 1994: ix) and the framework for action on special needs education committed themselves to providing adequate human and financial resources when offering inclusive education services to all their children, including those with learning disabilities. To live up to this commitment, the signatories gave the highest national budgetary allocation to education (UNESCO, 1994: ix). Despite this, the education systems in Botswana and Zimbabwe, for example, are generally faced with a lack of adequately trained teachers, classrooms and educational facilities (Mukhopadhyay, 2013:78; Musengi & Mukhopadhyay, 2012:9). Similar

findings were made by Chireshe (2013:160) who noted that a lack of resources is a major setback to the implementation of inclusive education in Zimbabwe. The present study sought establish whether a lack of adequately trained teachers and inadequate educational facilities in inclusive schools affects the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

Budgetary constraints on the part of the Ministry of Primary and Secondary Education and the school authorities themselves have created limitations in the implementation of various projects in schools (Mandina, 2012:229). One explanation for this is that most of the budgetary allocation is spent on salaries. A disproportionately small fraction is spent addressing real educational issues such as providing adequate school infrastructure, and teaching and learning materials. This hinders the effective implementation of a coherent basic education programme in the country. For instance, the implementation of an effective inclusive education programme in Botswana is, among other things, hampered by a severe lack of human and material resources (Mukhapadhyay, 2013:81). In Namibia and South Africa, both rural and urban schools lack the resources to engage in inclusive education practices but prudently utilise the available resources (Zimba et al, 2007:43; Tshifura, 2012:101).

The findings by Mbibeh (2013:57) in Cameroon show that parents, teachers and administrators are of the opinion that low budgetary allocations impede the implementation of inclusive education for children with disabilities. In accordance with the different learners' needs, budgets do not cater for the purchase of materials such as tape cassettes, headphones, Braille machines, tactile maps, large print books and sign language books needed to teach children with learning disabilities or for learners with visual and hearing impairments (Mbibeh,2013:58). In another research, carried out in Botswana by Dart (2007:63), the participants complained about a lack of financial resources in their schools due to budgetary constraints experienced by the school authorities. This is in tandem with the Ecological Systems theory which states that each part of the system operates in stable and predictable ways that contribute to its continuity, and that a lack or change of one part has an

inevitable effect on the other parts. The lack of financial resources within the school system will create problems in the provision of resources such as books, computers and teaching aids that will be used in the implementation of inclusive education in the schools. The lack of resources may be explained by Mushoriwa's (2001:143) argument that expenditure on special needs education is given a low priority in many developing countries. The present study sought to establish whether budgetary constraints by the Zimbabwean government affect the resource allocation for the implementation of inclusive education for children with learning disabilities in primary schools.

Research by Johnstone and Chapman (2009:140) in Lesotho found that a lack of resource materials such as classrooms and other facilities affected inclusive education for children with disabilities in primary schools. A similar scenario was also reported in South Africa by Eloff and Kgwete (2007:353) who revealed that South African teachers included large classes and insufficient resources as challenges to inclusive education. The lack of classrooms may result in overcrowding of classes in schools (Mafa, 2012:20). Previous Zimbabwean studies (Chireshe, 2011:157; Mavundukure & Nyamande, 2012:12; Musengi & Chireshe, 2012:112) found that the shortage of resources was an impediment to the implementation of inclusive education for children with disabilities. The lack of resources is worsened by the high teacher/pupil ratio (1 to 40) in many Zimbabwean primary schools (Mafa & Chaminuka, 2012:37). Because of this high teacher/pupil ratio and the concomitant overcrowding, teachers are left with no room to cater for children with disabilities in inclusive environments. Overcrowding of classes creates negative attitudes by teachers towards children with disabilities in inclusive settings and this may also negatively affect the provision of resources to them (Mandina, 2012:230). The present study sought to establish whether lack of resources such as classrooms affect the learning process of children with learning disabilities in inclusive primary schools in Zimbabwe.

A large number of schools in SADC countries still have overcrowded classrooms and lack physical spaces for learner discussions, equipment to enable learner investigations, and materials to make learning interesting, relevant and challenging



(Kruger & Adams, 2002:248). The Ecological System theory advocates for the provision of educational support for children with learning disabilities but these conditions prevent access to schools, create conditions that are not conducive to learning and affect the effective implementation of inclusive education. The more learners in a classroom, the more challenges arise in terms of inclusive education and the greater the need for teachers to be trained in ways of helping children with learning disabilities in crowded classrooms (Landsberg et al, 2005:455). The large numbers are also detrimental to the process of identifying learners who experience barriers to learning. For example, teachers may not always be able to observe each learner and provide support. Some learners are shy and inhibited and therefore their needs may not be identified until the barriers have become a permanent part of their lives or when they drop out of school. Inclusive education approaches become a necessity when classes are too large for the teacher to reach all learners. Unfortunately, teachers in overcrowded classrooms often become managers of group dynamics rather than purveyors of knowledge (Stofile & Green, 2007:55). This study sought to ascertain whether overcrowding due to lack of space in inclusive primary schools of Zimbabwe affected the learning situation for children with learning disabilities.

A study conducted by Gwala (2006:63) in South Africa, revealed that teachers were frustrated that they had little time and resources to plan together and support each other in the provision of staff training in inclusive education. This has serious implications for the implementation of inclusive education in the classroom with the result that learners' needs are compromised. Children with learning disabilities cannot be identified or supported because teachers do not have the time or expertise to design their support programmes. According to Mukhopadhyay et al (2012:6), Botswana teachers involved in inclusive education feel that there is insufficient time available for collaboration and consulting with other teachers, parents and professionals to meet the requirements of special needs. The learners with learning disabilities therefore cannot receive quality support from their teachers because there is no time for teachers to sit down as a team to design strategies that can best serve the needs of the learners (Eloff & Kgwete, 2007:354). The present study sought to find out whether the availability of resources affected the implementation of

inclusive education for children with learning disabilities in primary schools in Zimbabwe through a quantitative research approach which sought the opinions, attitudes and experiences of the teachers, education officers and college/university lecturers in the provision of resources in schools.

The research by Mkhuma (2012:38) found out that support services such as professional support, parental support and administrators' support were perceived to be critical resources in the implementation of inclusive education in Botswana. His findings affirm those by Chhabra, Srivastava and Srivastava (2010:225) who argue that learners with learning disabilities need professional support and should be referred to specialists when necessary. However, the role of parents is often less utilised, partly because teachers do not recognise the crucial need of involving the parents or because the parents do not understand their role in the education of their children. This phenomenon creates barriers to the implementation of inclusive education for children with learning disabilities mostly in rural African schools, where most parents are illiterate and only depend on teachers' opinions about their children (Mkhuma, 2012:39). Unfortunately, there is a shortage of professionals such as educational psychologists, speech language therapists and occupational therapists in developing countries like Botswana and Namibia to support learners with disabilities (Mukhopadyay, 2013:79; Eloff & Kgwete, 2007:354). The current study sought to establish whether the scenarios in Botswana and Namibia were applicable to Zimbabwe.

The lack of material resources, such as teaching aids and physical structures hampered the success of implementing inclusive education for children with disabilities (Eloff & Kgwete, 2007:354). This is similar to the findings by Dart (2007:64) who noted that the implementation of inclusive education for children with disabilities was being hampered by a lack of resources in schools in Botswana. Observations in computer resource centres for children with disabilities show that the centres had outdated software and non-functional hardware. Because much of the hardware, software and expertise needed for the upkeep of the computers is only available outside Botswana, it is extremely difficult to maintain the resource. In Namibia, the reliability of basic school infrastructure to support technology for

inclusive education is questionable. Even when resource centres are available, there is still lack of software to incorporate such assistive technology programs (Zimba et al, 2007:45). Teachers who are familiar with traditional teaching/learning material are hesitant to get into diverse aids that would be accessible to learners with varying impairments in a mainstream classroom. The current research sought to establish whether the scenarios above in Botswana and Namibia existed in Zimbabwe. Research by Talmor, Reiter and Feigin (2005:216) has shown that there is a correlation between positive attitudes of teachers to the mainstreaming of learners with special needs and the support they receive from management. Other technical variables which include having more resources, smaller classes, more time available to design special teaching materials and opportunities for personal development gained from further learning are also required (Talmor, et al, 2005:216).

Resources allocation at most inclusive schools are too low to support learning and teaching in Lesotho (Tshifura, 2012:93). In Zimbabwe, the same situation prevails (Chireshe, 2013:226). In Zambia, a study by Aro and Ahonen (2011:31) found that the shortage of textbooks and instructional materials for children with learning disabilities persists, especially in primary schools. Other than textbook shortage, schools are characterised by inadequate instructional materials such as student workbooks, teaching aids and enrichment materials. The education of children with learning disabilities might be impossible in many regions of the world because of a lack of resources needed to meet the individualised needs of such children (Tshifura, 2012:93). The United Nations' Declaration of Human Rights of disabled persons and the World Programme of Action concerning people with disabilities both called for provisions for persons with diverse abilities (UNESCO, 1994: iv), but allowed for indefinite procrastination in implementation because they encouraged nations to take action only if resources were available. For example, in Lesotho, policymakers went ahead with enacting an inclusive policy in the schools despite a shortage of resources because they felt it was in the best interests of the country (Johnstone & Chapman, 2009:138).

There is no equal distribution of qualified teachers for inclusive education in primary schools within the urban and rural areas in South Africa (Ntsanwisi, 2008:61). Most

teachers qualified for inclusive education do not prefer to work in rural areas because of the lack of basic infrastructure such as tarred roads to schools, which makes most rural schools inaccessible during the summer rainy season (Ntsanwisi, 2008:61). Cottages for teachers are usually in poor condition, unsafe or non-existent. When posts for trained inclusive education teachers become available in better areas, these qualified teachers move away leaving rural schools with no alternative but to employ unqualified teachers who do not have expertise to provide quality instruction to learners with learning disabilities. This creates challenges in the implementation of inclusive education (Ntsanwisi, 2008:62). The present study endeavoured to establish whether the scenario prevailing in South Africa applied to Zimbabwe.

The influence of the availability of resources and the necessary training of teachers may be affected by the attitudes of students, teachers, parents and administrators. The following sub-section highlighted how attitudes affect the implementation of inclusive education for learners with learning disabilities in primary schools.

#### **2.4 ATTITUDES OF STAKEHOLDERS AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS**

People's perceptions determine their actions (Williams & Finnegan, 2003:40). With reference to the Ecological System theory, a person's perceptions and attitudes are often related to learning experiences provided by the environment and the generalised belief systems of the society while they also have a direct influence on the way in which one responds to the ecology. If a teacher feels positive about a certain aspect based on his belief system, it will have a positive influence on his behaviour (Pottas, 2005:61).

Research outcomes, in the area of inclusive education suggest that attitudes play a key role in achieving successful inclusion of children with special educational needs in primary schools (Mwamwenda, 1996:509; Williams & Finnegan, 2003:40). One of the major arguments that have been used in the debate about the inclusion of children with special needs has been the attitudes of stakeholders toward the inclusion of children with special needs (Beyene & Tizazu, 2010:92). An attitude is a

point of view that someone holds towards an idea or objects in his/her everyday life. Attitudes are usually seen as relatively stable constructs containing cognitive, affective and behavioural elements (Beacham & Rouse, 2011:4). Swain, Nordness, and Leader-Janssen (2012:77) posit that teachers' attitudes towards inclusion are often not based on ideological arguments, but rather on practical concerns about how inclusive education can be implemented.

Research by Engelbrecht et al (2001:10) revealed that the attitudes of teachers towards educating learners with diverse barriers to learning have been put forward as a decisive factor for making schools more inclusive. Studies point out that teachers' attitudes towards the implementation of inclusive education for children with disabilities are typically positive (Avramidis et al, 2000:215; Kuester, 2000:4) while other studies show that teachers' attitudes negatively affect the implementation of inclusive education for children with disabilities (Avramidis et al, 2000:215). Researchers also note that teachers may resist and develop negative attitudes towards inclusive education practices on account of inadequate training in the area of disabilities (Pottas, 2005:66; Subban & Sharma, 2005:4; Beyene & Tizazu, 2010:92; Hay, Smit & Paulsen, 2001:216).

As already mentioned under section 2.1, the research by Pottas (2005:66) revealed that teachers may resist and develop negative attitudes towards inclusive education practices on account of inadequate training in the area of disabilities. Such findings are similar to those of Van Reusen et al (2001:16) who also concluded that teachers who have not undertaken training regarding the inclusion of children with disabilities may exhibit negative attitudes towards the inclusion of children with learning disabilities. The present study seeks to establish whether the above scenarios pertain to Zimbabwe. Mukhopadhyay (2013:80) also noted that the lack of confidence among the teachers without adequate training is also a contributory factor to the negative attitudes towards the implementation of inclusive education for children with learning disabilities in schools in Botswana. Furthermore, the teachers' attitudes towards children with learning disabilities appear to influence the type and quality of teacher-learner interactions within the class and directly impacts on the child with learning disabilities' educational experiences and opportunities (Cook,

2001:312; Reynolds & Fletcher-Janzen, 2001, sv 'teacher attitudes'). This study sought to establish whether teachers' attitudes affected the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe.

A review of literature on teachers' attitudes to the implementation of inclusive education in primary schools show that there are numerous variables which influence teachers' attitudes (Engelbrecht, Eloff & Newmark, 1997:82). It was found that teachers often feel that they have been compelled to make changes in their classroom teaching-learning situation as a result of policy decisions. The fact that they did not have any substantive participation from grassroots creates negative attitudes for experienced teachers in the implementation of inclusive education in schools (Bothma, 1997:25).

A study in South Africa by Bothma (1997:50) revealed that general attitudes of teachers towards the implementation of inclusive education appear to be negative. The findings show that experienced teachers felt that one had to be a special type of teacher who chooses to work with children with special needs. Furthermore, the teachers felt that they were being forced to work with children with special needs because of government policy in which they had no say. They also felt that they had neither training nor ability to work with such special needs children. Generally, the feeling is that the government is expecting too much from the teachers (Tshifura, 2012:75). Teachers who are resistant to change find it threatening to change their proven teaching methods to accommodate children with learning disabilities within the school system. This is in line with the Ecological System theory which states that a change in one part of the system will affect the structure of the whole system, thus a change in the teaching methods by the teachers may affect the performance of the school as a whole. As a result, teachers may feel threatened if they are faced with too many diverse needs in their classrooms at one time (Scruggs & Mastopieri, 2002:65). The current study sought to establish whether teachers felt threatened in implementing inclusive education if their classes are faced with diverse needs of children with special needs.

Studies that have investigated teacher attitudes towards the implementation of inclusive education for children with disabilities in the mainstream found that female teachers are inclined to have positive attitudes and appeared to have higher expectations of students with disabilities than their male counterparts (Hodge & Jansma, 2000:215). Contrary to this, some studies found that male teachers were positive and more confident than females in their attitudes to implement inclusive education for children with disabilities. Subban and Sharma (2005:4) cautioned that investigations linking gender attitudes as a variable to investigate reactions to inclusive education are linked to cultural factors which may relegate the care of children with disabilities to female teachers. This study sought to establish, through comparison, whether attitudes of female teachers or male teachers affected the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

There are several studies which have investigated whether the experiences of teachers influence them to have negative attitudes towards the implementation of inclusive education for children with disabilities (Avramidis et al, 2000:198; Heiman, 2001:460). These studies found that teachers with more teaching experience foster negative attitudes towards the implementation of inclusive education for children with disabilities. A research by Bothma (1997:53) revealed that the experienced teachers in South Africa felt that they have enough to deal within their classrooms as it is. They already deal with children's existing emotional, disciplinary and behavioural problems on a daily basis. An additional burden of teaching children with disabilities in the same class becomes unbearable and places unnecessary pressure on the teacher and the child as the facilities to cope with these difficulties are not always in place. This is also supported by Etenesh (2000:62) who found out that experienced teachers refuse the placement of children with disabilities in their classes because they felt that this would be unrewarding and burdensome. According to Knight (1999:6), experienced teachers are uncomfortable with the inclusion of children with learning disabilities in the regular classrooms. Younger teachers and those with fewer years of teaching experience were found to be more supportive towards the implementation of inclusive education for children with learning disabilities.

Research by Farrell (2000:100) shows that students with disabilities may have negative attitudes towards the form of inclusion they will be experiencing in inclusive schools. Their interaction with their peers who understand their issues may be negatively influencing their potential attainment. Such situations may force them to opt for segregated settings while their parents prefer a mainstream class (Evans & Lant, 2002:8). A conflict of rights which are a result of both the child's and the parents' attitudes will affect the implementation of inclusive education for children with learning disabilities. Norwich (2002:55) argues that, in dealing with significant differences or conflict of rights by parents and students with disabilities in an inclusive setup, there is need to find a way of balancing values such as the stigma or labelling versus the access to provision of resources. With reference to the Ecological System theory which focuses on interaction and interrelatedness of the parts of the system, a conflict of rights which is a result of both the child's and parents' attitudes may affect the implementation of inclusive education within the school system.

The parents, as stakeholders, may believe that the children with special needs may slow the pace of the teacher thus negatively affecting their own children (Chireshe, 2011:158). Some may even believe that their children may contract the disability. Previous studies in Zimbabwe, for example, Nyanga and Nyanga (2013:167), also revealed that negative attitudes towards children with disabilities may isolate those included children because they may not have the social skills to interact properly with them. In light of the above literature review, the present study sought to establish whether the attitudes of parents, as part of the school system, affected the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

Attitudes and beliefs of school staff, students, parents and the local community have an impact on the school's effectiveness in implementing inclusive educational practices (Gwala, 2006:104). While the attitudes of the teachers, parents and learners are critical in most research, it is argued that the attitudes and beliefs of school heads towards inclusive education is the key factor to successful implementations at school level (Avramidis et al, 2000:198). When the attitudes of



teachers are not positive, more damage than good may be done in the implementation of inclusive education for children with learning disabilities in primary schools.

The success of implementing inclusive education in primary schools may be jeopardised if society holds negative attitudes towards people with disabilities. The policy status in a country may affect attitudes towards Inclusive education. The following sub-section discussed the policy/legislation and the implementation of inclusive education for children with learning disabilities in primary schools.

## **2.5 POLICY/LEGISLATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS**

Social cohesion/existence can only be meaningful when there are clear-cut principles binding societies. These principles could be guidelines that indicate how a group of people should behave in given circumstances or a statement of rules which give direction and influence behaviour in given circumstances (Chireshe, 2006:20).

Human civilisation has been possible because of legislation enshrined in the very essence of human existence. In the same light, for inclusive education practice to be more meaningful, there is need for principles that support its existence (Mbibeh, 2013:55). Inclusive education has evolved as a movement that seeks to challenge exclusionary policies and practices. It seeks to ensure that social justice in the education system prevails. It is generally agreed that inclusive education has its origins in the human rights pronounced in the Universal Declaration of Human Rights in 1948 which stated that everyone has the right to education (Du Plessis 2013 :82). Education shall be free, at least in the elementary and fundamental stages. Inclusion is fundamentally about assuring access, permanence, quality learning and full participation and integration of all children and adolescents, particularly for members of disadvantaged and poor societies, those with disabilities, those who are homeless, those who are workers, those living with HIV and Aids and other vulnerable children (Mwamwenda, 2014:29; Du Plessis 2013:85). It was the intention of the current study to establish whether legislation/policy affected the learning of children with learning disabilities in inclusive settings of primary schools of Zimbabwe

with reference to the Ecological System theory which calls for social cohesion through interaction with the environmental system.

In the 1990s, UNESCO held a number of conferences around the world with insightful outcomes geared towards the provision of education for all children without exception. Such conferences included the Education for All (UNESCO 1990) and the Salamanca Conference (1994). The World Education Conference in Jomtien, Thailand (1990) raised concerns related to education for all. Article 3 of its declaration, apart from advocating a breakaway from rigid prescriptive educational systems towards flexible ones (UNESCO, 1990:5), recognised the existence of disparities and acknowledged the vulnerability of particular groups with the inherent discrimination exerted on them in education. The declaration therefore agreed that active commitment must be made to remove this disparity and every person with disabilities should not suffer any discrimination in access to learning opportunities (UNESCO, 1990:5; Mwamwenda, 2013:424). People with disabilities should be provided with normal education as an integral part of the educational system as advocated by the Ecological System theory that informed the study. This emphasised the need for inclusive education not exclusive education. In view of such international declarations, the current study sought to establish whether legislation affected the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

Zimbabwe is a signatory to the Salamanca Statement and framework for action on special needs education and several other inclusive education related international charters and conventions (Chireshe, 2013:224). However, it does not have an inclusive education specific policy but has inclusive education related policies like the Education Act of 1996 and the Zimbabwe Disabled Persons Act of 1996 which advocates for non-discrimination in the provision of education and non-discrimination of people with disabilities in Zimbabwe respectively (Chireshe, 2011:157; Chireshe, 2013:224). In Kenya and Namibia, the same situation exists in that there is no clear government policy on the administration and management of special needs education in inclusive settings in primary schools (Gongera, Mugai, & Okoth, 2013:113; Zimba et al, 2007:41).

Nyanga and Nyanga (2013:166) state that successful implementation of inclusive education in Zimbabwe is hampered by a lack of commitment by policymakers towards students with disabilities. Similarly, the study by Chireshe (2013:226) revealed that a lack of specific policy on inclusive education was perceived as a key challenge to successful implementation of inclusive education in Zimbabwe. Legal support for inclusive education is implied from the Zimbabwe Education Act of 1996 and the Zimbabwean Disabled Persons Act of 1996. The Education Act of 1996 introduced free and compulsory education for all students regardless of any demographic differences while the Disabled Persons Act of 1996 addressed the rights of people with disabilities in relation to education, employment, recreational facilities and community and social services.

According to Mafa (2012:23), if inclusion is to take root in Zimbabwean government primary schools, there is need for the promulgation of pro-inclusive policies and effective implementation of the policies. Pro-inclusion policies will then cascade to teacher education institutions so that pre-service teacher training focuses on inclusive teaching. Practicing teachers can be equipped with inclusive teaching skills through in-service teacher development and workshops. The proposed policy will also ensure that pupil assessment takes cognisance of inclusion and that existing and future facilities such as classrooms, libraries, workshops and laboratories are easily accessed by pupils with different forms of disabilities. This is in line with the Ecological System theory that encourages easy access of facilities and interaction of pupils within the school system. Education stakeholders must also be sensitised on inclusion and its philosophy (Mafa, 2012:22).

South Africa has developed and successfully implemented inclusive education policies through the Education White Paper 6 (EWP6) which provides the framework for the implementation of inclusive education in all public schools (Tshifura, 2012:60). EWP6 provides guiding principles for the education system for South Africa, protects the rights of all people and provides equal access that allows full and equal participation in education to all learners in a single inclusive education system (Wevers & Geldenhuys, 2013:3). The implementation of inclusive education policies has led to an increase in the proportion of learners with disabilities in South African

primary schools (Weedon, Riddell, Fuller, Healey, Kelly, Georgeson & Roberts 2008:2). However, despite efforts to ensure quality education for all learners through inclusive education in South Africa, indications are that many learners, especially those who experience barriers to learning, are still excluded from full access to quality and equitable education opportunities in mainstream primary schools (Wevers & Geldenhuys, 2013:3). Research conducted into educator preparedness for the implementation of inclusive education policy in South Africa (Hay, 2009:136; Magare, Kitching & Roos, 2010:53; Pieterse, 2010:22; Pillay & Di Terlizzi, 2009:120) indicate that the shift towards implementation of inclusive education policies has also placed a strain on educators because, prior to 1994, educators in South Africa were trained for either mainstream education or specialised in a particular field. Therefore, the task of ensuring that social justice and equity goals are met for every learner is a challenge for mainstream schools (Vlachou, 2004:5). In Zimbabwe, the government has shown its concern about the implementation of inclusive education policies for persons with disabilities by including the rights of persons with disabilities in the new constitution of 2013 (Samkange, 2013:960). The Constitution of Zimbabwe of 2013 notes that people with disabilities now have the rights to be self-sufficient, protection from abuse and equal access to education. The present study sought to establish whether the scenario in South Africa applied to Zimbabwe.

There are educational policies in many countries such as South Africa, Namibia and Botswana which limit the progress towards the implementation of inclusive education in schools (Mukhopadhyay et al, 2012:3). These policies place emphasis on academic excellence, school competitiveness and academic attainment which is underpinned by a marketplace philosophy of education (Evans & Lant, 2002:8). Judging school success on the basis of academic results and pupil achievement alone may run counter to the implementation of inclusive education and discourage teaching practises that allow for student diversity in an inclusive setup (Howes, Booth, Dyson & Frankham, 2005:135). These school educational policies have forced schools to become concerned that their academic performance and reputation might be damaged if they were “too” inclusive (Abbott, 2006:630). Such a scenario may result in teachers concentrating on a narrow curriculum and a small group of academically able pupils which affects the implementation of inclusive

education for children with disabilities. This study sought to establish whether or not school educational policies on academic excellence affected the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. Human variations and differences occur naturally and must be viewed as a valuable part of our society. With reference to the Ecological Systems theory, the content of the curriculum, the attitudes and beliefs of staff and the goals of the schools should be to offer every individual a relevant education and optimal opportunities for development within the education system.

Inclusive education policy was founded upon the philosophy of the Ecological System model (Landsberg et al, 2005:50) which purports that the focus of teachers, when dealing with barriers to learning, must be on the system rather the learner, but teachers adhere to the medical deficit model which supports the exclusion of learners from the class and exclusive assistance by a learning support teacher (Yorke, 2008:4). This perpetual dependence on the medical deficit model continues partly because teachers are failing to conceptualise what is written in the policy documents about inclusion practices, or because they do not have specific knowledge about how to deal with diversity in the classroom (Ladbrook, 2009:57). The present study sought to establish whether the implementation of an inclusive education policy for children with disabilities in Zimbabwe was based on the Ecological System model which deals with the system rather the student.

Article 12 of the UN Convention on the Rights of the Child states that children have the right to be consulted and heard on all matters affecting them and to have that view taken into account and given due weight in accordance with their age and maturity (UN, 1989:8). It is increasingly recognised that students with special educational needs should contribute to and participate in decisions about their inclusion into the mainstream and their individual education plans. Consistent with the Ecological System theory, pupils are part of the school system. Hence pupils' insights and perspectives have the potential to provide crucial directions for school improvement and information to enhance learning, teaching and implementation of inclusive education (Florian, 2005:97). Consulting children and including them in school decision making also increases educational engagement and reduces the risk

of exclusion. The experience of students with disabilities indicates that their opinions are rarely sought (Rose, 2001:151) in the development of new policies hence the current study sought to establish whether there was any consultation with children with disabilities being done by school authorities in developing and implementing inclusive education policies for them in primary schools of Zimbabwe.

According to Mkhuma (2012:48), teachers are the prime agents of change in societies in which they offer their services and therefore the successful implementation of the inclusion policy rests upon teachers' change of attitude towards it. In terms of inclusive education, it can be accepted that teachers' perceptions of inclusive policies will not only determine their acceptance of inclusive policies, but will also affect their commitment to implement such policies (Avramidis & Norwich, 2002:130). Lessons from policy implementation research by Du Plessis (2013:90) show that the education system can provide good policy, education support and resources and can build the capacity of participants to implement the policy but if attitudes have not changed, the implementation will fail. Some teachers develop negative attitudes towards inclusion policy because they do not have sufficient knowledge and skills to assist them in implementing the policy with confidence (Gwala, 2006:103).

Legislation relating to the implementation of inclusive education for children with disabilities has been a major feature of educational policy in recent years (Winter & O'Raw, 2010:28). The way in which legislation is enacted can be regarded as a "top down" process. Thomas (1997:106) points out that school reform efforts which are imposed or led from the "top" and are passed "down" to teachers in the classroom often fail. This is because those who have to implement the reforms have not been sufficiently involved in the decision making process and those who create the policies are unaware of the contexts in which teachers work on a daily basis. Effective leadership from the top should be accompanied by bottom-up support and a partnership approach in order to ensure the successful implementation of necessary reforms or changes (Slee, 1997:418; Winter & O'Raw, 2010:28). In line with the Ecological System theory which says the parts of the system should work together and support each other for the survival of the whole system, the teachers

and other staff who have to implement inclusive education policies must not only support the reforms themselves but also be supported as they strive to make the changes. Fullan (1991:96) and Mwamwenda (2013:425) assert that one of the basic reasons that policy planning fails is that the planners or decision-makers of change are unaware of the situations that potential implementers of the policies are facing. The teachers need to be able and allowed to form their own positions and perspectives on the development of inclusive education policies (Kearney & Kane, 2006:216). The move to implement an inclusive education policy rests upon partnership at all levels. Legislation at the national level provides the framework and the financial backup may come at the Ministerial level. However, it is critical that the ideas and initiatives for the implementation of inclusive education policy come from and are supported by those who do the work in the schools. The present study sought to establish whether the way legislation for inclusive education was enacted into the education system affected the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

## **2.6 CONCLUSION**

This chapter focused on literature review. It focused on the factors that affect the implementation of inclusive education for children with learning disabilities. These included the influence of teachers' training, material resources and the attitudes of stakeholders on the implementation of inclusive education for learners with learning disabilities in primary schools. It also focused on the policy/legislation and the effects of these policies have on learners with learning disabilities in primary schools. The next chapter will focus on the research methodology.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.1 INTRODUCTION**

Research methodology is a science of studying how research is to be carried out. Essentially, the procedures by which researchers go about their work of describing, explaining and predicting phenomena are called research methodology (Rajasekar, Philominathan & Chinnathambi, 2006:5). It is also defined as the study of methods by which knowledge is gained. Its aim is to give the work a plan of research (Wathore, 2012:116). This chapter focused on the methods of study for the assessment of factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The study comprised two parts which are the pilot study and the main study. It began by providing the research paradigm of this study and the research design.

The study used quantitative methods of research. The survey design which is quantitative was used in this study. This chapter explains why the survey design was adopted to assess the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. This chapter also explained the questionnaires as instruments for this study. It has sections on how data was collected and analysed.

The chapter also focused on the ethical considerations that guide the research when collecting data and these include: informed consent, confidentiality and anonymity, harm to respondents and ensuring privacy. A pilot study was carried out to improve the validity and reliability of the research design. The following section highlights the research paradigm for this study.

### **3.2 RESEARCH PARADIGM**

Scientific research is carried out within a specific paradigm, or theoretical framework, (De Vos, 2004:45; Ladbrook, 2009:70). Mouton (2009:15) defines a paradigm as a set of basic beliefs that deal with the ultimate principles and represent the world view that defines its holder. According to de Vos, Strydom, Fouche and Delport (2012:40), a paradigm is a model or pattern containing a set of legitimated assumptions and a design for collecting and interpreting data. It dictates the research agenda of the



study by defining what problems count as legitimate scientific problems and, more importantly, what would constitute acceptable solutions to such problems (Mouton, 2009:15). It is composed of certain philosophical assumptions that guide and direct thinking and action. The purpose of research and how it will be conducted is influenced by the researcher's paradigmatic beliefs. They are central to research design because they impact on both the nature of the research question and on the manner in which the research question is to be studied (Ladbrook, 2009:72). Therefore, a research design cannot be isolated from the researcher's paradigmatic perspective on the world of research.

Paradigms, as basic belief systems, are based on ontological, epistemological and methodological assumptions (Creswell, 2009:74). Ontology is a set of beliefs about what exists or what is real (Kim, 2010:5). Kim (2010:5) describes epistemology as a set of beliefs about knowing and says that methodology involves the interviewing and observing of the participants in their natural setting in order to capture the reconstructions participants use to make meaning of their world. These assumptions lay the groundwork for how researchers view truth, knowledge and explain, in part, why different researchers value one approach to research over others. According to Creswell (2009:6), beliefs held by researchers always lead them to embrace a qualitative, quantitative or mixed methods approach in their research under different paradigms such as positivism, post-positivism, constructionism and pragmatism.

This study focused on an assessment of the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. To ensure that the desired information was obtained from the participants of the study, the researcher adopted the quantitative approach under the positivism paradigm. Positivists use a quantitative approach to research, seeking to deduce cause and affect relationships and to predict patterns of behaviour (Babbie & Mouton, 2002:21). Positivist researchers perceive the world as external and objective and science as value-free. Reality is seen as a whole but, by dividing it and studying its parts, the positivist researcher is able to understand the whole. Positivist researchers use methods such as observation and experiment to collect facts which enable them to statistically describe, explain, predict and control phenomena and to

derive laws and theories from them (Creswell, 2009:7). The researcher remains detached, neutral and objective as he or she measures aspects of social life, examines evidence and replicates the research of others. Anything that might influence the test should be controlled to prevent bias (Babbie & Mouton, 2002:49). In this current study, the positivist paradigm allowed this researcher to statistically describe, explain, predict and control phenomena with the researcher adopting a neutral role. In other words, the truth under the positivist approach was obtained through objective and replicable procedures focusing on understanding and reconstructing realities under study. Positivism, as a philosophy, adheres to the view that only “factual” knowledge gained through observation (the senses), including measurement, is trustworthy (Cohen, Manion & Morrison, 2007:18). In positivism, the role of the researcher is limited to data collection and interpretation through an objective approach and the research findings are usually observable and quantifiable. This study had an element of positivism in as far as it sought to establish the factors that affected the implementation of inclusive education for children with learning disabilities in primary schools through its use of quantitative methods which enable the researcher to gain factual knowledge on the observed phenomenon.

Positivism has an atomistic, ontological view of the world as comprising discrete, observable elements and events that interact in an observable, determined and regular manner (Collins, 2010:38). The positivists’ researchers adopt scientific methods and systematise the knowledge generation process with the help of quantification to enhance precision in the description of parameters (Henning, Van Rensburg & Smit, 2004:71). In line with the views of positivism outlined above, this study adopted a positivist philosophy in which the factors that affect the implementation of inclusive education could be established through careful observation and measurement of objective reality that exists “out there” in the society (Creswell 2009:8). This is supported by Fraenkel and Wallen (2006:433) who argue that quantitative researchers assume that there is a reality “out there” which exists independently of human beings and is waiting to be discovered, thus making it the task of science to discover the nature of that particular reality and how it works.

The research design will be discussed in the following section.

### **3.3 THE RESEARCH DESIGN**

A research design is a plan of study (McMillan & Schumacher, 2010:157; Mouton, 2009:107). Polit and Beck (2004:49) describe the research design as a blueprint, or outline, for conducting the study in such a way that maximum control will be exercised over factors that could interfere with the validity of the research results. Terrell (2012:258) describes a research design as a road map that determines the most appropriate route to take when carrying out the study. The research design is the researcher's overall plan for obtaining answers to the research questions guiding the study. Burns and Grove (2009:211) state that designing a study helps researchers to plan and implement the study in a way that will help them obtain the intended results thus increasing the chances of obtaining information that could be associated with the real situation. It refers to all the procedures selected by a researcher for studying a given phenomenon (Burns & Grove, 2009:218). A research design includes an outline of what the researcher will do from formulating hypotheses and their operational implications to the final analysis of data. According to Cohen et al (2007:82), it is a logical model of proof that allows the researcher to draw inferences concerning causal relationship among the variables under investigation.

A research design is determined by the research question and an appropriate research design should be identified for a research question (Leedy & Ormrod, 2005:145; Staiton-Rogers, 2006:109). Researchers may use quantitative, qualitative or mixed research methods in their studies (Creswell, 2009:9).

The present study sought to use a survey design which was primarily quantitative in nature in order to give a detailed assessment of the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The adopted quantitative approach will be discussed below in section 3.3.1.

### **3.3.1 The quantitative approach**

Quantitative research generally involves the collection of primary data from large numbers of respondents with the intention of projecting the results to a wider population. It is research conducted using a range of methods which makes use of measurement to record and investigate aspects of social reality (Bless & Higson-Smith, 2000:156; Bryman, 2004:8; Davis & Sutton, 2004:36). Quantitative researchers assume that reality can be approximated through the use of methods that prevent human contamination of its apprehension or comprehension (Creswell & Plano Clarke, 2007:22). Quantitative approach is best for this study because the study uses the survey design that is descriptive for a large population sample under study. It seeks to quantify data by applying a form of statistical analysis (Zindiye, 2008:128). In line with the point raised by Zindiye (2008:128) that quantitative research seeks to apply statistical analysis on quantified data, the present study will use quantitative statistical analysis to establish the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools. The aim is to generalise about a specific population, based on the results of a representative sample of the population.

The quantitative approach is largely causal and deductive (Neuman, 2006:157) and it seeks to establish, confirm, or validate relationships and to develop generalisations that contribute to theory (Leedy & Ormrod, 2005:95). In quantitative research, procedures are standard, replication is frequent and measures are systematically created before data collection (Neuman, 2006:157). In the present study, the researcher used a quantitative approach because concepts, variables and methods of measurement on the factors that affect the implementation of inclusive education for children with learning disabilities in schools were defined before the study began and remained the same throughout.

Quantitative research approaches involve research questions that deal with the interrelationship of variables and the predictability of certain outcomes (Creswell, 2009:7). In the quantitative approach, the investigator primarily uses positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables, hypotheses and questions, use of measurement and observation, and the

test of theories), employs strategies of inquiry such as experiments and surveys and collects data on predetermined instruments that yield statistical data (Creswell, 2009:7). In this study, the quantitative approach is appropriate as the study used the survey as a research activity to collect data through questionnaires. The questionnaire used in this study underwent validity and reliability tests and allowed the researcher to remain detached from the research participants, thus drawing unbiased conclusions.

According to Burns and Grove (2009:23), problems studied under the quantitative approach reflect the need to identify, analyse, measure, examine relationships and assess issues that influence outcomes. In other words, a quantitative approach is a formal, objective systematic and empirical process in which social phenomena are investigated via statistical, mathematical or computational techniques (McMillan & Schumacher, 2010:489; Fraenkel & Wallen, 2006:39; Leedy & Ormrod, 2005:95). Since the quantitative approach is an inquiry into an identified problem, measured with numbers and analysed using statistical techniques (Mouton, 2009:107), the researcher found quantitative research approach relevant to this study. Objective and empirical data from quantitative research was summarised numerically (Leedy & Ormrod, 2005:203) as this ensured precision in measurement. A quantitative research approach was appropriate for this study since findings on the factors that affect the implementation of inclusive education for children with learning disabilities in schools, as perceived by the primary school teachers, education officers and college/university lecturers, were expressed numerically and the research design enabled the researcher to compare and use the numbers to make valid interpretations.

Quantitative research seeks explanations that can be generalised to the rest of the population under study (Bryman, 2004:8). In the current study, the quantitative research approach sought to establish, confirm and validate relationships and to develop generalisations that contribute to theory on the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

The quantitative research approach emerged from a branch of philosophy called positivism which operates on strict rules of logic, truth, laws and predictions (Burns & Grove, 2009:19). This is supported by Creswell (2009:20) who pointed out that a quantitative approach embodies the positivist claims for developing knowledge that involves the determination of cause and effect and the reduction of specific variables. Quantitative research holds the position that "truth" is the absolute and that a single reality can be defined by careful measurement. It is primarily concerned with observable and measurable phenomena involving people, events or things and establishing the strength of the relationship between variables, usually by statistical tests (Creswell, 2009:18). Researchers must be objective and find the truth by not entering their values, feelings and personal perceptions into the measurement of reality (Burns & Grove, 2009:19). Since the researcher sought to collect objective and systematic data on the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe, the quantitative research approach was deemed appropriate.

Quantitative data can be easily summarised, which facilitates communication of findings (Chireshe, 2006:87; Creswell & Plano Clarke, 2007:22; Morgan, 2007:48). Quantitative methods facilitate comparison. A researcher can collect data from a large number of respondents, settings and times and then compare the findings (Taylor, 2000:164; Makore-Rukuni, 2001:93). A quantitative approach to research allowed the researcher to collect data from several respondents, settings and times and then to compare the findings using numerical indices (Bryman 2004:8; Gall et al, 2003:89; Creswell & Plano Clarke, 2007:9). The quantitative approach to research was suitable for the current study because it endeavoured to reduce data on the subject at hand to summarised statistics, particularly the ratios and Chi-square tests. In this study, the researcher sought to present the findings in a report that has a scientific style using passive voice and impersonal language which is characteristic of quantitative approach to research (Majoko, 2013:107).

Quantitative research has its weakness in understanding the context or setting in which people talk thus rendering the voices of participants silent (Creswell & Plano Clark, 2007:9). Using surveys as quantitative research design, the researcher

depends upon information from the questionnaires and not direct observation of phenomenon of interest. Therefore, the respondents' honesty, seriousness, accurate memory and interest in the research determine the accuracy of the findings. To overcome this, the researcher thoroughly prepared the questionnaires with the help of the promoter and designed questions that are clear and enabled the researcher to get accurate and unbiased information. The quantitative research approach employs survey methodologies and predetermined instruments for collecting data that can be analysed statistically. The approach is suitable for measuring attitudes and rating behaviours through standardised numerical scales (Creswell, 2009:20).

In this study, a survey design was used and this is discussed below.

### **3.3.1.1 The survey design**

A survey design was used in this study. According to Burns and Grove (2009:201), a survey "is designed to provide a picture of a situation as it naturally happens". It may be used to justify current practice and make a judgment and also to develop theories. For the purpose of this study, the survey was used to provide a clear picture of the factors that affect the implementation of inclusive education for children with learning disabilities as they appear in primary schools settings in Zimbabwe.

Surveys may be used for descriptive, explanatory and exploratory research (Polit & Beck, 2004:234). The term "survey" can be used to designate any research activity in which the investigator gathers data from a portion of a population for the purpose of examining the characteristics, opinions or intentions of that population (Polit & Beck, 2004:234). A survey design is selected because of its high degree of representativeness and the ease in which a researcher could obtain the participants' opinion (Polit & Beck, 2004:50). According to Cohen et al (2007:116), random probability samples in survey designs facilitate the generalisability of results to the target population and, if one is able to generalise to the larger population, then the survey research may be cheaper in terms of time and money spent in data collection than in a census. The survey was therefore relevant for this present study because of its high degree of representativeness and the ease in which a researcher could

obtain the participants' views on the implementation of inclusive education in schools.

A survey is used to collect original data for describing a population too large to observe directly (Polit & Hungler, 2009:178). According to McMillan and Schumacher (2010:489), research surveys involve the selection of a sample of respondents and administering questionnaires or conducting interviews to gather information on variables of interest. In this study, the survey method was the most appropriate for obtaining factual or attitudinal information on factors that affect the implementation of inclusive education for children with learning disabilities in primary schools because it enabled the researcher to collect original data for describing a population too large to observe directly (Polit & Hungler, 2009:178). A survey obtains information from a sample of people by means of self-report, that is, the people respond to a series of questions posed by the investigator (Polit & Hungler, 2009:179). In this study, the information was collected through self-administered questionnaires distributed personally to the subjects by assistant researchers or the researcher himself.

A survey provides an accurate portrayal or account of the characteristics, for example, behaviour, opinions, abilities, beliefs and knowledge of a particular individual, situation or group (Polit & Hungler, 2009:179). Since this study attempted to provide an accurate account of participants' opinions, beliefs and knowledge on the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe, the survey was the most appropriate.

Leedy and Ormrod (2005:144) argue that the purpose of a survey is to understand experiences from a participant's point of view. For the purpose of this study, a survey research design was undertaken in order to understand the teachers' and lecturers' experiences on the implementation of inclusive education from the respondent's point of view. The survey provides an accurate portrayal or account of the characteristics of a particular individual or group in real-life situations for the purpose of discovering new meaning, describing what exists, determining the frequency with which something occurs and categorising information (Burns & Grove, 2005:734). It is from this view of Burns and Grove (2005:734) that the survey was deemed



appropriate for this study because it provides the real life situations in describing what exists in the primary schools about the implementation of inclusive education for children with learning disabilities. It is also appropriate for a study of this nature where personal factors may be important and where contemporary data is needed as it allows for an exploratory analysis of relationships. The outcome of a survey is a detailed picture of the participants' views or engagement in specific behaviours stated in percentage or numerical terms and the frequency with which a specific characteristic or variable occurs in a sample (Babbie & Mouton, 2002:80). In this research, utilising the survey for its descriptive purpose allowed the researcher to obtain demographic information relating to the respondents.

According to Ramalibana (2005:24), survey research involves the collection and quantification of data which becomes a permanent source of information. It involves the idea of going out and purposefully seeking the necessary information. In line with Ramalibana's (2005:24) point of view, the current study used the survey to collect data which became a permanent source of information for further research in the implementation of inclusive education, thus making it the most appropriate research method for this study.

Despite the abovementioned strengths of using the survey as research method, it has its own weaknesses. Individual inclusive primary school teachers, college/university lecturers and education officers who responded to the questionnaires in the current study were aware that they were being studied and could have elicited biased data. The information that was collected may also be relatively superficial because survey questionnaires rarely probe deeply into the complexities such as the contradictions of human behaviour and feelings. From the researcher's point of view, the strengths of the quantitative survey outweighed its weaknesses and hence the quantitative survey was the most appropriate design to use in the current study. The aforementioned limitations of a survey, as they apply to the present study, were overcome using strategies revealed in the ways to overcome limitations discussed in section 1.10.

The next section discusses the population which was surveyed in this study.

### **3.4 POPULATION**

Population is a well-defined set of people, animals, objects or events that has certain specified properties (Burns & Grove, 2009:40; LoBiondo-Wood & Haber, 2002:315; Polit & Beck, 2006:258). The population refers to the whole group of individuals from which a sample is drawn and to which results can be generalised (McMillan & Schumacher, 2010:489). Polit and Beck (2006:289) define population as a group of people who share the common traits or attributes which are of interest to the researcher and of the population to whom the findings can be generalised. Thus, the population is the group to which the researcher would like to make inferences.

The target population for this study comprises all the primary school teachers in inclusive mainstream schools (approximately 60,000), all the college/university lecturers in teachers' colleges and universities involved in inclusive education (approximately 300) and all education officers involved in special needs education or inclusive education (approximately 80) from all provinces of the Ministry of primary and Secondary Education, in Zimbabwe. The target population may not be manageable due to its size, location, distribution and other practical issues such as time, money and personnel. For this reason, the target population was scaled down to the accessible or study population within five provinces, namely, Masvingo, Midlands, Harare, Bulawayo and Matabeleland North which can be manageable (Johnson & Christensen, 2011:218) and were also information rich with regard to the implementation of inclusive education in primary schools.

The primary school teachers, college/university lecturers and education officers were used in this study because they are the implementers of inclusive education in primary schools in Zimbabwe. They were in a position to give the required information on the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The teachers, education officers and college/university lecturers, as the main education policy implementers, are directly involved with the education of children with learning disabilities in primary schools and, for that reason, they are in a position to provide information relevant for the assessment of the factors that affect the implementation

of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

The population of the current study was heterogeneous as it includes teachers, education officers and college/university lecturers from different age groups and genders, different types of schools, different qualifications and experience. The population was drawn from council, government and private schools, teachers' colleges, universities and education offices from all the Zimbabwean provinces.

The sample for this study is discussed below.

### **3.5 SAMPLE**

A sample is a representative subset of the population from which generalisations are made about the population. Sampling is simply stated as selecting a portion of the population, in the research area, which will be a representation of the whole population (Neuman, 2006:225). The sample was drawn from five conveniently selected educational provinces which are: Bulawayo, Harare, Midlands, Masvingo and Matabeleland North. These regions were selected because of their proximity to the researcher (Neuman, 2006:225) and the availability of research assistants in these regions. Convenient sampling involves selecting participants purely on the basis that they are conveniently available to the researcher (Gray, 2004:88; Davis & Sutton, 2004:151). In convenient sampling, the researcher selects participants because of their easy availability or access (Leedy & Ormrod, 2005:145). In this study, convenient sampling was used because of its low cost and easy to use in collecting data from the available participants. Like in any other province in Zimbabwe, the primary schools to be investigated from these five provinces are rural, urban, council, government and private schools. In some schools, the school teachers were randomly selected to control the biased information that could result as a result of convenient sampling of the school.

The study also used purposive sampling to select education officers and college/university lecturers as participants under investigation. According to Neuman (2006:222), purposive sampling is a procedure for building a sample based on cases, individuals or communities judged as being appropriate for the study that is

underway. It may be used to select members of a difficult-to-reach, specialised population and uses the judgement of an expert to select cases with a specific purpose in mind (Neuman, 2006:222). According to Barbour (2008:52), in purposive sampling, the researcher selects interviewees by virtue of characteristics that are thought by the researcher to be likely to have some bearing on their perceptions and experiences towards the problem under study. In line with the views of Neuman (2006:222) and Barbour (2008:52) above, this study selected education officers and college/ university lecturers as specialists in the area of special needs education who are well versed in inclusive education and may provide the researcher with the information needed for inclusive education for children with learning disabilities.

The sample consisted of 250 primary school teachers, 30 education officers and 20 university lecturers. Table 3.1 shows a sample grid that shows numbers of participants and their provincial breakdown.

**Table 3.1: Distribution of participants of the sample and their provincial breakdown (N=300)**

PROVINCE	EDUCATION OFFICERS		UNIVERSITY/ COLLEGE LECTURERS		PRIMARY SCHOOL TEACHERS		TOTAL
	Male	Female	Male	Female	Male	Female	
<b>MASVINGO</b>	3	3	2	2	20	30	60
<b>HARARE</b>	4	2	3	1	23	27	60
<b>MIDLANDS</b>	3	3	2	2	25	25	60
<b>MAT NORTH</b>	1	5	3	1	20	30	60
<b>BULAWAYO</b>	2	4	2	2	25	25	60
<b>TOTAL</b>	13	17	12	8	113	137	300

The teachers were randomly chosen from primary schools in their respective regions or place of work, using a table of random numbers. Randomised samples in the survey designs facilitate the generalisability of results to the target population. Education officers and university/college lecturers were conveniently sampled from

their institutions of work in selected regions. College/university lecturers refer to those participants teaching in teachers' training colleges or universities in Zimbabwe and involved in special needs education.

In the present study, the researcher sought to select a sample that was truly representative of the population in order to use the results obtained from the sample to make generalisations about the entire population. Leedy and Ormrod (2005:199) reiterate that the sample should be so carefully chosen that, through it, the researcher is able to see all the characteristics of the total population in the same relationship that they would be seen were the researcher, in fact, to examine the total population.

The instrumentation of the study will be discussed below.

### **3.6 INSTRUMENTATION**

Data collection, according to Burns and Grove (2009:733), is a systematic process of getting information relevant to the study and should be able to address the research purpose, objectives and answer the research questions. The data collection approach applied in this research is structured and based on the ontological view of universal truths and epistemological notion of objectivity. Collected data provides an evidential base from which researchers can make interpretations and advance knowledge and understanding with regard to a specific research question or problem (Lankshear & Knobel, 2004:172). Data collection is the vehicle with which researchers collect information to answer the research questions and defend conclusions and recommendations based on the findings from the research (McMillan & Schumacher, 2010:162).

In order to gather information on the views and opinions of individual participants with regard to the research questions, questionnaires were used as data collection instruments in this study and these are discussed below.

#### **3.6.1 Questionnaires**

Questionnaires were used in this research in an effort to reach as many respondents as possible. A questionnaire is a form prepared and distributed to respondents to

secure responses to certain questions (McMillan & Schumacher, 2010:158). According to Babbie (2009:244), a questionnaire is

a document containing questions designed to solicit information appropriate for analysis. Usually it is information from respondents about their attitudes, knowledge, beliefs and feelings.

In other words, it is a series of carefully planned and appropriately worded questions or items on a specific subject set down on paper and provided with spaces where the respondent can fill in the answers or select the answer by putting a mark in the appropriate space. In line with the above view, the questionnaire is deemed an appropriate tool of collecting data for this research because it is regarded as a data-collection instrument that sets out the questions to be asked in a formal way in order to produce the desired information about the implementation of inclusive education.

The decision to make use of the questionnaire as primary data collection method in this study was influenced by Wilkinson and Birmingham (2003:10) who state that questionnaires are the most effective, cheap and efficient way of eliciting views and opinions from a large number of participants in a structured way. The use of questionnaires in a survey is convenient (Cohen et al, 2007:317; Denscombe, 2003:159; Nardi, 2006:74). The questionnaires were easy to administer and analyse. Research participants entered their responses freely, saving the researcher's time, compared to the time required to conduct personal interviews. This is also supported by Denscombe (2003:160) who argued that the use of questionnaires has the advantage of being economical, easier to arrange than personal interviews and also supplies standardised answers as all respondents answer exactly the same questions with pre-coded answers that allow for speedy collation and analysis of data by the researcher. With reference to the views raised by Wilkinson and Birmingham (2003:8) and Denscombe (2003:160), the use of questionnaire in this study is found appropriate.

Questionnaires, according to Sullivan-Boylai and Grey (2002:301) and Babbie (2009:292), are suitable for collecting data from respondents about their knowledge, attitudes and beliefs and are mostly suited for survey research. In this study, the

questionnaires were used to collect data from teachers, lecturers and education officers about their knowledge, attitudes and beliefs with reference to the implementation of inclusive education in primary schools.

In this study, a questionnaire was chosen as a data-collection tool because questionnaires have the capacity to capitalise on “the unique ability of humans to communicate at a sophisticated level” (Polit & Hungler, 2009:192). The questionnaires are less costly than interviews and require less time and effort to administer and they offer the possibility of complete anonymity which is crucial in obtaining information about people’s personal practices (Brink 2009:147). In this research, anonymity was essential, because it increased the chances of genuine responses. In addition, the respondents were not asked to identify themselves; hence chances of getting accurate and sensitive information were very high. A questionnaire was chosen because it ensured that there was no bias reflecting the respondents’ reaction to the interviewer rather than to the questions themselves.

The questionnaire was also chosen for use in this research because of its capacity to enhance measurements due to the fact that all respondents had to answer the same questions. Thus, questionnaires are the easiest research instrument to test for reliability and validity and they are a rapid and efficient method of gathering adequate information on a particular subject (Brink 2009:148).

Three questionnaires were used to collect data, one each for the primary school teachers, the education officers and for college/university lecturers. They were named “The Teachers’ Questionnaire”, “The Education Officers’ Questionnaire” and “The College/University Lecturers’ Questionnaire” respectively. The three different questionnaires had questions that were similar and others which were differently phrased for each of the entities. This was done to determine the exact perceptions and opinions of the respondents.

The questionnaire items for this study were in the form of a four or five point Likert-Scale. According to Vanderstoep and Johnston (2009:54), a Likert scale refers to a series of gradations, levels or values that describe various degrees of an entity. It is an ordered scale from which respondents choose one option that best aligns with

their view. The Likert scales were used in this study for the structured items to allow for fairly accurate assessments of beliefs and opinions from the respondents. For most of the items, a 5-point Likert scale was used. The ratings scales were used to manage the degrees of response, intensity of response and the move away from dichotomous questions (Cohen et al, 2007:325). A Likert scale provides a range of responses to a given question or statement and the responses are used to register the extent of agreement or disagreement with statements of attitude, belief or judgment (for example, strongly agree, agree, unsure, disagree and strongly disagree (Vanderstoep & Johnston, 2009:54). The categories need to be discrete and to exhaust the range of possible responses which respondents may wish to give.

The self-administered questionnaires used in the present study allowed research participants to respond to questions with assurance that their responses were anonymous. This encouraged them to be more truthful than they would be in a personal interview particularly when talking about sensitive or controversial issues (Cohen et al, 2007:317; Leedy & Ormrod, 2005:185; Nardi, 2006:72; Wiersma & Jurs, 2009:204). Respondents were not asked to identify themselves and this reduced bias which could have resulted from the personal characteristics of the individual interviewer. Anonymity enhanced the chances of getting accurate and sensitive information in the current study as it increased the genuineness of the responses of the research participants.

The questionnaire as an instrument has some limitations. It does not give the researcher the opportunity to probe deeper into the respondent's opinion and feelings (Burns & Grove, 2005:35). There is no control over external circumstances under which the questionnaires are being completed. To overcome this, the design and administration of questionnaires require thoroughness, patience and competence from the researchers. Respondents may give answers that are final and without any clarification. This, however, may be overcome by the inclusion of a few open-ended questions on the questionnaire. The questionnaire also may have questions which are unclear to the respondent. The use of a pilot study to test this helped to overcome this limitation.



After an in-depth literature review, the researcher designed the questionnaire with the guidance of the promoter. The design of the questionnaire was guided by the objectives of the study and the literature review. Examples of questionnaire items derived from the literature are shown in Table 3.2 below.

**Table 3.2: A grid to show examples of items for the questionnaire obtained from the literature study by authors**

ITEM	AUTHOR(S)
Influence of teachers' training on the implementation of inclusive education	Tshifura (2012:116); Engelbrecht & Green (2001:19); Mavundukure & Nyamande (2012:2); Chireshe (2013:226); Heiman (2001:453); Hines & Johnston (1996:7); Musengi & Chireshe (2012:23); Pottas (2005:62); Eloff & Kgwete (2007:353); Fakudze (2012:70); Landsberg, Krüger & Nel, (2005:455).
Need for teaching skills in the implementation of inclusive education	Aro & Ahonen (2011:32); Dagnew (2013:61); Mkhuma (2012:35); Ntsanwisi (2008:89); Dart (2007:63); Khan (2012:109); Mukhopadhyay (2013:77); Leser, Brenner, Habel & Coleman (1997:208)
Resource material needed in the implementation of inclusive education for learners with learning disabilities	Ladbrook (2009:59); Chireshe (2013:160); Mukhapadhyay (2013:81); Zimba et al (2007:43); Tshifura (2012:101); Mushoriwa (2001:143); Chireshe (2011:157); Mavundukure & Nyamande (2012:12); Musengi & Chireshe (2012:112); Dart (2007:64).
Provision of resource materials	Mandina (2012:229); Johnstone & Chapman (2009:140); Eloff & Kgwete (2007:354); Chireshe (2013:226).
Stakeholders' attitudes on the implementation of inclusive education	Beyene & Tizazu (2010:92); Chireshe (2011:158).
Teachers' attitudes on the inclusion of children with disabilities	Engelbrecht et al (2001:10); Avramidis et al (2000:215); Kuester (2000:4); Pottas (2005:66); Subban & Sharma (2005:4); Beyene & Tizazu (2010:92); Hay, Smit & Paulsen (2001:216); Engelbrecht, Eloff & Newmark (1997:82) ; Gwala (2006:104).
Policy and legislation's influence on the implementation of inclusive education for learners with learning disabilities	Chireshe (2013:224); Gongera, Mugai & Okoth (2013:113); Zimba et al (2007:41); Nyanga & Nyanga (2013:166); Hay (2003:136); Magare, Kitching & Roos, (2010:53); Pieterse (2010:22); Pillay & Di Terlizzi (2009:491) Evans & Lant (2002:8).
Strategies that can be used to effectively improve the implementation of inclusive education	Slee (1997:118); Winter & O'Raw (2010:28); Kearney & Kane (2006:216).

Categories of questions were formulated so that they could lead systematically to the establishment of the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The following are the broad categories in the questionnaire:

**Introduction:** The introduction provided the goals of the research and clarified the ethical considerations with regard to this study. Participants were informed that participation would be on a voluntary basis and that full anonymity, respect for their privacy and confidentiality were guaranteed. It also assured prospective participants that they have the right to withdraw from the research at any time.

**Section A:** This section requests the biographical details of the participants for the purpose of compiling profiles of all participating educators.

**Section B:** This consists of items focusing on the factors that influence teachers' training on the implementation of inclusive education for children with learning disabilities in primary schools.

**Section C:** This comprises items focusing on the resource material needed in the implementation of inclusive education for learners with learning disabilities.

**Section D:** In this section, the questions comprise items focusing on the stakeholders' attitudes on the implementation of inclusive education for children with learning disabilities in primary schools.

**Section E:** This comprises items focusing on the influence of the policy and legislation on the implementation of inclusive education for learners with learning disabilities in primary schools.

### **3.7 VALIDITY AND RELIABILITY**

Reliability and validity should be established for the standardisation of an instrument to be used in research (Babbie, 2009:146). Burns and Grove (2005:399) note that the appropriateness, usefulness and meaningfulness of any inferences derived from the scores generated by a measurement instrument are called content validity. In other words, the validity of data collection instruments refers to the extent to which

the question items in the instruments adequately reflect the real meaning of the concepts under consideration (Babbie, 2009:146). It therefore implies that the researcher should be concerned about the extent to which the measurement tool and the items it contains are representative of the content domain the researcher intends to measure (LoBiondo-Wood & Haber, 2002:314). In this study, validity was improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of data. The researcher also ensured the validity of the instruments through the use of Criterion Jury validation where an expert in research scrutinised the relevance of the questionnaire items against the objectives of the current study, among other criteria (see Appendix R for the expert's approval).

Reliability is the consistency, constancy, dependability, accuracy and precision with which an instrument measures the target's attributes (Burns & Grove, 2005:374, 749; LoBiondo-Wood & Haber, 2002:330; Polit & Beck, 2004:416). This means that administering the same instrument by various researchers will provide the same results under comparable conditions (De Vos et al, 2005:163). This is confirmed by Babbie (2009:143) who states that the reliability of data collection instruments relates to the application of a valid measuring instrument to different groups of people under different situations to give the same results.

Reliability is the accuracy or precision of an instrument as a degree of consistency or agreement between two independently derived sets of scores. There are factors that can affect reliability which include the researcher's own orientation, attitudes, beliefs and socio-economic status. To ensure reliability in this study, the researcher developed the questionnaire in consultation with the supervisor. Questions regarded as unclear by the supervisor were corrected accordingly.

A questionnaire needs to be pre-tested through a pilot study in order to increase its reliability, validity and practicability (Cohen et al, 2007:341). The researcher pre-tested the questionnaire in a pilot study with 20 primary school teachers, 5 education officers and 5 college/university lecturers in Bulawayo Province and re-administered the questionnaires to 20 primary school teachers, 5 education officers and 5 college/university lecturers after two weeks. The participants of the pilot study commented on the usability, suitability and ambiguity of the self-administered

questionnaire items. These teachers, education officers and college/university lecturers were not part of the main study because they had completed the questionnaire twice during the test/re-test reliability process and therefore were familiar with the questionnaire items.

The re-test scores of the two groups were correlated in order to establish the reliability of the questionnaires for primary school teachers, education officers and college/university lecturers. The results of the executed reliability tests for each group of primary school teachers, education officers and college/university lecturers are presented below.

**Table 3.3: Primary school administrators' test re-test scores (N = 20)**

PRIMARY SCHOOL TEACHERS	TEST (X)	RE-TEST SCORE (Y)
1	140	144
2	132	135
3	149	142
4	121	126
5	119	123
6	135	130
7	133	134
8	130	136
9	137	132
10	128	130
11	148	144
12	115	119
13	137	139
14	158	155
15	118	122
16	158	154
17	144	147
18	153	151
19	132	136
20	127	130

The results of the test re-test show a correlation coefficient of 0.96 that indicates that the instrument is highly reliable (see Appendix N for calculation details).

**Table 3.4: Education officers' test re-test scores (N = 5)**

EDUCATION OFFICERS	TEST(X)	RE-TEST SCORE (Y)
1	108	110
2	103	105
3	99	101
4	110	108
5	98	102

The results of the test re-test scores in Table 4.2 above show a correlation of 0.94 which indicates that the assessment of the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe administered in the current study is highly reliable (See Appendix O for calculation details).

**Table 3.5: College/university lecturers' test re-test scores (N =5)**

<b>COLLEGE /UNIVERSITY LECTURERS</b>	<b>TEST(X)</b>	<b>RE-TEST SCORE (Y)</b>
1	107	109
2	110	112
3	106	108
4	98	96
5	100	104

The results of the test re-test for college /university lecturer show a correlation coefficient of 0.94 that indicates that the instrument is highly reliable (see Appendix P for calculation details).

The study was conducted in five provinces, which represent 50% of the provinces in Zimbabwe, thus enhancing the generalisability (external validity) of the study. The primary school teachers, education officers and college/university lecturers from the five provinces are heterogeneous making them representative of different settings for the implementation of inclusive education for children with learning disabilities. The random sampling procedure used to select the primary school teachers within provinces enhanced the validity of the research design of this study.

### **3.8 TRAINING OF RESEARCH ASSISTANCE**

Four research assistants were conveniently selected from educational provinces to assist in the collection of data from the participants. These research assistants have some research experience and are primary school heads within the selected provinces and one is a lecturer in one of the teachers' colleges in one of the selected provinces. Training the research assistants ensured the reliability of the results of the study. This training explained to the research assistants the objectives of the study and their ethical responsibilities to the participants and themselves. These ethical

considerations discussed during training included informed consent, confidentiality, anonymity, harm to respondents and privacy. The training of research assistance also involved the sampling procedures for the participants to be used in this research and administering of the questionnaires for the study. These research assistants were also used in the pilot study in order to test the validity and reliability of the instruments used for data collection. The pilot study was used to determine whether the research assistants would have grasped the research skills. The details of the pilot study are discussed in the following section.

### **3.9 PILOT STUDY**

A pilot study was conducted since it is an essential component of any survey research. A pilot study refers to a mini version of a full-scale study (also called “feasibility” studies), as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule (Burns & Grove, 2009:42). Riet and Durrheim (2006:94) posit that pilot studies are preliminary studies on small samples that help to identify potential problems with the design, particularly of the research instruments. Conducting a pilot study does not guarantee success in the main study but it does increase the likelihood. The information obtained from the pilot study was used to refine the questionnaire and the interviewing process (Neuman, 2006:312). This is supported by De Vos et al (2012:206) who pointed out that the pilot study helps to identify possible problems in the proposed study and allows the researcher to revise the methods and instruments before the actual study to improve the success and effectiveness of the study. It also aims to establish whether the investigation would be feasible and whether the relevant data could be obtained from the participants identified by using the questionnaire and the semi-structured interview which are to be the principal data collection tools.

In this study, the pilot study fulfilled a range of important functions and provided valuable insights into the improvements that could be made to the questionnaires and a general efficiency of the study. One of the advantages of conducting the pilot study was that it gave advance warning about where the main research on the challenges and solutions concerning the implementation of inclusive education for learners with learning disabilities could fail, where research protocols may not be

followed, or instruments are inappropriate or too complicated. The purpose of the pilot study in this study was to eliminate some ambiguous items, establish if there were problems in administering the questionnaires and to anticipate and amend any logical and procedural difficulties regarding the study. Babbie (2010:267) states that questionnaire pretesting is the surest way to avoid errors, ambiguous questions and questions that people cannot answer.

The pilot study allows a preliminary data analysis and ensures that the data collected answers the researcher's questions (Davis & Sutton, 2004:177; Pratt & Loizos, 2003:59). It helped to perfect the questionnaire so that participants in the main study would experience fewer difficulties in completing the questionnaires. In the present study, the results of the pilot study helped the researcher to identify and rectify misunderstandings, ambiguities, useless items, inadequate items and mechanical difficulties in the questionnaires. The pilot study also afforded the researcher ample opportunity and latitude to discuss the items of the questionnaires with the participants of the pilot group.

### **3.9.1 The Sample**

The sample of the Pilot study consists of 20 teachers (15 females and 5 males), 5 education officers (3 females and 2 males) and 5 college/university lecturers (3 females and 2 males). It was carried out in the urban area of Bulawayo Province. This sample was approximately 10% of the main sample. Convenient sampling was used to select the participants of the pilot study who are within reach of the researcher. The research assistants were involved in the pilot study. The pilot study sample biographical data grid for primary school teachers, education officers and college/university lecturers are provided in table 3.6 below:



**Table 3.6: Biographical variables of primary school teachers, education officers and college/ university lecturers in this Pilot study (N = 30)**

<b>BIOGRAPHICAL VARIABLE</b>	<b>VARIABLE DESCRIPTION</b>	<b>RESPONSES FROM SCHOOL TEACHERS</b>	<b>RESPONSES FROM EDUCATION OFFICERS</b>	<b>RESPONSES FROM COLLEGE/ UNIVERSITY LECTURERS</b>
<b>GENDER</b>	MALE	5 (25%)	2 (40%)	2 (40%)
	FEMALE	15 (75%)	3 (60%)	3 (60%)
	<b>TOTAL</b>	<b>20 (100%)</b>	<b>5 (100%)</b>	<b>5 (100%)</b>
<b>AGE</b>	20-25 years	0 (0%)	0 (0%)	0 (0%)
	26-30 years	0 (0%)	0 (0%)	3 (60%)
	31-35 years	5 (25%)	0 (0%)	2 (40%)
	36-40 years	5 (25%)	3 (60%)	0 (0%)
	Over 40 years	10 (50%)	2 (40%)	0 (0%)
	<b>TOTAL</b>	<b>20 (100%)</b>	<b>5 (100%)</b>	<b>5 (100%)</b>
<b>QUALIFICATION</b>	Certificate in Education	5 (25%)	0 (0%)	2 (40%)
	Diploma in Education	9 (45%)	0 (0%)	2 (40%)
	Bachelor's Degree	5 (25%)	4 (80%)	1 (20%)
	Honour's Degree	0 (0%)	0 (0%)	0 (0%)
	Master's Degree	1 (5%)	1 (20%)	0 (0%)
	<b>TOTAL</b>	<b>20 (100%)</b>	<b>5 (100%)</b>	<b>5 (100%)</b>
<b>TEACHING EXPERIENCE</b>	Less than 5 years	1 (5%)	0 (0%)	0 (0%)
	6-10 years	5 (25%)	0 (0%)	1 (20%)
	11-15 years	7 (35%)	3 (60%)	4 (80%)
	Over 15 years	7 (35%)	2 (40%)	0 (0%)
	<b>TOTAL</b>	<b>20 (100%)</b>	<b>5 (100%)</b>	<b>5 (100%)</b>

The respondents were given the opportunity to comment on the questionnaires and their comments were carefully considered when the necessary modifications were made before the presentation of the questionnaire to the main sample. After this process, the questionnaires for the present study were finalised and reproduced.

According to Nardi (2006:95), the respondents involved in the pilot study are not to be part of the final sample because they would have already seen the questionnaire. To have them take part in the study for a second time could bias the results. He further recommends that, for the pilot study, the questionnaire should be distributed with all the same procedures intended for use in the actual data collection phase. In this study, the respondents involved in the pilot study will not be part of the final sample in order to avoid bias in the final results.

### **3.9.2 Data collection procedure**

The pilot study was done with a sample similar in characteristics to the main sample of primary school teachers, education officers and college/university lecturers. The permission to conduct the pilot study was sought from and granted by the Head Offices of the Ministry of Primary and Secondary Education and the Ministry of Higher and Tertiary Education of Zimbabwe. These two ministries had the sole authority to grant permission to allow the researcher to obtain information from the Provincial Education Offices of the respective participating educational provinces, namely Harare, Masvingo, Bulawayo, Matabeleland North and Midlands (see Appendices E, F, G, H,I,J, and K for letters seeking permission and Appendices L and M for copies of both the Ministry of Primary and Secondary Education and the Ministry of Higher and Tertiary Education Offices' permission letters asking the researcher to liaise with the Provincial Education Offices).

The guiding information to the participating school teachers, education officers and college/university lecturers is given below:

This questionnaire seeks your opinion on the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe. This study forms part of the researcher's D.Ed. degree at the University of South Africa (UNISA) and should help improve the implementation of inclusive education in Zimbabwe. You were selected to participate in this study because you are involved in the education of primary school children in inclusive environment. You should not write your name on the questionnaire as no individuals will be identified or traced from this investigation. There are no "right" or "wrong" answers. The researcher is only interested in your own opinion. All information provided by you will be treated as strictly confidential. You are therefore kindly requested to complete the questionnaire as honestly as you can. Thank you for taking time to complete this survey.

### **3.10 DATA COLLECTION PROCEDURE: MAIN STUDY**

#### **3.10.1 Questionnaire Administration**

As with the pilot study, permission to conduct the study was sought from and granted by the Head Offices of the Ministry of Primary and Secondary Education and the Ministry of Higher and Tertiary Education of Zimbabwe. The permission from the two ministries allowed the researcher to obtain information from the Provincial Education Offices of the respective participating educational provinces, namely, Harare, Masvingo, Bulawayo, Matabeleland North and Midlands (see Appendices E, F, G, H,I,J, and K for letters seeking permission and Appendices L and M for copies of both the Ministry of Primary and Secondary Education and Ministry of Higher and Tertiary Education Offices' permission letters asking the researcher to liaise with the Provincial Education Offices).

The questionnaires were distributed by the research assistants or personally distributed to the teachers at their schools and education officers and university lecturers in their offices. The researcher and the research assistants verbally explained the purpose of the study to the participants. The instructions given to the respondents were the same as those given during the pilot study. The questionnaires were collected by the researcher and/or the research assistants.

### **3.11 DATA ANALYSIS**

Burns and Grove (2009:695) describe data analysis as a process conducted to reduce, organise and give meaning to data. In other words, data analysis refers to the systematic organisation and synthesis of research data and the testing of research hypotheses (De Vos et al, 2012:716). Data analysis gives meaning to data collected during research (Burns & Grove, 2009:479). The aim of data analysis is to transform information or data into an answer to the original research question.

#### **3.11.1 Coding**

Collected data from the questionnaires was coded in a form that makes it amenable to computer analysis. Coding is the process where raw data is transformed into standardised and quantitative form. Coding involves assigning numbers to observations so the collected data was converted into numerical codes. Burns and Grove (2005:455) explained that, when coding responses from rating scales, the responses are converted into scores in an objective fashion. Each point on the scale is assigned a score. The assigned score or number to an observation is called a code. In this study, each individual respondent was termed a case. Each case had a number representing that individual's score for each variable or measure. Furthermore, each individual respondent or case has a serial number. Each item on the questionnaire was assigned a column number. The serial number for each case was captured first, followed by the column number for each item. Responses for each item were also assigned codes. The code for each item was entered against each column number.

#### **3.11.2 Statistical Analysis**

The researcher used the Statistical Package for the Social Sciences (SPSS) version 16 to perform the descriptive and inferential statistical analyses for several reasons. The SPSS package includes a wide variety of statistical procedures and easily handles large sets of data, multiple variables and missing data points and presented all research results in an easy-to-read table format. The SPSS package also tested for characteristics such as kurtosis that might have violated the assumptions on which

parametric statistical procedure is based and was speedy in completion of statistical tasks. The chi-square statistical technique was also used in the statistical analysis. In addition, the SPSS package allowed the researcher to summarise and display data in graphics, particularly tables. In this study, the researcher had total control of the data analysis and knew when, what, where, how and why calculations were being calculated.

One way frequency tables were calculated for each and every questionnaire item as an initial step in the exploratory analysis. This step was undertaken to validate data and correct or remove any spurious responses. One way frequency tables on the biographical variables were also calculated as a way of describing the sample population. Combined two-way frequency tables were calculated for all multiple response questionnaire items in an attempt to reduce analyses-output and thereby create compact results of manageable proportions. The Chi square test ( $\chi^2$ ) was used to analyse the collected data. A Chi square test ( $\chi^2$ ) was performed using SPSS version 16.

A Chi-square test ( $\chi^2$ ) examines the relationships between two variables at nominal and discrete levels in quantitative research. The test compares the actual frequencies with the expected outcomes or how closely they match or differ from the expected distribution or whether two variables are independent or not. The Chi-square test was used as data from the present study was categorical. It was computed to indicate the significance of the relationship between the item responses of primary school teachers or education officers or college/university lecturers and, in some circumstances, their combination, as and when necessary. The establishment of the significance implied those primary school teachers', education officers', college/university lecturers' and administrators' responses on aspects of the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe, were different. Significance was established at 0.01 or 0.05 significance levels. Ratios were also computed for each questionnaire item in order to identify items that were negatively or positively rated. Ratios were computed by dividing the sum of

positive responses by the sum of negative responses, for example, the sum of “Strongly agree” and “Agree” divided by the sum of “Disagree” and “Strongly disagree.”

### **3.11.3 Content Analysis**

Content analysis was used to analyse data from the very few open-ended questionnaire items because it produces a relatively systematic and comprehensive summary of the data set as a whole. The researcher examined data from the very few open-ended questionnaire items for recurrent instances which were systematically identified across the data sets and grouped together thematically.

### **3.11.4 Variables**

The independent variables in the present study were: primary school teachers’ training, stakeholders’ attitudes, material resources and policy and legislation. The way that these independent variables affected the implementation of inclusive education for children with learning disabilities in primary schools was established.

The following paragraphs will discuss the ethical consideration of the study.

## **3.12 ETHICAL CONSIDERATION**

McMillan and Schumacher (2010:117) note that “[e]thics are generally concerned with beliefs about what is right or wrong from a moral perspective”. According to Johnson and Christensen (2011:100), ethics are the principles and guidelines that help people to uphold the things they value, whereas research ethics are a guiding set of principles that assist researchers in conducting ethical studies. Researchers need to be aware of and uphold their ethical responsibilities towards the research participants (De Vos, 2001:24; Gall et al, 2003:189; Loue & Case, 2000:19; Neuman, 2006:87). It was important in this study for the researcher to carry out this research in an ethical manner where the principles of informed consent, anonymity, harm to participants and confidentiality were always addressed. The discussion below focuses on the ethical standards that were adhered to in this study to ensure that the rights and welfare of all

the primary school teachers, education officers and college/university lecturers who participated in the current research were observed, respected and protected.

### **3.12.1 Informed consent**

Informed consent involves voluntary participation by respondents (Chireshe, 2006:101). It implies that all possible and adequate information with regard to the purpose of the research, the procedures to be followed in the execution of the investigation, all possible advantages and disadvantages and dangers to which the participants may be exposed, as well as information to establish the credibility of the researcher must be provided to potential participants (Strydom, 2005:59; Pieterse, 2010:140). Informants must be fully informed about the research and should give informed consent to participate (Henning, Gravett & Van Rensburg, 2005:73) or have the right to withdraw from the study at any time without being penalised. The respondents needed to be informed that their privacy and sensitivity were protected and that the information they would have imparted was used in the study. In this study, informing the participants was done in a way that encouraged voluntary participation.

### **3.12.2 Anonymity**

Anonymity refers to the protection of the participant in a study, such that even the researcher cannot link the participant with the information provided (Babbie & Mouton, 2002:526; Polit & Hungler, 2009:431). Participants' confidences were protected from other persons in different settings where private information enabled identification. To ensure anonymity, steps were taken to protect the identity of the individual by neither giving their name when presenting research results, nor including identifying details which may reveal their identity such as work place, personal characteristics and occupation. In this study, anonymity was achieved by not putting names on the questionnaires. The respondents were not asked to identify themselves which meant that chances of getting accurate and sensitive information were high.

### **3.12.3 Confidentiality**

According to Burns and Grove (2009:196), confidentiality is the researcher's management of private information shared with others without the authorisation of the subject. Confidentiality and respect for privacy involve the right of the participants to control information about them (Pieterse, 2010:141). It is maintained when participants are protected in a study such that individual identities are not linked to the information provided and are never publicly divulged (Polit & Beck, 2004:712). In this research, the participants were assured that all research information given by them would be treated in strict confidence. Confidentiality was guaranteed by making sure that the data was not linked to individual respondents by name. No participants' names were used or written in the questionnaire for the sake of anonymity, letters of the alphabet and numbers were used instead.

### **3.12.4 Harm to participants**

Researchers should not expose research participants to undue physical or psychological harm (Neuman, 2003:87; Ritchie & Lewis, 2003:678). In research, harm to respondents may include irritation, anger, negative labelling, invasion of privacy and damage to personal dignity (Urombo, 2000:120). In this research, respondents were not exposed to such harm. Maintaining privacy, confidentiality and anonymity during the interviews prevented psychological harm.

### **3.12.5 Permission**

Researchers need to secure the approval of the research participants prior to conducting their studies (Denzin & Lincoln, 2005:138; De Vos, 2001:24; Leedy & Ormrod, 2005:101). The researcher first sought and secured clearance from the University of South Africa, Head Offices of the Ministry of Primary and Secondary Education, and the Ministry of Higher and Tertiary Education of Zimbabwe (see Appendices A for UNISA Research Ethics Clearance Certificate and Appendices E, F, G, H, I, J and K for letters seeking permission and Appendices L and M for copies of



both the Ministry of Primary and Secondary Education and the Ministry of Higher and Tertiary Education, Science and Technology's permission letters).

The researcher has an obligation to respect the rights, needs, desires and values of the participants (Davis & Sutton, 2004:19). Participation in the research remained optional and participants were informed of their right to withdraw at any stage.

### **3.13 CONCLUSION**

This chapter looked at the research methodology of the study. The research paradigm and research design has been highlighted. Other issues discussed in this chapter include: the sample, instruments used in the study, data collection procedures, data analysis, ethical considerations and the training of research assistants. The reliability and validity of the design was also discussed. The next chapter will focus on the analysis and discussion of the findings of the empirical research.

## **CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS**

### **4.1 INTRODUCTION**

The study is aimed at assessing the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The previous chapter presented the research methodology. Aspects discussed in the research methodology included: research paradigm, research design, the quantitative approach, the survey design, population, sample, instrumentation, procedure, data analysis, validity and reliability and ethical issues. In the present chapter, the data generated from the empirical study was presented and discussed in the context of the five sub-headings derived from the sub-research questions which guided the current study (see section 1.4). The sub-headings are: primary school teachers' training in implementing inclusive education, material resources in implementing inclusive education, stakeholders' attitudes in implementing inclusive education and policy and legislation in implementing inclusive education. Results on sub-research question 1.4.5 (also posed in section 1.5) which focused on strategies that can be used to effectively improve the implementation of inclusive education for learners with learning disabilities in the primary schools in Zimbabwe, was also presented and discussed. The data generated from the current study was presented in tabular form per respective sub-research question guiding the study.

In the following section, the biographical variables of the research participants of the current study, that is, selected primary school teachers, education officers and college/university lecturers, were presented. The biographical variables of the research participants portray and convey the research context in which data was solicited in the current study.

### **4.2 BIOGRAPHICAL VARIABLES OF THE RESEARCH PARTICIPANTS**

Table 4.1 presents the biographical variables of the primary school teachers, education officers and college/university lecturers who participated in the current study.

**Table 4.1: Biographical variables of primary school teachers, education officers and college/ university lecturers in this study (N = 300)**

<b>BIOGRAPHICAL VARIABLE</b>	<b>VARIABLE DESCRIPTION</b>	<b>RESPONSES FROM SCHOOL TEACHERS</b>	<b>RESPONSES FROM EDUCATION OFFICERS</b>	<b>RESPONSES FROM COLLEGE/ UNIVERSITY LECTURERS</b>
<b>GENDER</b>	MALE	68 (27.2%)	11 (55%)	15 (50%)
	FEMALE	182 (72.8%)	9 (45%)	15 (50%)
	<b>TOTAL</b>	<b>250 (100%)</b>	<b>20 (100%)</b>	<b>30 (100%)</b>
<b>AGE</b>	20-25 years	9 (3.6%)	0 (0%)	0 (0%)
	26-30 years	11 (4.4%)	1 (5%)	0 (0%)
	31-35 years	45 (18%)	0 (0%)	1 (3.3%)
	36-40 years	66 (26.4%)	4 (20%)	1 (3.3%)
	Over 40 years	119 (47.6%)	15 (75%)	28 (93.3%)
	<b>TOTAL</b>	<b>250 (100%)</b>	<b>20 (100%)</b>	<b>30 (100%)</b>
<b>QUALIFICATION</b>	Certificate in Education	23 (9.2%)	0 (0%)	0 (0%)
	Diploma in Education	146 (58.4%)	0 (0%)	0 (0%)
	Bachelor's Degree	61 (24.4%)	7 (35%)	5 (16.7%)
	Honours' Degree	15 (6.0%)	3 (15%)	6 (20%)
	Masters' Degree	5 (2.0%)	10 (50%)	19 (63.3%)
	<b>TOTAL</b>	<b>250 (100%)</b>	<b>20 (100%)</b>	<b>30 (100%)</b>
<b>TEACHING EXPERIENCE</b>	Less than 5 years	46 (18.4%)	9 (45%)	2 (6.6%)
	6-10 years	56 (22.4%)	4 (20%)	1 (3.3%)
	11-15 years	59 (23.6%)	1 (5%)	11 (36.7%)
	Over 15 years	89 (35.6%)	6 (30%)	17 (56.7%)
	<b>TOTAL</b>	<b>250 (100%)</b>	<b>20 (100%)</b>	<b>30 (100%)</b>

Table 4.1 shows that there were more female primary school teachers than male primary school teachers in this study. The majority of the participating primary school teachers were over 40 years of age and the minority were in the 20 to 25 year range. The table further reveals that the participating primary school teachers had varied qualifications and that the majority of the participating primary school teachers had the Diploma in Education as their highest qualification and that few participating primary school teachers held Masters' degrees. A few participating primary school teachers had Bachelors' degrees as their highest qualification. None of them had a Doctoral degree. The table further shows that most of the primary school teachers in the current study had over 15 years of teaching experience and only a few participating primary school teachers had teaching experience less than 5 years.

Table 4.1 also shows that there were more male lecturers than female lecturers in this study. The majority of the participating lecturers were over 40 years of age and the minority of the participating lecturers were between 26 and 30 years old. The table further reveals that a few of the lecturers were between the ages of 36 and 40 years of age. From the table, half of the participating lecturers revealed that they had Masters' degrees, just a few had Bachelors' degrees. Information from Table 4.1 shows that the majority of the participating lecturers had less than 5 years of lecturing experience and only one lecturer had between 11 and 15 years of lecturing experience. Few lecturers in the study had over 15 years lecturing or teaching experience.

Table 4.1 also reveals that there were an equal number of male education officers and female education officers in this study. The majority of the participating education officers was over 40 years of age and the minority of them were aged between 31 and 40 years. Table 4.1 also shows that the majority of the education officers had Masters' degrees as their highest qualification. Furthermore, a few of the education officers had Honours' degrees. The majority of the education officers had over 15 years of teaching experience in primary schools and only one education officer had between 6 and 10

years of teaching experience. Few of the education officers had less than 5 years' experience as teachers.

In the following section, the findings of the current study on the primary school teachers' training on the implementation of inclusive education for children with learning disabilities in primary schools are presented and analysed.

#### **4.3 THE INFLUENCE OF PRIMARY SCHOOL TEACHERS' TRAINING IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS**

The first sub-research question presented in section 1.4 explored the influence of primary school teachers' training on the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe. The findings of the present study on primary school teachers' training on the implementation of inclusive education for learners with learning disabilities in primary schools are presented and analysed below.

**Table 4.2: The extent to which teachers are trained in the implementation of inclusive education (IE) for children with learning disabilities in primary schools**

Respondents	Aspects	Responses							Chi-square (X <sup>2</sup> )
		Very great extent	Great extent	Undecided	Little Extent	Very little extent	Total	Ratio	
<b>Primary School Teachers</b>	1. Trained to identify a learner with learning disabilities	69 (3.1%)	56 (2.5%)	5 (0.2%)	36 (1.6%)	84 (3.7%)	<b>250 (11.1%)</b>	1.0	<b>X<sup>2</sup>=1466.56 df=39 p&lt;0.01 (significant)</b>
	2. Have skills to assist children with learning disabilities	54 (2.4%)	42 (1.9%)	10(0.4%)	45(2.0%)	99(4.4%)	<b>250(11.1%)</b>	0.7	
	3. Trained to assist children with learning disabilities	14 (0.6%)	13 (0.6%)	4 (0.2%)	95(4.2%)	124 (5.5%)	<b>250(11.1%)</b>	0.1	
	4. Trained to assist in Special Needs education	66 (2.9%)	15 (0.7%)	13 (0.6%)	43 (1.9%)	113 (5.0%)	<b>250(11.1%)</b>	0.5	
	5. Have classroom management skills	18 (0.8%)	14(0.6%)	0(0%)	123(5.5%)	95 (4.2%)	<b>250(11.1%)</b>	0.1	
	6. Initial teachers' training courses assist learners with learning disabilities in schools.	57 (2.5%)	29(1.3%)	22(1.0%)	39(1.7%)	103(4.6%)	<b>250(11.1%)</b>	0.6	
	7. Trained to implement IE in schools	20 (0.8%)	14(0.6%)	5(0.2%)	109(4.8%)	102(4.5%)	<b>250(11.1%)</b>	0.2	
	8. Have knowledge about inclusive education	66 (2.9%)	43(1.9%)	11(0.5%)	48(2.1%)	82(3.6%)	<b>250(11.1%)</b>	0.8	
	9. Effect of non-inclusion of Special Needs Education courses in initial teachers' training	29 (1.3%)	15(0.7%)	7(0.3%)	96(4.3%)	103(4.6%)	<b>250(11.1%)</b>	0.2	
	<b>TOTAL</b>	<b>393 (17.5%)</b>	<b>241 (10.7%)</b>	<b>7781 (3.4%)</b>	<b>634 (28.2%)</b>	<b>905 (40.2%)</b>	<b>2250 (100%)</b>		
<b>Education Officers</b>	1. Trained to identify a learner with learning disabilities	2 (0.8%)	5 (2.1%)	0 (0%)	13 (5.4%)	10 (4.2%)	<b>30 (12.5%)</b>	0.3	<b>X<sup>2</sup>=101.73 df=15 p&gt;0.01 (non-significant)</b>
	2. Have skills to assist children with learning disabilities	2 (0.8%)	6 (2.5%)	0 (0%)	12 (5%)	10 (4.2%)	<b>30 (12.5%)</b>	0.4	
	3. Trained to assist children with learning disabilities	2 (0.8%)	6 (2.5%)	0 (0%)	12 (5%)	10 (4.2%)	<b>30 (12.5%)</b>	0.4	
	4. Trained to assist in Special Needs education	1 (0.4%)	8 (3.3%)	0 (0%)	11 (4.6%)	10 (4.2%)	<b>30 (12.5%)</b>	0.4	
	5. Have classroom management skills	4 (1.7%)	8 (3.3%)	0 (0%)	7 (2.9%)	11 (4.6%)	<b>30 (12.5%)</b>	0.7	

	6. Initial teachers' training courses assist learners with learning disabilities in schools.	9 (3.8%)	0 (0%)	0 (0%)	11 (4.6%)	10 (4.2%)	<b>30 (12.5%)</b>	0.4	
	7. Trained to implement IE in schools	9 (3.8%)	1 (0.4%)	0 (0%)	8 (3.3%)	12 (5%)	<b>30 (12.5%)</b>	0.5	
	8. Have knowledge about inclusive education	10 (4.2%)	0 (0%)	2 (0.8%)	6 (2.5%)	12 (5%)	<b>30 (12.5%)</b>	0.6	
	<b>TOTAL</b>	<b>39 (16.3%)</b>	<b>34 (14.2%)</b>	<b>20.8%</b>	<b>80 (33.3%)</b>	<b>85 (35.4%)</b>	<b>240 (100%)</b>		
<b>College/ university lecturers</b>	1. Trained to identify a learner with learning disabilities	4 (3.3%)	1 (0.8%)	0 (0%)	8 (6.7%)	7 (5.8%)	<b>20 (16.7%)</b>	0.3	$\chi^2=65.00$ df=18 p>0.01 (non-significant)
	2. Have skills to assist children with learning disabilities	6 (5%)	1 (0.8%)	0 (0%)	8 (6.7%)	5 (4.2 %)	<b>20 (16.7%)</b>	0.5	
	3. Trained to assist children with learning disabilities	10 (50%)	3 (2.5 %)	1 (0.8%)	2 (1.7%)	4 (3.3 %)	<b>20 (16.7%)</b>	2.2	
	4. Trained to assist in Special Needs education	7 (5.8 %)	2 (1.7%)	0 (0%)	7 (5.8 %)	4 (3.3 %)	<b>20 (16.7%)</b>	0.8	
	5. Have classroom management skills	6 (5%)	1 (0.8%)	0 (0%)	9 (7.5 %)	4 (3.3 %)	<b>20 (16.7%)</b>	0.5	
	6. Initial teachers' training courses assist learners with learning disabilities in schools.	8 (6.7%)	1 (0.8%)	0 (0%)	4 (3.3 %)	7 (5.8%)	<b>20 (16.7%)</b>	0.8	
	<b>TOTAL</b>	<b>41 (34.2%)</b>	<b>9 (7.5%)</b>	<b>1 (0.8%)</b>	<b>38 (31.7%)</b>	<b>31 (25.8%)</b>	<b>120 (100%)</b>		

The first column of Table 4.2 represents the respondents. The second column represents the statements stated on the questionnaire Section B (see Appendix J). The third column in the table represents the responses to the rating scale of the particular questionnaire item relating to the training of teachers in the implementation of inclusive education for children with learning disabilities. The rating scale shows the level of agreement on the various statements from “strongly agree” to “strongly disagree”. The last two columns represent ratios and Chi square calculations respectively.

The number of responses observed for each questionnaire item has been indicated and the percentage each cell contributes towards the total frequency is provided in brackets. A Chi-square test was done to establish whether the pattern of response with reference to statements related to the training of teachers in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe differed significantly. The establishment of the significance implied that primary school teachers, education officers or college/university lecturers’ responses on aspects of the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe, were different. The respondents evaluated some statements “more positively” (more to the “agree/strongly agree” side) and others to the more “negatively” (“disagree/ strongly disagree”) side. The significance was established at 0.01 or 0.05 significance levels. If the probability associated with the Chi-square value is less than 0.05, significance on the 5% level of significance is established. Ratios were also computed for each questionnaire item in order to identify items that were negatively or positively rated.

The information from Table 4.2 shows a p value of less than 0.01 for primary school teachers. Such a current difference is extremely statistically significant by conventional criteria. The computed Chi-square test for primary school teachers shows significant differences in primary school teachers’ responses on the extent to which teachers are trained in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. Ratios in Table 4.2 reveal that the extent to which



teachers are trained in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe by primary school teachers was substantially more negatively viewed. They did not have training in assisting children with learning disabilities and classroom management. Inversely, the ratios in the table also reveal that school teachers' training to identify a learner with learning disabilities was positively viewed by the primary school teachers.

Table 4.2 also has a p value of more than 0.01 for education officers in the current study. The calculated Chi-square test for education officers reveals non-significant differences in education officers' responses on the extent to which teachers are trained in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. Ratios in Table 4.2 also reveal that the extent to which teachers are trained in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe was negatively viewed by the education officers. The school teachers were not trained to assist children with learning disabilities or implement inclusive education. The teachers did not have training in identifying children with learning disabilities in the class and also lacked classroom management skills. The initial teachers' training courses to assist learners with learning disabilities were also negatively viewed by the education officers.

The information from Table 4.2 also shows a p value of greater than 0.01 for college/university lecturers. Such a current difference is extremely statistically not significant by conventional criteria. The computed Chi-square test for college/university lecturers shows no significant differences in college/university lecturers' responses on the extent to which teachers are trained in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The ratios in the table also show that the extent to which teachers are trained in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe was negatively viewed by the college/university lecturers. The college/university lecturers' responses reveal that the school teachers are not trained to assist children with learning disabilities and to implement inclusive education. The teachers lacked

classroom management skills and skills to assist children with learning disabilities. Inversely, the ratios in the table also reveal that college/university lecturers positively rated the extent to which school teachers are trained to assist children with learning disabilities in the implementation of inclusive education in primary schools.

The subsequent section presents the findings of the current study on the material resources and the implementation of inclusive education for children with learning disabilities in primary schools.

#### **4.4 MATERIAL RESOURCES AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS**

The second sub-research question posed in Section 1.4 examined the extent to which material resources affect the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe. The following Table 4.3 presents the findings of the current study on material resources as a factor that affects the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

**Table 4.3: Primary school teachers', education officers' and college/university lecturers' satisfaction with availability of material resources in the implementation of inclusive education for children with learning disabilities in primary schools (N=300)**

Respondents	Material resources and supplies	Level of satisfaction							Chi-square (X <sup>2</sup> )
		Strongly satisfied	Satisfied	Undecided	Unsatisfied	Strongly unsatisfied	Total	Ratio	
<b>Primary School Teachers</b>	1. Computers and textbooks	21 (1.4%)	36 (2.4%)	5 (0.3%)	111 (7.4%)	77 (5.1%)	<b>250 (16.7%)</b>	0.3	<b>X<sup>2</sup>=768.84</b> <b>df=24</b> <b>p&lt;0.01</b> <b>(significant)</b>
	2. Trained teachers	24 (1.6%)	54 (3.6%)	10 (0.6%)	103 (6.9%)	59 (3.9%)	<b>250 (16.7%)</b>	0.5	
	3. Finances	22 (1.5%)	32 (2.1%)	13 (0.9%)	97 (6.5%)	86 (5.7%)	<b>250 (16.7%)</b>	0.3	
	4. Classrooms	16 (1.1%)	31 (2.1%)	11 (0.7%)	92 (6.1%)	100 (6.7%)	<b>250 (16.7%)</b>	0.2	
	5. Time	19 (1.3%)	34 (2.3%)	8 (0.5%)	84 (5.6%)	105 (7.0%)	<b>250 (16.7%)</b>	0.3	
	6. Playing grounds	22 (1.5%)	46 (3.1%)	8 (0.5%)	87 (5.8%)	87 (5.8%)	<b>250 (16.7%)</b>	0.4	
	<b>TOTAL</b>	<b>124 (8.3%)</b>	<b>233(15.5%)</b>	<b>55 (3.7%)</b>	<b>574 (38.3%)</b>	<b>514 (34.3%)</b>	<b>1500 (100%)</b>		
<b>Education Officers</b>	1. Computers and textbooks	1 (0.6%)	4 (2.2%)	0 (0%)	19 (10.6%)	6 (3.3%)	<b>30 (16.7%)</b>	0.2	<b>X<sup>2</sup>=113.46</b> <b>df=16P&lt;0.01</b> <b>(significant)</b>
	2. Trained teachers.	1 (0.6%)	2 (1.1%)	0 (0%)	16 (8.9%)	11 (6.1%)	<b>30 (16.7%)</b>	0.1	
	3. Finances	3 (1.7%)	2 (2.2%)	0 (0%)	15 (50%)	10 (33.3%)	<b>30 (16.7%)</b>	0.2	
	4. Classrooms,	2 (1.1%)	4 (2.2%)	0 (0%)	15 (8.3%)	9 (5%)	<b>30 (16.7%)</b>	0.3	
	5. Time	2 (1.1%)	2 (1.1%)	0 (0%)	19 (10.6%)	7 (3.9%)	<b>30 (16.7%)</b>	0.2	
	6. Playing grounds	3 (1.7%)	0 (0%)	1 (0.6%)	16 (8.9%)	10 (5.6%)	<b>30 (16.7%)</b>	0.1	
	<b>TOTAL</b>	<b>12 (6.7%)</b>	<b>14 (7.8%)</b>	<b>1 (0.6%)</b>	<b>100 (55.6%)</b>	<b>53 (29.4%)</b>	<b>180 (100%)</b>		
<b>College/ university lecturers</b>	1. Computer and textbooks.	2 (1.4%)	3 (2.1%)	0 (0%)	10 (7.1%)	5 (3.6%)	<b>20 (14.3%)</b>	0.3	<b>X<sup>2</sup>=70.80</b> <b>df=20</b> <b>p&gt;0.01</b> <b>(non-significant)</b>
	2. Trained teachers.	1 (0.7%)	3 (2.1%)	0 (0%)	10 (7.1%)	6 (4.3%)	<b>20 (14.3%)</b>	0.3	
	3. Finances	1 (0.7%)	2 (1.4%)	0 (0%)	9 (6.4%)	8 (5.7%)	<b>20 (14.3%)</b>	0.2	
	4. Classrooms,	2 (1.4%)	2 (1.4%)	1 (0.7%)	14 (10%)	1 (0.7%)	<b>20 (14.3%)</b>	0.3	
	5. Time	0 (0%)	2 (1.4%)	0 (0%)	10 (7.1%)	8 (5.7%)	<b>20 (14.3%)</b>	0.1	
	6. Playing grounds	2 (1.4%)	2 (1.4%)	0 (0%)	11 (7.9%)	5 (3.6%)	<b>20 (14.3%)</b>	0.3	
	7. Table and desks	1 (0.7%)	4 (2.9%)	0 (0%)	7 (5%)	8 (5.7%)	<b>20 (14.3%)</b>	0.3	
	<b>TOTAL</b>	<b>9 (6.4%)</b>	<b>18 (12.8%)</b>	<b>1 (0.7%)</b>	<b>71 (50.7%)</b>	<b>41 (29.3%)</b>	<b>140 (100%)</b>		

The information from Table 4.3 shows a p value of less than 0.01 for primary school teachers. By conventional criteria, the current difference is extremely statistically significant. The computed Chi-square test for primary school teachers reveals significant differences in primary school teachers' responses on material resources in the implementation of inclusive education for children with learning disabilities in primary schools. The ratios in Table 4.3 reveal that the available resources like classrooms, computers, textbooks, finances, time, trained teachers and playing grounds were substantially more negatively satisfying in the implementation of inclusive education for children with learning disabilities as viewed by primary school teachers.

Table 4.3 also has a p value of less than 0.01 for education officers in the current study. The calculated Chi-square test for education officers reveals that there was a significant difference in the perception of education officers on the availability of material resources in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The ratios in Table 4.3 also show that education officers negatively rated their satisfaction on the availability of classrooms, computers, textbooks, finances, time, trained teachers and playing grounds for the implementation of inclusive education for children with learning disabilities in mainstream classes. This bears a similarity to the rating given by the primary school teachers on the availability of material resources for the implementation of inclusive education for children with learning disabilities in primary schools.

The information from Table 4.3 also shows a p value of greater than 0.01 for college/university lecturers. Such a current difference is extremely and statistically not significant by conventional criteria. The computed Chi-square test for college/university lecturers shows no significant differences in college/university lecturers' responses on material resources in the implementation of inclusive education for children with learning disabilities in primary schools. The ratios in the table show that college/university lecturers negatively rated their satisfaction on the availability of classrooms, computers, textbooks, finances, time, trained teachers, playing grounds, tables and desks in the

implementation of inclusive education for children with learning disabilities in primary schools.

The following section presents the findings of the current study on the stakeholders' attitudes in the implementation of inclusive education for children with learning disabilities in primary schools.

#### **4.5 ATTITUDES OF STAKEHOLDERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS**

The third sub-research question posed in section 1.4.3 examined the impact of stakeholders' attitudes on the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe. The following table presents the results of the findings of the current study.

**Table 4.4: The primary school teachers', education officers' and college/university lecturers' perception on the extent to which attitudes of the stakeholders are supportive of the implementation of inclusive education for children with learning disabilities in primary schools (N=300)**

Respondents	Stakeholders	Responses							Chi-square (X <sup>2</sup> )
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total	Ratio	
<b>Primary School Teachers</b>	1. Regular Teachers	27 (1.1 %)	10 (0.4%)	4 (0.2 %)	112 (4.5 %)	97 (3.9 %)	250 (10%)	0.2	<b>X<sup>2</sup>= 1478.45</b> <b>df=60</b> <b>p&lt;0.0001</b> <b>significant</b>
	2. Other children in class	61 (2.4 %)	42 (1.7%)	16 (0.6 %)	49 (2.0 %)	82 (3.3 %)	250 (10 %)	0.8	
	3. The Parents	44 (1.8 %)	28 (1.1%)	11 (0.4%)	58 (2.3 %)	109 (4.4 %)	250 (10 %)	0.4	
	4. The School Heads	62 (2.5 %)	36 (1.4 %)	6 (0.2%)	59 (2.4 %)	87 (3.5 %)	250 (10 %)	0.7	
	5. The Government	32 (1.3 %)	19 (0.8%)	13 (0.5%)	82 (3.3 %)	104 (4.2 %)	250 (10 %)	0.3	
	6. Specialist teachers	82 (3.3 %)	75 (3.0 %)	24 (1.0%)	22 (0.9%)	47 (1.9 %)	250 (10 %)	2.3	
	7. Therapists	86 (3.4 %)	72 (2.9%)	14 (0.6%)	18 (0.7 %)	60 (2.4 %)	250 (10 %)	2.0	
	8. Children with disabilities	76 (3.0 %)	49 (2.0 %)	17 (0.7%)	34 (1.4 %)	74 (3.0%)	250 (10 %)	1.2	
	9. Siblings	31 (1.2%)	20 (0.8 %)	23 (0.9 %)	74 (3.0%)	102 (4.1 %)	250 (10 %)	0.3	
	10. Female Teachers	76 (3.0 %)	49 (2.0 %)	17 (0.7 %)	34 (1.4 %)	74 (3.0%)	250 (10%)	1.2	
	<b>TOTAL</b>	<b>577 (23.1%)</b>	<b>400 (16%)</b>	<b>145 (5.8%)</b>	<b>542(21.7%)</b>	<b>836 (33.4%)</b>	<b>2500 (100%)</b>		
<b>Education Officers</b>	1. Regular Teachers	4 (1.3%)	0 (0%)	0 (0%)	8 (2.7%)	18 (6%)	30 (10%)	0.2	<b>X<sup>2</sup>=178.60</b> <b>df=35</b> <b>P&gt;0.01</b> <b>(non-significant)</b>
	2. Other children in class	7 (2.3 %)	3 (1.0%)	0 (0%)	5 (1.7%)	15 (5.0 %)	30 (10%)	0.5	
	3. The Parents	9 (3.0 %)	1 (0.3%)	1 (0.3%)	11 (3.7 %)	8 (2.7 %)	30 (10%)	0.5	
	4. The School Heads	5 (1.7%)	2 (0.7%)	0 (0%)	8 (2.7%)	15 (5.0%)	30 (10%)	0.3	
	5. The Government	4 (1.3%)	3 (1.0 %)	0 (0%)	4 (1.3 %)	19 (4.9%)	30 (10%)	0.3	
	6. Specialist teachers	9 (3.0 %)	1 (0.3%)	0 (0%)	7 (2.3%)	13 (4.3%)	30 (10%)	0.5	
	7. Therapists	8 (2.7)	1 (0.3%)	0 (0%)	3 (1.0%)	18 (6.0%)	30 (10%)	0.4	
	8. Children with disabilities	5 (1.7%)	3 (1.3 %)	0 (0%)	8 (2.7%)	14 (4.7 %)	30 (10%))	0.4	
	9. Siblings	5 (1.7 %)	1 (0.3%)	0 (0%)	4 (1.3%)	20 (6.7%)	30 (10%)	0.3	
	10. Female Teachers	8 (2.7%)	0 (0%)	0 (0%)	8 (2.7%)	14 (4.7 %)	30 (10%)	0.4	
	<b>TOTAL</b>	<b>64 (21.3%)</b>	<b>15 (5.0 %)</b>	<b>1 (0.3%)</b>	<b>66 (22.0%)</b>	<b>154 (51.3%)</b>	<b>300 (100%)</b>		
<b>College/ university lecturers</b>	1. Regular Teachers	5 (2.5 %)	0 (0%)	0 (0%)	9 (4.5 %)	6 (3.0 %)	20 (10%)	.0.3	<b>X<sup>2</sup>=50.50</b> <b>df=32</b> <b>p&gt;0.01</b> <b>(non-significant)</b>
	2. Other children in class	4 (2.0 %)	6 (3.0 %)	1 (0.5%)	2 (1.0 %)	7 (3.5 %)	20 (10%)	1.1	
	3. The Parents	4 (2.0 %)	1 (0.5%)	0 (0%)	9 (4.5 %)	6 (3.0 %)	20 (10%)	0.3	
	4. The School Heads	6 (3.0 %)	0 (0%)	0 (0%)	10 (5.0 %)	4 (2.0 %)	20 (10%)	0.4	
	5. The Government	9 (4.5 %)	4 (2.0 %)	0 (0%)	3 (1.5%)	4 (2.0 %)	20 (10%)	1.9	
	6. Specialist teachers	5 (2.5 %)	2 (1.0 %)	0 (0%)	8 (4.0 %)	5 (2.5%)	20 (10%)	0.5	
	7. Therapists	8 (4.0 %)	5 (2.5%)	0 (0%)	5 (2.5 %)	2 (1.0 %)	20 (10%)	1.9	
	8. Children with disabilities	8 (4.0 %)	3 (1.5%)	3 (1.5%)	4 (2.0 %)	2 (1.0 %)	20 (10%)	1.8	
	9. Siblings	5 (2.5%)	4 (2.0 %)	0 (0%)	7 (3.5%)	4 (2.0 %)	20 (10%)	0.8	
	10. Female Teachers	3 (1.5%)	3 (1.5%)	0 (0%)	10 (5.0 %)	4 (2.0 %)	20 (10%)	0.4	
	<b>TOTAL</b>	<b>57 (28.5%)</b>	<b>28 (14.0%)</b>	<b>4 (2.0%)</b>	<b>67 (33.5 %)</b>	<b>44 (22.0%)</b>	<b>200 (100%)</b>		

Table 4.4 shows a p value of less than 0.01 for primary school teachers. Such a current difference is extremely statistically significant by conventional criteria. The calculated Chi-square test for primary school teachers reveals significant differences in primary school teachers' responses on stakeholders' attitudes and the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. From the table, the primary school teachers rated the attitudes of regular teachers, the government, parents and siblings substantially more negative. On the other hand, the ratios also indicate that primary school teachers viewed the attitudes of specialist teachers, therapists, children with disabilities and female teachers as relatively more positive and supportive of the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

Table 4.4 also has a p value of more than 0.01 for education officers in the current study. The calculated Chi-square test for education officers reveals no significant differences in education officers' responses on the stake holders' attitudes in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The ratios in Table 4.4 also show that education officers negatively viewed the attitudes of regular teachers, specialist teachers, the government, other children in class, and children with disabilities, the parents, school heads, siblings, therapists and female teachers in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The more negative reaction in the education officers' response, according to these ratios, was the attitudes of regular teachers.

The information from Table 4.4 also shows a p value of greater than 0.01 for college/university lecturers. Such a current difference is extremely statistically not significant by conventional criteria. The computed Chi-square test for college/university lecturers shows no significant differences in college/university lecturers' responses on the attitudes of stakeholders in the implementation of inclusive education for children with learning disabilities in primary schools. The ratios in the table indicate that

college/university lecturers negatively rated the attitudes of regular teachers, the parents, school heads, specialist teachers, siblings and female teachers in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. On the other hand, the ratios also reveal that the attitudes of the government, other children in class, therapists and children with disabilities were perceived relatively more positive by the college/university lecturers.

The subsequent section presents the findings of the current study on policy and legislation and the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

#### **4.6 POLICY AND LEGISLATION IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS**

Sub-question 1.4.4 explored the impact of policy and legislation in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The following Table 4.5 presents the findings of the current study on policy and legislation in the implementation of inclusive education for children with learning disabilities.



**Table 4.5: The extent to which policy and legislation influences the implementation of inclusive education for children with learning disabilities in primary schools (N= 300)**

Respondents	Policy issues	Responses							Chi-square (X <sup>2</sup> )
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Total	Ratio	
<b>Primary School Teachers</b>	1. Legislation for IE in Zimbabwe	32 (1.8 %)	24 (1.4%)	34 (2.0 %)	46 (2.6 %)	114 (6.5 %)	<b>250 (14.3%)</b>	0.4	<b>X<sup>2</sup>=1034.68 df=16 p&lt;0.0001</b>
	2. Development of school & IE policy	39 (2.2 %)	23 (1.3 %)	23 (1.3 %)	55 (3.1 %)	110 (6.3 %)	<b>250 (14.3%)</b>	0.4	
	3. Legislation and policy making process	34 (1.9%)	15 (0.9 %)	37 (2.1 %)	51 (2.0%)	113 (6.5 %)	<b>250 (14.3%)</b>	0.3	
	4. Commitment by policy makers towards children with learning disabilities	30 (1.7 %)	20 (1.1 %)	12 (0.7 %)	80 (4.6 %)	108 (6.2 %)	<b>250 (14.3%)</b>	0.3	
	5. Educational policies on academic excellence	35 (2.0 %)	11 (0.6 %)	18 (1.0 %)	104 (6.0%)	82 (4.7 %)	<b>250 (14.3%)</b>	0.2	
	6. The ecological systems model on IE policies	29 (1.7 %)	10 (0.6 %)	29 (1.7%)	76 (4.3 %)	106 (6.1 %)	<b>250 (14.3%)</b>	0.2	
	7. Consultations on policies for IE	52 (3.0 %)	19 (1.1 %)	23 (1.3%)	69 (4.0 %)	87 (5.0 %)	<b>250 (14.3%)</b>	0.5	
	<b>TOTAL</b>	<b>251 (14.3 %)</b>	<b>122(7.0%)</b>	<b>176 (10.1%)</b>	<b>481(27.5%)</b>	<b>720 (41.1%)</b>	<b>1750 (100%)</b>		
<b>Education Officers</b>	1. Legislation for IE in Zimbabwe	8 (3.8 %)	2 (1.0%)	0 (0%)	2 (1.0 %)	18 (8.6 %)	<b>30 (16.7%)</b>	0.5	<b>X<sup>2</sup>=101.79 df=16 p&gt;0.001 (non-significant)</b>
	2. Development of school & IE policy	7 (3.3 %)	0 (0%)	1 (0.5 %)	3 (1.4%)	19 (9.0 %)	<b>30 (16.7%)</b>	0.3	
	3. Legislation and policy making process	8 (3.8 %)	1 (0.5%)	0 (0%)	3 (1.4 %)	18 (8.6 %)	<b>30 (16.7%)</b>	0.4	
	4. Commitment by policy makers towards children with learning disabilities	7 (3.3 %)	0 (0%)	0 (0%)	7 (3.3 %)	16 (7.6 %)	<b>30 (16.7%)</b>	0.3	
	5. Educational policies on academic excellence	6 (2.9 %)	1 (0.5%)	0 (0%)	13 (6.2 %)	10 (4.8 %)	<b>30 (16.7%)</b>	0.3	
	6. The ecological systems model on IE policies	5 (2.4%)	0 (0%)	0 (0%)	6 (2.9 %)	19 (9.0 %)	<b>30 (16.7%)</b>	0.2	
	7. Consultations on policies for IE	3 (1.4 %)	4 (1.9 %)	0 (0 %)	6 (2.9 %)	17 (8.1 %)	<b>30 (10%)</b>	0.3	
	<b>TOTAL</b>	<b>44 (21.0%)</b>	<b>8 (3.8%)</b>	<b>1 (0.5%)</b>	<b>40 (19.0%)</b>	<b>117 (55.7%)</b>	<b>210 (100%)</b>		
<b>College/ university lecturers</b>	1. Legislation for IE in Zimbabwe	5 (3.5%)	4 (2.9%)	0 (0%)	5 (3.6%)	6 (4.3%)	<b>20 (14.3%)</b>	0.8	<b>X<sup>2</sup>=34.40 df=19 p&gt;0.001 non sign</b>
	2. Development of school & IE policy	9 (6.4%)	5 (3.6%)	0 (0%)	6 (4.3%)	0 (0%)	<b>20 (14.3%)</b>	2.3	
	3. Legislation and policy making process	9 (6.4%)	4 (2.9%)	0 (0%)	7 (5%)	0 (0%)	<b>20 (14.3%)</b>	1.9	
	4. Commitment by policy makers towards children with learning disabilities	5 (3.6%)	4 (2.9%)	0 (0%)	11 (7.9%)	0 (0%)	<b>20 (14.3%)</b>	0.8	
	5. Educational policies on academic excellence	10 (7.1%)	4 (2.9%)	2 (1.4%)	4 (2.9%)	0 (0%)	<b>20 (14.3%)</b>	3.5	
	6. The ecological systems model on IE policies	7 (5%)	7 (5%)	2 (1.4%)	3 (2.1%)	1 (5%)	<b>20 (14.3%)</b>	3.5	
	7. Consultations on policies for IE	7 (5%)	3 (2.1%)	1 (5%)	9 (6.4%)	0 (0%)	<b>20 (14.3%)</b>	1.1	
	<b>TOTAL</b>	<b>52 (37.1%)</b>	<b>31(22.2%)</b>	<b>5 (3.6%)</b>	<b>45 (32.1%)</b>	<b>7 (5.0%)</b>	<b>140 (100%)</b>		

The information from Table 4.5 shows a p value of less than 0.01 for primary school teachers. Such a current difference is extremely statistically significant by conventional criteria. The calculated Chi-square test for primary school teachers reveals significant differences in primary school teachers' responses on the extent to which policy and legislation influences the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The ratios in Table 4.5 reveal that primary school teachers negatively viewed the following: legislation for inclusive education in Zimbabwe, development of inclusive education policy, legislation and policy making process, consultations on policies for inclusive education, educational policies on academic excellence and commitment by policymakers towards children with learning disabilities as policy issues that affected negatively the implementation of inclusive education for children with learning disabilities. Educational policies on academic excellence and the socio-ecological model on inclusive education policies were policy issues that were viewed substantially more negatively by the primary school teachers.

Table 4.5 also has a p value of more than 0.01 for education officers in the current study. The calculated Chi-square test for education officers shows no significant differences in education officers' responses on the extent to which policy and legislation influences the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. Like the ratios of the primary school teachers, the ratios of education officers in Table 4.5 also negatively viewed the following: development of inclusive education policy, legislation and policy making process, consultations on policies for inclusive education and commitment by policymakers towards children with learning disabilities as policy issues that negatively affected the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

The information from Table 4.5 shows also a p value of greater than 0.01 for college/university lecturers. Such a current difference is extremely statistically not significant by conventional criteria. The computed Chi-square test for college/university lecturers shows no significant differences in college/university lecturers' responses on the extent to which policy and legislation influences the

implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The ratios in Table 4.5 above also reveal that legislation for inclusive education in Zimbabwe and commitment by policymakers towards children with learning disabilities are policy issues that were negatively viewed as affecting the implementation of inclusive education for children with learning disabilities by college/university lecturers. On the other hand, the ratios in the table revealed the following policy issues as positively affecting the implementation of inclusive education for children with learning disabilities: development process of inclusive education policy, legislation and policy making process, consultations on policies for inclusive education, educational policies on academic excellence and the socio-ecological model on inclusive education policies.

The subsequent section presents the findings of the current study on strategies that can be put in place to overcome the challenges of implementing inclusive education for children with learning disabilities in primary schools.

#### **4.7 STRATEGIES TO OVERCOME THE CHALLENGES OF IMPLEMENTING INCLUSIVE EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS**

The fifth sub-research question posed in section 1.4.5 explored the strategies that can be put in place to overcome the challenges. The following section presents the strategies to overcome the challenges of implementing inclusive education for children with learning disabilities in primary schools in Zimbabwe.

##### **4.7.1 Responses of primary school teachers, education officers and college/university lecturers on the strategies to overcome challenges to the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools**

###### **4.7.1.1 Strategies to overcome challenges on training of teachers for the implementation of inclusive education for children with learning disabilities**

The study revealed that there is a need for the training of teachers to identify learners with learning disabilities. The primary school teachers, education officers and college/university lecturers revealed that the training of teachers in the implementation of inclusive education should provide them with individualistic and

specialised instructional skills in order to meet the needs of children with learning disabilities in mainstream classes in primary schools. The initial teachers' training courses need to prepare teachers sufficiently to teach children with learning disabilities in order for the children to achieve their potential.

The following extracts from the open ended questionnaires confirm the above.

*There is need to train teachers to be able to identify children with different types of learning disabilities (Primary School Teacher 024).*

*The teachers' colleges should provide adequate training in the implementation of inclusive education in primary schools (College/University lecturer 010).*

*Through workshops equip teachers with specialised skills, knowledge, attitudes and understandings to address the unique academic, personal, social and career concerns of children with learning disabilities (Primary School Teacher 200).*

*The teachers should be equipped with individualistic instructional skills to deal with children with learning disabilities before they leave university or teachers' training colleges ( Education Officer 020).*

#### **4.7.1.2 Extracts of responses from the questionnaire on strategies to overcome challenges on provision of material resources for the implementation of inclusive education for children with learning disabilities**

The primary school teachers, education officers and college/university lecturers revealed the following strategies to overcome challenges on provision of material resources for the implementation of inclusive education for children with learning disabilities: there is need for the availability of trained teachers for children with learning disabilities, the provision of resources such as classrooms, computers, adequate financial assistance from the government and availability of other teaching aids in the implementation of inclusive education.

The following extracts from the open ended questionnaires confirm the above.

*There is need to provide schools with teachers that are able to teach children*

*with learning disabilities in an inclusive set up (Education Officer 011).*

*The Government should provide adequate financial assistance for children with learning disabilities (Primary School Teacher 101).*

*School Heads should avail time for the implementation of inclusive education for children with learning disabilities (Education Officer 008).*

*Partnering with other stakeholders in pooling together resources for the implementation of inclusive education is a solution to the provision of resource materials in schools (College/University Lecturer 006).*

#### **4.7.1.3 Extracts of responses from the questionnaires on strategies to overcome negative attitudes of stakeholders in the implementation of inclusive education for children with learning disabilities**

Data from the primary school teachers', education officers' and college/university lecturers' responses to the open ended questionnaires showed that there is need for awareness campaigns to develop positive attitudes in teachers, parents and other stakeholders towards children with learning disabilities in an inclusive environment. The study also revealed that the education system needs to encourage teachers to work cooperatively and also to provide them with opportunities to plan and share information if students with disabilities are to be successfully educated in inclusive classrooms. Furthermore, the primary school teachers, education officers and college/university lecturers revealed that teachers need to understand the challenges of implementing inclusive education and be empowered to accept the responsibility to act as agents of change in education and society. Excerpts from the open ended questions reflecting these sentiments are given below:

*The education system should be used to change the attitudes of stakeholders towards implementing inclusive education in primary schools of Zimbabwe (Education Officer 024).*

*Education systems need to encourage teachers to work cooperatively and also to provide them with opportunities to plan and share information if students with disabilities are to be successfully educated in inclusive classrooms (Primary School Teachers 110).*

*Teachers need to understand the challenge and be empowered to accept responsibility to act as agents of change in education and society (College/University Lecturer 015).*

#### **4.7.1.4 Extracts of responses from the questionnaires on strategies to deal with policy and legislation challenges in the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools**

The primary school teachers, education officers and college/university lecturers suggested a number of strategies that can be used to deal with policy and legislation challenges in the implementation of inclusive education for children with learning disabilities. They noted that there is need: to formulate mandatory policies and legislation for the implementation of inclusive education; to provide mission statements for the implementation of inclusive education in schools; for clear government policy on the administration and management of special needs education in inclusive settings in primary schools. The study also revealed that policy documents should outline relevant resources, support services and service delivery for children with learning disabilities in an inclusive setup. The following excerpts highlight these suggestions:

*There should be a binding policy and legislation on the implementation of inclusive education for children with learning disabilities in Zimbabwe (Primary school teacher 028).*

*Policy documents should outline relevant resources, support services and service delivery for children with learning disabilities in an inclusive setup (Education officer 016).*

*There is need to involve all stakeholders of inclusive education when policies of inclusion are being formulated (University/University Lecturer 001).*

*There is need for clear government policy on the administration and management of special needs education in inclusive settings in primary schools (College/ University Lecturer 020).*

The following sector presents the findings of the current study.

## **4.8 DISCUSSION OF THE RESULTS**

The current study aimed at assessing the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. In this section, the findings from the study were discussed under four subheadings derived from sub-research questions in section 1.4 that guided this study. The subheadings are: the influence of teacher training on the implementation of inclusive education for children with learning disabilities in primary schools; resource materials and the implementation of inclusive education for children with learning disabilities in primary schools; stakeholders' attitudes and the implementation of inclusive education for children with learning disabilities in primary schools; and the policy and legislation and the implementation of inclusive education for children with learning disabilities in primary schools. The discussion presents the findings of the study in relation to the literature, both local and international.

The following sub-section discusses the primary school teachers' training and the implementation of inclusive education for children with learning disabilities in primary schools.

### **4.8.1 The influence of teachers' training on the implementation of inclusive education for children with learning disabilities in primary schools**

The present discussion looked into the teachers' training and the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe as shown by the findings of the current study. This section addressed the sub-research question posed in section 1.4.1 of Chapter 1 which reads: What is the influence of teachers' training on the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe? References are made to the Zimbabwean and international literature available on the influence of teachers' training on the implementation of inclusive education for children with learning disabilities in primary schools.

It emerged from the respondents of all the five provinces of Zimbabwe in the current study that teachers in Zimbabwe are not trained in the implementation of inclusive education for children with learning disabilities in primary schools. The

primary school teachers, education officers and college/university lecturers who participated in this study viewed the teachers as not having the training in assisting children with learning disabilities. The lack of teachers' training in the implementation of inclusive education negatively impacted on the implementation of inclusive education for children with learning disabilities in primary schools. The findings that teachers are not trained in the implementation of inclusive education by the current study concur with research by Tshifura (2012:116) in South Africa which revealed that teachers were not trained enough to implement inclusive education. This is also supported by Engelbrecht and Green (2001:19) who maintained that the implementation of inclusive education for children with disabilities in South Africa is hampered by incompetent untrained teachers. In Zambia, the study by Aro and Ahonen (2011:32) found that practicing teachers in inclusive primary schools were untrained in inclusive education and had poor reading and grammar skills, weak elicitation techniques, limited vocabulary, as well as limited facilities to adequately assist children with learning disabilities.

The education officers and college university lecturers in the current study revealed that teachers in the mainstream primary schools have not been trained to identify a child with learning disabilities. The education officers' and college/university lecturers' responses negatively viewed the training of teachers to identify children with learning disabilities in the implementation of inclusive education for children with learning disabilities in primary schools. The findings in this current study that school teachers are inadequately trained to identify children with learning disabilities concurs with international literature in Botswana (Dart, 2007:63; Khan, 2012:109; Mukhopadhyay, 2013:77) which revealed that teachers who participated in their studies reported frustration at their own lack of skills to identify the needs of children with learning disabilities.

The lack of skills, knowledge and tools to identify children with learning disabilities has a serious negative impact on the implementation of inclusive education for children with disabilities (Mkhuma, 2012:35). Teachers often depend on their intuition that something is wrong with a certain learner or they make an incorrect identification, which becomes apparent when they differ on whether such a learner requires extra support or not. Furthermore, research by Ntsanwisi



(2008:89) in South Africa observed and concluded that some teachers, having failed to identify children with learning disabilities, have labelled and still continue to label learners who experience barriers.

The current study further revealed that qualified teachers in the primary schools in Zimbabwe do not have the classroom management skills to assist children with learning disabilities in a mainstream class. The primary school teachers, education officers and college/university lecturers all agreed in their responses that qualified teachers in primary schools have no classroom management skills to assist children with learning disabilities in the implementation of inclusive education in primary schools. This means that the teachers are not prepared to implement inclusive education for children with learning disabilities.

The findings that teachers do not have the skills to manage and assist children with learning disabilities concur with Mavundukure and Nyamande (2012:2) who maintained that most teachers in special schools and special classes in Zimbabwe have no special training to manage and assist learners with disabilities and other special educational needs. This is supported by Chireshe (2013:226) who concluded that most teachers were perceived to be lacking training in inclusive education regardless of the existence of more universities and teachers' colleges in Zimbabwe that are training teachers in special needs education. It would appear that teachers perceive themselves as unprepared for inclusive education for children with learning disabilities because they lack appropriate and specialised skills to manage their classes in an inclusive setup (Daane, Beirne-Smith & Latham, 2000:333; Malone et al, 2001:583).

The primary school teachers, education officers and college/university lecturers revealed that teachers in primary schools in Zimbabwe do not have adequate training in implementing inclusive education to meet the needs of children with learning disabilities. The primary school teachers', education officers' and college/university lecturers' responses revealed that qualified teachers in primary schools are not adequately trained in special needs education and this negatively affected the implementation of inclusive education for children with learning disabilities in mainstream classes. The above findings also concur with the available Zimbabwean literature which indicates that teachers have admitted to a

lack of appropriate training in inclusive education (Musengi & Chireshe, 2012:111). The findings that inadequate training in special needs education negatively influenced the implementation of inclusive education for children with learning disabilities concur with Leser et al (1997:208) who revealed that inadequate knowledge with regard to special needs education affected the implementation of inclusive education in schools. In their research, Eloff and Kgwete (2007:353) also concluded that teachers in inclusive schools need to be trained in teaching methods that are child-centred and in using active and participative learning techniques that improve their confidence and capacity to teach children both with and without learning disabilities. Research by Dart (2007:64) revealed that, in primary schools in Botswana where there is access to computers for use by children with disabilities, the teachers without the necessary skills to use the computers did not feel competent enough to use them for teaching children with special needs.

The primary school teachers, education officers and college/university lecturers all viewed the college level's initial training for teachers as insufficient to equip teachers to teach in an inclusive setting. The ratings of their responses confirmed and supported the view that non-inclusion of Special Needs Education courses in initial teachers' training does not prepare teachers sufficiently to teach children with learning disabilities in inclusive education in primary schools. The findings of the current study concur with some Zimbabwean literature, for example, Mandina (2012:229) who concluded that, in Zimbabwe, college level training is not sufficient to equip teachers to teach in an inclusive setting, especially for children with severe disabilities and emotional and behavioural problems. The above findings also concur with the findings of research by Fakudze (2012:69) which revealed that the majority of the teachers in South Africa had not been trained in special needs education whilst undergoing their initial teacher training which explained the teachers' lack of clear and precise knowledge and understanding of inclusive education. This is similar to the situation in Botswana (Mukhapadhyay, 2013:77) where teacher training institutions for primary school teachers do not provide training for inclusive education in the initial professional training. Initial teacher training is the foundation for preparing the teachers for their future

profession. It lays down the major components of their ability to deal with different personalities in the teaching and learning situation.

The subsequent sub-section discusses material resources and the implementation of inclusive education for children with learning disabilities in primary schools.

#### **4.8.2 Material resources and the implementation of inclusive education for children with learning disabilities in primary schools**

The current sub-section discusses material resources and the implementation of inclusive education for children with learning disabilities in primary schools as revealed by the findings of the present study. In the discussion, reference is made to the available literature on material resources and the implementation of inclusive education for children with learning disabilities in primary schools. The present sub-section addresses the sub-research question in section 1.4.2 in Chapter 1 which reads: To what extent do material resources affect the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe?

It emerged from the present study that there was lack of material resources available for the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The primary school teachers, education officers and college/university lecturers negatively rated their satisfaction with the availability of resources such as computers and text books, trained teachers, finances, classrooms, time, playing grounds, tables and desks. This lack of material resources negatively impacted on the implementation of inclusive education for children with learning disabilities.

The unavailability of computers, classrooms and finances was likely to be a barrier to the provision of assistance to children with learning disabilities in the implementation of inclusive education. The unavailability of textbooks and classrooms was likely to deprive children with learning disabilities of reading sessions, materials and other resources to address the academic problems they experienced at school. The finding of the present study that there was lack of material resources in the implementation of inclusive education for children with

learning disabilities in primary schools, is consistent with literature from Botswana (Mukhopadhyay, 2013:78; Charema, 2008:158), Zimbabwe (Musengi & Mukhopadhyay, 2012:9; Chireshe, 2013:160), South Africa (Tshifura, 2012:101; Mahlangu, 2011:239; Eloff & Kgwete, 2007:353), Namibia (Zimba et al, 2007:43), Ethiopia (Alemu, 2013:32), Lesotho (Johnstone & Chapman, 2009:140) and Cameroon (Mbibeh, 2013:58) which revealed that the lack of material resources such as classrooms and other facilities affected inclusive education for children with disabilities in primary schools.

The primary school teachers, education officers and college/university lecturers negatively rated their satisfaction on the availability of trained teachers as material resources in the implementation of inclusive education for children with learning disabilities in schools. The unavailability of trained teachers in special needs education was likely to deprive children with learning disabilities of the proper teaching methods that could improve their academic potential. Findings that a lack of trained teachers as material resources influenced the implementation of inclusive education for children with learning disabilities were also established in a study in Botswana by Abosi (2007:196) who concluded that schools were experiencing difficulties in meeting the needs of children with disabilities due to unavailability of trained teachers, inadequate teaching techniques, transportation problems, lack of resources and lack of facilities. In Uganda and Zambia (Silupya, 2003:61), the practical implementation of inclusive education is hampered by the unavailability of sufficient teacher training in special needs education and inadequate human and material resources. This implies that the practical implementation of inclusive education for children with learning disabilities is often hampered by the unavailability of sufficiently trained teachers in Special Needs Education.

It also emerged from the current study that a lack of financial assistance as a resource material affected the implementation of inclusive education for children with learning disabilities in Zimbabwe. The primary school teachers, education officers and college/university lecturers negatively perceived the availability of financial resources made available to assist children with learning disabilities in schools. Implementing inclusive education for children with learning disabilities

requires adequate financial resources. The unavailability of adequate financial assistance for the implementation of inclusive education for children with learning disabilities was likely to deprive these children with learning disabilities of textbooks, tables and desks and other resources to address the academic and personal/social challenges they experienced at school.

The findings in the current study that a lack of financial assistance as a resource material affected the implementation of inclusive education for children with learning disabilities in Zimbabwe, is consistent with literature from Botswana (Charema, 2008:158), Kenya (Karangu & Muola, 2011:276) and South Africa (Mahlangu, 2011:239) which revealed that the lack of physical and financial resources compromised the implementation of inclusive education for children with disabilities. Mandina (2012:229) also established that budgetary constraints on the part of the Ministry of Primary and Secondary Education and the school authorities themselves have created limitations in the implementation of various projects in Zimbabwean schools. Mbibeh (2013:57) in Cameroon also established in his research that parents, teachers and administrators are of the opinion that low budgetary allocations are impediments to the implementation of inclusive education for children with disabilities. A lack of financial resources created problems in the provision of resources such as books, computers, and teaching aids that would be used in the implementation of inclusive education for children with learning disabilities in primary schools.

The current study also revealed that a lack of material resources such as classrooms, computers and other teaching aids affected the implementation of inclusive education for children with learning disabilities in mainstream classes. Primary school teachers, education officers and college/university lecturers negatively rated their satisfaction with the availability of resources such as tables, desks, classrooms, computers and playing grounds in the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe. Children with learning disabilities were deprived of sources of information and knowledge for addressing their academic and personal concerns. The teachers were likely to be demotivated to administer their duties efficiently in the implementation of inclusive education for these children without material

resources and supplies. Children with learning disabilities were therefore further likely to be demotivated to attend lessons which were devoid of tables, desks, and computers. The finding of the present study that a lack of material resources such as classrooms, computers and other teaching aids affected the implementation of inclusive education for children with learning disabilities concurs with Johnstone and Chapman (2009:140) in Lesotho, who found that a lack of resource materials such as classrooms and other facilities affected inclusive education for children with disabilities in primary schools.

In South Africa, Eloff and Kgwele (2007:353) also revealed that South African teachers noted that large classes and insufficient resources such as classrooms and other teaching aids were challenges to inclusive education. Findings by Dart (2007:64) also concluded that the implementation of inclusive education for children with disabilities in Botswana was being hampered by a lack of resources in schools such as classrooms. In Zimbabwe, previous studies (Chireshe, 2011:157; Mavundukure & Nyamande, 2012:2; Musengi & Chireshe, 2012:112) have noted that the shortage of resources such as desks, classrooms and computers is an impediment to the implementation of inclusive education for children with disabilities. Adequate provision of resources for the inclusion of children with learning disabilities in the mainstream needs to be available for teachers so that they are able to deal with the special needs of the learners in primary schools.

It further emerged from the current study that a lack of time affected the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. Primary school teachers, education officers and college/university lecturers negatively viewed the availability of time for the implementation of inclusive education for children with learning disabilities in primary schools. This lack of time compromised the implementation of inclusive education for children with learning disabilities in schools. Teachers were likely to have limited time to deal with the problems of children with learning disabilities as they would have to complete the syllabus with other children in the same class. The shortage of time for training and planning together was likely to have serious implications for the implementation of inclusive education in the classroom. The

implication here is that learners' needs are compromised and they cannot be identified or supported because teachers do not have the time or expertise to design their support programmes. This meant that the teachers were also unlikely to establish and reinforce warm and trusting relationships with the children with learning disabilities. The finding of the present study that a lack of time affected the implementation of inclusive education for children with learning disabilities in primary schools, concurs with Gwala (2006:63) and Eloff and Kgwete (2007:354) in South Africa who concluded that teachers were frustrated by the unavailability of time and resources for planning together and supporting personnel in the provision of training to the staff in inclusive education. Similarly, in Botswana, Mukhopadhyay et al (2012:6) concluded that teachers involved in inclusive education feel that there is insufficient time available for collaboration and consultation with other teachers, parents and professionals to meet the special needs of children with learning disabilities. They believe that learners with learning disabilities cannot receive quality support from their teachers because there is no time for teachers to sit down as a team to design strategies that can best serve the needs of the learners.

The following section discusses stakeholders' attitudes and the implementation of inclusive education for children with learning disabilities in primary schools as revealed by the findings of the study.

#### **4.8.3 Stakeholders' attitudes and the implementation of inclusive education for children with learning disabilities in primary schools**

The current sub-section discusses stakeholders' attitudes and the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe as revealed by the findings of empirical study. In the discussion, reference is made to available literature on stakeholders' attitudes and the implementation of inclusive education for children with learning disabilities. The present section addresses the sub-research question posed in section 1.4 that guided the current study. Specifically, the current section addresses sub-research question 1.4.3 which reads: What is the impact of stakeholders' attitudes on the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe?

The primary school teachers, education officers and college/university lecturers viewed the attitude of the regular teachers in supporting the implementation of inclusive education for children with learning disabilities in Zimbabwe negatively. The negative attitudes of the regular teachers meant that they were unlikely to support effective and efficient implementation of inclusive education for children with learning disabilities and to motivate other stakeholders such as parents and school heads to collaborate in inclusive education services. The regular teachers were not trained in the implementation of inclusive education for children with disabilities and may have lacked confidence that may have contributed to the negative attitudes towards the implementation of inclusive education in schools.

The findings of the current study that regular teachers, as stakeholders, are non-supportive of the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe, concur with Mahlo (2011:195), Pottas (2005:66), Subban and Sharma (2005:4), Beyene and Tizazu (2010:92) and Hay, Smit and Paulsen (2001:216) who revealed that classroom teachers did not believe they had the ability, skill or knowledge to teach learners with diverse needs in their classes. These teachers believed that learners experiencing barriers were supposed to be taught by a person with specialised training. In Botswana, Mukhopadhyay (2013:80) also concluded that a lack of confidence among the teachers without adequate training is also a contributory factor to the negative attitudes towards the implementation of inclusive education for children with learning disabilities in schools. In South Africa, Engelbrecht et al (2001:10) revealed that the attitudes of teachers towards educating learners with diverse barriers to learning have been put forward as a decisive factor for making schools more inclusive. Attitudes and beliefs of classroom teachers are important regarding inclusive educational practices because they are considered as the most influential aspects in determining the success of inclusion.

The study also revealed that primary school teachers, education officers and college/university lecturers perceived the attitudes of school heads negatively. The attitudes and beliefs of school heads towards inclusive education for children with learning disabilities is the key factor to successful implementation of inclusive education at school level. The attitudes of school heads determine the teachers'



implementation of inclusive education for children with learning disabilities in primary schools. The finding of the current study that school heads had negative attitudes towards the implementation of inclusive education for children with learning disabilities in primary schools is consistent with Avramidis et al (2000:198) who revealed that the attitudes and beliefs of school heads towards inclusive education is the key factor to successful implementations at school level.

Majoko (2013:174) concurs with the above findings when he revealed that governments and school heads with negative attitudes towards disabilities do not encourage the involvement and participation of all stakeholders of inclusive education and this negatively affects the implementation of inclusive education for children with learning disabilities in primary schools. Cook (2001:316), Ladbroke (2009:67) and Engelbrecht et al (2001:257) revealed that teachers and school heads adjusted expectations for learners with severe or obvious disabilities and developed relatively low accountability and concern about the academic and behavioural performance of children with disabilities.

The present study also revealed that the attitude of the government is non-supportive of the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The primary school teachers and education officers negatively viewed the attitude of the government in supporting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

While the primary school teachers and education officers viewed the attitude of the government negatively, the college/university lecturers relatively perceived it as positive. The lecturers may perceive the government attitude as positive because of the material resource support which they get from the government compared to that which the schools get. Antonak and Livneh (2000:217), Duquette (2006:29), Hammond and Ingalls (2003:25) and Leyser and Tappendorf (2001:760) reveal that governments with negative attitudes towards disabilities do not encourage the involvement and participation of all stakeholders of inclusive education. Governments with negative attitudes towards disabilities are unlikely to provide human, material, technological and financial support and assistance for

children with disabilities thereby compromising the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

It also emerged from the current study that education officers and college/university lecturers negatively viewed the attitudes of special teachers in supporting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. On the other hand, the primary school teachers viewed the attitudes of specialist teachers as positive. The finding of the present study that specialist teachers in schools resist and develop negative attitudes towards the implementation of inclusive education for children with learning disabilities in primary schools concurs with literature in South Africa (Bothma, 1997:50) and Lesotho (Tshifura, 2012:75) which reveals that specialist teachers often feel that they have been compelled to make changes in their classroom teaching-learning situation as a result of policy decisions that have not had any substantive participation from grassroots levels. This creates negative attitudes for experienced teachers in the implementation of inclusive education in schools.

In Nigeria, a study by Fakolade, Adeniyi & Tella (2009:156) revealed that teachers felt that they were being forced to work with children with special needs because of government policy in which they had no say and that they have neither training nor ability to work with such special children. Avramidis et al (2000:195) and Hodge and Jansma (2000:215) revealed that being a specialist teacher and possessing previous experience as an inclusive educator appears to positively predispose teachers toward inclusive education and allows mainstream teachers to feel more comfortable within the inclusive classroom. Direct experiences of including students with disabilities into mainstream settings appeared to be an essential factor in shaping teachers' views toward inclusive settings (Avramidis et al, 2000:197).

It also emerged from the present study that other children in class foster negative attitudes towards the implementation of inclusive education for children with learning disabilities in the mainstream class. The primary school teachers and education officers negatively viewed the attitudes of other children in class towards the implementation of inclusive education for children with learning

disabilities in the mainstream class. The college/university lecturers perceived the attitude of other children towards children with learning disabilities in an inclusive class as positive. The finding of the current study that other children in class foster negative attitudes towards the implementation of inclusive education for children with learning disabilities in the mainstream class, is consistent with Cook, Swain and French (2001:574) and Nowicki and Sandieson (2002:246) who all indicated that negative peer attitudes were generally recognised as a major barrier to full inclusion at school for children with learning disabilities. These children with disabilities get frustrated in the mainstream classes because of the negative attitudes and labelling they experience from other children in the school.

The current study also established that parents had negative attitudes towards the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The primary school teachers, education officers and college/university lecturers negatively viewed the attitudes of the parents in supporting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. Parents were unlikely to collaborate and support other stakeholders such as school heads in pooling material, human and financial resources for the implementation of inclusive education for children with learning disabilities. The view that parents have negative attitudes towards the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe concur with Chireshe (2011:158) who revealed that parents, as stakeholders, believed that the inclusion of learning disabled children may slow the pace of the teacher thus negatively affecting their children. Norwich (2002:55) also indicated that there is a conflict of rights as a result of both the child's and the parents' attitudes which will affect the implementation of inclusive education for children with learning disabilities. In South Africa, Engelbrecht et al (2001:258) revealed that the role that parents have in making decisions about their children with disabilities and their support of their children through their education affects the implementation of inclusive education in primary schools.

The education officers and college/university lecturers negatively viewed the attitudes of female teachers towards the implementation of inclusive education for children with learning disabilities. The primary school teachers viewed the

attitudes of female teachers towards the implementation of inclusive education for children with learning disabilities as positive. Hodge and Jansma (2000:215) established that female teachers are inclined to have positive attitudes and appeared to have higher expectations of students with disabilities than their male counterparts. Subban and Sharma (2005:4) also revealed that investigations linking gender attitudes as a variable to investigate reactions to inclusive education are linked to cultural factors which may make female teachers amenable to the care of children with disabilities.

The following section discusses policy/legislation and the implementation of inclusive education for children with learning disabilities in primary schools as revealed by the findings of the study.

#### **4.8.4 Policy and legislation in the implementation of inclusive education for children with learning disabilities in primary schools as revealed by the findings of the study**

The current sub-section discusses policy/legislation and the implementation of inclusive education for children with learning disabilities in primary schools as revealed by the findings of the study. In the discussion, reference is made to available literature on policy/legislation and the implementation of inclusive education for children with learning disabilities in primary schools as revealed by the findings of the study. The present section addresses the sub-research question 1.4.4 which reads: How do policy and legislation influence the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe?

It emerged from the present study that there was no mandatory policy and legislation on the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The primary school teachers, education officers and college/university lecturers negatively perceived the existence of mandatory policy and legislation on the implementation of inclusive education for children with learning disabilities in primary schools. The lack of mandatory policy and legislation on inclusive education provisions for children with learning disabilities negatively affects the teaching and learning for children with learning disabilities in the mainstream classes in primary schools in

Zimbabwe. The lack of mandatory policy meant that it was unlikely that a legally binding framework existed for effective and efficient planning, development, management and implementation of inclusive education for children with learning disabilities by the teachers in schools. This would imply that the teachers implementing the inclusive education policy were unlikely to make informed, legally bound decisions about the way children with learning disabilities would be assisted in the teaching/learning situation in primary schools in Zimbabwe.

The finding of the current study that there was no mandatory policy and legislation on the implementation of inclusive education for children with learning disabilities concurs with Mutepe et al (2007:342), Mafa (2012:20) and Chireshe (2011:157; 2013:224) who revealed that Zimbabwe does not have an inclusive education specific policy, but has inclusive education related policies such as the Education Act of 1996 and the Zimbabwe Disabled Persons Act of 1996 which advocates for non-discrimination in the provision of education and the non-discrimination of people with disabilities. In Kenya (Gongera, Mugai & Okoth, 2013:113) and in Namibia (Zimba et al, 2007:41), it was established that there was no clear government policy on the administration and management of special needs education in inclusive settings in primary schools. This absence of mandatory policy and legislation is likely to negatively impact on the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. However, it should also be a consideration that the existence of a mandatory inclusive education policy and legislation was unlikely to be the panacea for improved implementation and development of inclusive education for children with learning disabilities in Zimbabwean primary schools. The implementation of inclusive education for children with learning disabilities would also be influenced by other factors which include stakeholders' attitudes and the training of teachers in special needs education. Even if legislation were in existence, the negative attitudes held towards people with disabilities and other marginalised groups (Chireshe, 2013:226) may be far from over.

The current study also revealed that a lack of commitment by policymakers towards children with learning disabilities has hampered successful implementation of inclusive education in Zimbabwe. The primary school teachers,

education officers and college/university lecturers negatively viewed the commitment by policy makers on children with learning disabilities in influencing the implementation of inclusive education in primary schools. There is need for the promulgation of pro-inclusive policies and effective implementation of the policies by the policymakers. A proposed inclusive education policy for children with learning disabilities may not be implemented if the policymakers do not support children with learning disabilities.

Findings of this study, that the commitment by policymakers towards children with learning disabilities affects the implementation of inclusive education in schools, concur with Nyanga and Nyanga's (2013:166) findings that successful implementation of inclusive education for children with disabilities in Zimbabwe is hampered by a lack of commitment by policymakers towards students with disabilities. In South Africa, Wevers and Geldenhuys (2013:3) revealed that many learners with special needs, especially those who experience barriers to learning, are still excluded from full access to quality and equitable educational opportunities in mainstream primary schools as a result of a lack of support from the policymakers within the schools. However, in Zimbabwe, the government has shown its concern regarding the implementation of inclusive education policies for persons with disabilities by including the rights of persons with disabilities in the new constitution of 2013 (Samkange, 2013:960). The Constitution of Zimbabwe of 2013 may ensure that people with disabilities now have the rights to be self-sufficient, protection from abuse and equal access to education and may positively affect the implementation of inclusive education for children with learning disabilities in primary schools.

It also emerged from the present study that there are school educational policies that place an emphasis on academic excellence and that these policies affect the implementation of inclusive education for children with learning disabilities in primary schools. The primary school teachers and education officers negatively perceived educational policies in schools that place emphasis on academic excellence, thus affecting the implementation of inclusive education for children with learning disabilities. The college/university lecturers viewed school educational policies that place emphasis on academic excellence as positive.

The difference in perceptions of school educational policies that place an emphasis on academic excellence by the college/university lecturers and primary school teachers could be attributed to the fact that lecturers are not the practical implementers of inclusive education policies as are the teachers and education officers. This is likely to cause teachers to see these policies as creating pressure on themselves to fulfil the needs of the school authorities at the expense of children with learning disabilities' academic potential. The teachers may feel that these policies do not allow school teachers to adequately attend to the special needs of the children with learning disabilities in schools. Such a scenario was likely to result in teachers concentrating on a narrow curriculum and a small group of academically able pupils which can affect the implementation of inclusive education for children with disabilities.

The current study findings that school educational policies that place emphasis on academic excellence affect the implementation of inclusive education for children with learning disabilities in primary schools were also established in Botswana by Mukhopadhyay et al (2012:3) who revealed that the implementation of inclusive education for children with disabilities was being hampered by school educational policies that emphasised academic excellence that limited the progress towards the implementation of inclusive education in schools. In Zimbabwe, Mafa (2012:20) also established that learners with learning disabilities may require more than the stipulated time to complete the syllabi and that this does not augur well for schools where educational policies place emphasis on academic excellence and reputation.

Contrary to the view given by the primary school teachers and education officers above, the college/university lecturers positively rated the extent to which policy and legislation influences the implementation of inclusive education for children with learning disabilities in primary schools, particularly for educational policies that place emphasis on academic excellence. Abbott (2006:630) revealed that these school educational policies that place emphasis on academic excellence have been developed in schools to prevent academic performance and reputation from being damaged if they were "too" inclusive but also giving room for assisting children with disabilities.

Primary school teachers and education officers negatively viewed the policy issue of using the socio-ecological model in developing policies on inclusive education for children with learning disabilities. On the other hand, the college/university lecturers viewed the use of the socio-ecological model in developing policies on inclusive education positively. Primary school teachers and education officers who are the implementers of inclusive education for children with learning disabilities viewed the use of the socio-ecological model in developing policies on inclusive education for children with learning disabilities negatively. Their negative response could be attributed to a failure to use different collaborative measures to assist children with learning disabilities. In using the socio-ecological model, the implementation of inclusive education policy rests upon partnerships at all levels of the system. Legislation at the national level may provide the framework and the resources and financial backup may come from the ministerial level but it is critical that the ideas and initiatives for the implementation of inclusive education policies for children with disabilities come from, and are supported by, teachers who do the work in the schools (UNESCO, 2005:21).

The philosophy of the socio-ecological model is that the focus, when dealing with barriers to learning, must be on the system rather the learner (Yorke, 2008:4). This model is likely to support the exclusion of learners from the class and the exclusive assistance by a learning support teacher. In South Africa, Ladbrook (2009:57) revealed that teachers are failing to conceptualise the philosophy of the socio-ecological model and what it implies on the policy documents regarding inclusion practices. This affects the implementation of inclusive education for children with disabilities when dealing with the school or with individual learners with disabilities.

The current study further established that legislation and the policy making process influences the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. Primary school teachers and education officers negatively perceived the legislation and policy making process as a policy issue that influences the implementation of inclusive education for children with learning disabilities in primary schools. On the other hand, the issue of legislation and the policy making process was viewed positively by the



college/university lecturers as influencing the implementation of inclusive education for children with learning disabilities in primary schools. The difference in the perception of legislation and policy making process by the primary school teachers and the college/university lecturers could be attributed to the view that the primary school teachers and education officers may not be involved in the policy making process in their schools or educational provinces but are required to implement these policies without being able to contribute their experiences on the ground. In comparison, the college/university lecturers are likely to have been involved in the policy making process in their colleges/universities as policy researchers and may want to see these policies of inclusive education in schools being implemented in order to make an evaluation of the policy making process. The way that policy and legislation for inclusive education is introduced into the education system is likely to affect the implementation of inclusive education for children with learning disabilities in primary schools. Fullan (1991:96) revealed that one of the basic reasons that policy planning fails is that the planners or decision-makers of change are unaware of the situations that potential implementers of the policies are facing.

The findings of the current study that the legislation and policy making process affects the implementation of inclusive education for children with learning disabilities, concur with the findings of Slee (1997:418) and Winter and O'Raw (2010:28) who concluded that teachers who have to implement the policies may not have been sufficiently involved in the decision making process and those who create the policies are unaware of the contexts in which these teachers work on a daily basis. Policy implementation from the top should be accompanied by bottom-up support and a partnership approach, in order to ensure the successful implementation of inclusive education for children with learning disabilities. This means that the teachers and other staff who have to implement inclusive education policies must not only support the reforms themselves but also be supported as they strive to make the changes. The findings by Kearney and Kane (2006:216) revealed that teachers need to be allowed to form and input their own positions and perspectives on the development of inclusive education policies. This is in tandem with the findings of the current study.

It is increasingly recognised that students with special educational needs should contribute to and participate in decisions about their inclusion into the mainstream and their individual education plans (UN, 1989:8). The finding of the current study is consistent with the findings of Florian (2005:97) who established that pupils' insights and perspectives have the potential to provide crucial directions for school improvement and information to enhance learning, teaching and implementation of inclusive education. Rose (2001:151) established that the experience of students with disabilities indicates that their opinions are rarely sought in the development of new policies in primary schools. The findings of the current study are also in tandem with the UN Convention on the Rights of the Child which states that children have the right to be consulted and heard on all matters affecting them and to have that view taken into account and given due weight in accordance with their age and maturity.

The subsequent section discusses strategies to overcome challenges in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

#### **4.8.5 Strategies to overcome challenges in the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe**

The current sub-section discusses strategies to overcome challenges in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. In the discussion, reference is made to available literature on strategies to overcome challenges in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The present section addresses the sub-research question posed in section 1.4.5 which reads: What are the strategies that can be used to effectively improve the implementation of inclusive education for learners with learning disabilities in the primary schools in Zimbabwe?

In the present study, it was suggested that the provision of special training for teachers on special needs education for children with learning disabilities to primary school teachers in inclusive primary schools, is foundational to the provision of professional expertise to effectively and efficiently implement

inclusive education for children with learning disabilities in primary schools in Zimbabwe. From the primary school teachers', education officers' and college/university lecturers' responses to the open ended questions and the literature study findings, it is suggested that the implementation of inclusive education for children with learning disabilities in primary schools would be improved through professional preparation and training of Zimbabwean school teachers. This will equip them with specialised skills, knowledge, attitudes and understanding to address the unique academic, personal, social and career concerns of children with learning disabilities. There is a need to train teachers to be able to identify children with different types of learning disabilities. All teachers and all personnel, at all levels of education, must receive adequate training in terms of the conceptual background for inclusive education.

The finding of the current study concurs with Engelbrecht and Green (2001:49), Croll and Moses (2000:10) and Republic of Botswana (2008:17) who revealed that teachers should be trained to be able to identify children with different types of learning disabilities and that training of Zimbabwean school teachers should equip them with specialised skills, knowledge, attitudes and understanding to address the academic, personal and social problems concerning children with learning disabilities in schools. Ainscow and Farrell (2002:6) also revealed that teachers need to be specifically trained on the identification and assessment of children with learning disabilities in primary schools. This will allow the teacher to draw up an individual education plan for each child to enhance the implementation of inclusive education.

Primary school teachers, education officers and college/university lecturers, who participated in the present study, suggested that teachers' colleges should provide adequate training for teachers in the implementation of inclusive education in primary schools. The initial teachers' training courses should also prepare teachers to teach children with learning disabilities. For the inclusive education approach to become a reality and for the educational system to become more responsive to the needs of children with learning disabilities, there is a need for adequate pre-service and in-service training for teachers designed to enhance their knowledge and skills on inclusive education and to enable them

to design strategies for teaching children with learning disabilities (Mukhopadhyay et al, 2012:11; Naicker, 2007:3). The current finding is also consistent with Mutorwa (2004:8) and Hailer (2009:12) who all established that training teachers and personnel to provide teaching and learning facilities that could cater for the needs of children with disabilities or special needs in mainstream schools, would enhance the implementation of inclusive education in schools. The current study findings were also confirmed by Chireshe (2013:227) who concluded that there is need for continuous training of new teachers and in-service training of teachers in inclusive education practices.

In the present study, it was also suggested that cultivating and nurturing positive attitudes in stakeholders can improve the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools. Primary school teachers, education officers and college/university lecturers indicated that there was a need to have more inclusive education awareness campaigns for teachers and parents which may result in more positive attitudes towards children with learning disabilities. The findings of the present study concur with Chireshe (2013:227) who also found that the attitudes of society towards disabilities should be improved through awareness campaigns that may result in fair allocation of resources for inclusive education. Similarly, the Salamanca Statement (UNESCO, 1994:40) states that public awareness campaigns on disabilities can overcome public prejudice and misinformation on disabilities and infuse greater optimism and imagination about the capabilities of persons with disabilities. Engelbrecht and Green (2001:50) also revealed that the successful implementation of inclusive education for children with disabilities is contingent on several key factors which include positive teacher attitudes towards inclusion. The current study findings were also confirmed by Pottas (2005:63) and Avramidis, Bayliss and Burden (2000:207) who established that, although teachers appeared to be negative in general, the implementation of inclusive practices often resulted in their attitudes turning positive at the end of the implementation cycle, once they have gained professional expertise needed to implement the philosophy. Teachers need to understand the challenge and be empowered to accept responsibility to act as agents of change in education and society.

Participating primary school teachers, education officers and college/university lecturers in the current study further indicated that the education system should be used to change the attitudes of stakeholders towards implementing inclusive education in primary schools in Zimbabwe. They indicated that school education systems need to encourage teachers to work cooperatively and also to provide them with opportunities to plan and share information if students with disabilities are to be successfully educated in inclusive classrooms. Findings of the current study concur with Hlongwana (2007:83) who revealed that, in an education system, teachers' lack of knowledge and skills lead to negative attitudes and misconceptions concerning inclusive education and specific disabilities hence there is need for teachers to be trained to identify and assess children with learning disabilities. They should then be able to adapt curricular content, teaching methods and assessment methods to assist children with special needs. The current study findings agree with Smith (2010:34), Reynolds and Fletcher-Janzen (2007, sv 'attitudes'), Motshekga (2010:2) and Landsberg et al (2005:61) who revealed that teachers, administrators and other stakeholders need to adjust structures and school curricula to make them more favourable for the learning process of special needs children. Sethosa (2001:169) and Weeks (2000:258) concur with the findings when they suggested that teachers should desist from stereotyping as this stems from ignorance and impedes the process of inclusion.

The primary school teachers, education officers and college/university lecturers indicated that there is need for teachers to partner with other stakeholders such as communities and voluntary organisations in the requisition of physical, material, financial and curricular resources for the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The findings of the current study concur with Engelbrecht and Green (2001:49) and Foskett and Lumby (2003:145) who established that there is need to pool the limited resources available in order to make optimum use of them.

Pieterse (2012:67) suggested that guidelines must be developed to ensure the mobilisation, allocation and coordination of resources at all levels to support the development of inclusive education in schools. Teachers need to seek ways of improving their resources and instruct all students in their classrooms (Brownlee

& Carrington, 2000:99) giving special attention to the needs of the children with disabilities. This required instructional strategies to be employed as well as educational collaboration (Voltz, Brazil & Ford, 2001:27). The government should provide more adequate resources, equipment, and teaching materials for learners with diverse learning needs and there should be a separate budget for inclusive education so that the issue of resources can be addressed. In a similar scenario, Mukhopadhyay et al (2012:9) say that, in Botswana, the Department of Curriculum Development and Evaluation should provide more adequate resources, equipment and teaching material for learners with diverse learning needs and should also provide advice to parents, educators and others who are in need of information about regulations, evaluation and support services for children with disabilities.

In the present research, the primary teachers, education officers and college/university lecturers indicated that the implementation of inclusive education hinges on clear policies that are needed to guide the implementation of inclusive education. They further suggested that policy documents should outline relevant resources, support services and service delivery for children with learning disabilities in an inclusive setup. In order to implement the inclusive education policy, the government should organise more in-service teacher workshops that address the skills development necessary to cater for the needs of children with learning disabilities. Teachers are one of the crucial stakeholders in the development of inclusive education, yet very little attention has been paid to prepare and develop them for inclusive classrooms or to implement an inclusive education policy. Chireshe (2011:157; 2013:226), Mutepefa et al (2007:342) and Mafa (2012:20) confirmed the findings of the current study by suggesting that the Ministry of Primary and Secondary Education should put in place a binding inclusive education policy. This includes the need for curriculum changes to give all learners equal opportunities to succeed. Furthermore, there is a need to involve all stakeholders of inclusive education when policies of inclusion are being formulated. In Nigeria (Fakolade et al, 2009:156), Kenya (Gongera et al, 2013:113) and Namibia (Zimba et al, 2007:41) the research findings suggested that there is a need for clear government policy on the administration and management of special needs education in inclusive settings in primary schools.

This absence of mandatory policy and legislation is likely to negatively impact on the implementation of inclusive education for children with learning disabilities. However, Chireshe (2013:226) warns that, while policies may be in place, if stakeholders have negative attitudes towards people with disabilities, such policies will not be implemented.

#### **4.9 CONCLUSION**

This chapter has presented, analysed and discussed the findings from the empirical study. The first section presented the biographical data of the primary school teachers, education officers and college/university lecturers. Findings from the empirical study were presented in the context of sub questions posed in Chapter 1, section 1.4. It emerged from the study that the primary school teachers, education officers and college/university lecturers raised factors such as a lack of resources, a lack of training, negative attitudes and no mandatory policies as negatively affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

The subsequent chapter presents the summary, conclusions and recommendations of the study.

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

### **5.1 INTRODUCTION**

The aim of the present study was to assess the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. In this chapter, the context of the problem presented in Chapter 1 is recapped and a summary of the findings of the empirical study on each sub-research question is presented. The chapter also presents the conclusions of the study and recommendations for the improvement of implementing inclusive education for children with learning disabilities in primary schools in Zimbabwe. This chapter further presents a proposed model for the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. Matters requiring further research and final comments are also included.

### **5.2 A REVIEW OF THE RESEARCH PROBLEM**

Chapter 1 revealed that, internationally, different researchers have investigated the implementation of inclusive education for children with disabilities in schools. Researches carried out in United States (Kerzner & Gartner, 2004:51), the UK (Dyson & Millward, 2000:6), Australia (Forlin, 2006:267), India (Singal, 2006:250) Botswana (Abosi, 2000:44; Mukhopadyay, 2013:74; Charema, 2008:158; Dart, 2007:10), Lesotho (Johnstone, 2007:91), Kenya (Muchiri & Robertson 2000:1), Zambia (Kalabula, 2000:4) and South Africa (Engelbrecht & Green, 2001:19; Howell, 2000:110; Swart & Pettipher, 2001:15) revealed that training of teachers, human and material resources, financial resources, time, large classes, policy and legislation and stakeholders' attitudes are some of the factors that affect the implementation of inclusive education for children with disabilities in primary schools.

Previous researchers on the implementation of inclusive education for children with disabilities in Zimbabwe such as Chireshe (2011; 2013), Mavundukure and Nyamande (2012:1) and Lang and Charowa (2007:14) also stated that training of teachers, human and material resources, financial resources, time, large classes, policy and legislation and stakeholders' attitudes are some of the factors that



affect the implementation of inclusive education for children with disabilities in primary schools. These factors negatively affect the implementation of inclusive education for children with learning disabilities in primary schools. The study specifically tried to find an answer to the following research question: What are the factors affecting the implementation of inclusive education for learners with learning disabilities in primary schools in Zimbabwe?

The study also highlighted that a lack of legislation specifically for supporting inclusive education created barriers for schools to implement the structures, procedures and resources necessary for successful inclusion (Mpofu et al, 2007:76). Research by Musengi and Mukhopadhyay (2012:14), Chireshe (2011:226), Mavundukure and Nyamande (2012:2) indicated that many school heads objected to the inclusion of students with disabilities in the same classes as children without disabilities. The school heads revealed that most of their staff were not specially trained and so would not be able to meet the needs of such learners. Primary school teachers, education officers and college/university lecturers were selected as participants because they are the implementers of inclusive education for children with learning disabilities in schools.

The study also revealed that there is a high prevalence of learning disabilities in Zimbabwean primary schools and the world over (Mavundukure & Nyamande, 2012:1; Peresuh & Barcham, 1998:74; Barnatt & Kabzems, 1992:136; Lang & Charowa, 2007:13; Abosi, 2007:200). Since there is a high prevalence of learning disabilities in Zimbabwean primary schools, there exists a need for the effective implementation of inclusive education in these schools. It was also apparent that here was the need to assess and examine the factors affecting the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools.

As was highlighted in Chapter 1, to the knowledge of the researcher, no nationwide research has been conducted in Zimbabwe to assess the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

The following sub-section presents a summary of the findings of the present study.

### **5.3 SUMMARY OF THE FINDINGS**

#### **5.3.1 Sub-research question 1: The teachers' training and the implementation of inclusive education for children with learning disabilities in primary schools**

It emerged from the current study that school teachers in primary schools in Zimbabwe lacked training in the implementation of inclusive education for children with learning disabilities. The findings indicated that most of the teachers in schools do not have the expertise to deal with learning disabilities in a teaching-learning situation in a mainstream class. It also emerged in the current study that teachers in the mainstream primary schools are not adequately trained to identify children with learning disabilities in their classes and how they should assist them. The lack of skills, knowledge and tools to identify children with learning disabilities has a serious negative impact in the implementation of inclusive education for children with disabilities. Furthermore, the current study indicated that teachers in primary schools need to be trained in classroom management in order to teach children both with and without learning disabilities. It also emerged from the current study that initial teachers' training courses do not prepare teachers sufficiently to teach children with learning disabilities in inclusive education in primary schools. Initial teacher training is the foundation for preparing the teachers for their future profession.

#### **5.3.2 Sub-research question 2: The material resources and the implementation of inclusive education for children with learning disabilities in primary schools**

The present study revealed that there was lack of material resources in the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. Zimbabwean inclusive primary schools lacked material resources, specifically, classrooms, textbooks, trained teachers, tables, desks, finances, time and computers to mention just a few. The unavailability of trained teachers, inadequate teaching techniques, the lack of resources and the lack of facilities, particularly stationery and textbooks, hampered the practical implementation of inclusive education for children with learning disabilities in

primary schools in Zimbabwe. It also emerged that the unavailability of adequate financial assistance for the implementation of inclusive education for children with learning disabilities deprived these children with learning disabilities of textbooks, tables, desks and other resources to address the academic and personal/social challenges they experienced at school. The current study also revealed that a lack of time affected the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

### **5.3.3 Sub-research question 3: Stakeholders' attitudes and the implementation of inclusive education for children with learning disabilities in primary schools**

It emerged from the current study that stakeholders, specifically, the government, school heads, regular teachers and specialist teachers, parents, children with disabilities and female teachers had negative attitudes towards the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The present study also revealed that the attitudes of school heads determine the teachers' implementation of inclusive education for children with learning disabilities in primary schools. The present study revealed that the attitude of the government is non-supportive of the implementation of inclusive education for children with learning disabilities and the government is unwilling to provide human, material, technological and financial support for children with learning disabilities.

### **5.3.4 Sub-research question 4: Policy and legislation in the implementation of inclusive education for children with learning disabilities in primary schools as revealed by the findings of the study**

The current study revealed that Zimbabwean primary schools lacked mandatory policy and legislation for the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The non-existence of mandatory policy and legislation on inclusive education provisions for children with learning disabilities negatively affects the teaching and learning for such children in the mainstream classes in primary schools in Zimbabwe. It also emerged that successful implementation of inclusive education in Zimbabwe is hampered by a lack of commitment by policymakers towards children with learning disabilities. Furthermore, it emerged from the present study that there

are school educational policies that place an emphasis on academic excellence that affect the implementation of inclusive education for children with learning disabilities in primary schools. It also emerged from the present study that legislation and the policy making process affects the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The present study also established that consultations on the development of policies for inclusive education for children with learning disabilities are being done at school level by school authorities without consulting the parents or the children concerned and that this affects the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

#### **5.3.5 Strategies to overcome challenges in the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe**

In the present study, it was suggested that the implementation of inclusive education for children with learning disabilities in primary schools would be improved through professional preparation and training of Zimbabwean school teachers and equip them with specialised skills, knowledge, attitudes and understanding to address the unique academic, personal, social and career concerns of children with learning disabilities. The provision of special training for primary school teachers on special needs education for children with learning disabilities in primary schools is foundational to the provision of professional expertise to effectively and efficiently implement inclusive education for children with learning disabilities in primary schools in Zimbabwe.

In the present study, it was also suggested that there is need for awareness campaigns to develop positive attitudes in teachers, parents and other stakeholders towards children with learning disabilities in an inclusive environment. The study also revealed that the education system needs to encourage teachers to work cooperatively and also must also provide them with opportunities to plan and share information if students with disabilities are to be successfully educated in inclusive classrooms. The present study suggested that there is a need for the availability of trained teachers for children with learning disabilities, provision of resources such as classrooms, computers, adequate financial assistance from the government and availability of other teaching aids in

the implementation of inclusive education. It was suggested that there is need to formulate mandatory policies and legislation for the implementation of inclusive education and to provide mission statements for the implementation of inclusive education in schools. The study further revealed that there is need for clear government policy on the administration and management of special needs education in inclusive settings in primary schools. The study also found that there is a need to involve all stakeholders of inclusive education when policies of inclusion are being formulated.

## **5.4 CONCLUSIONS**

The essence of the current study was to assess factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. From the findings of this study, it can be concluded that school teachers in primary schools in Zimbabwe lacked training in the implementation of inclusive education for children with learning disabilities. The findings indicated that most of the teachers in schools do not have the expertise or skill to assist children with learning disabilities in a teaching-learning situation in mainstream classes. It can also be concluded that teachers in primary schools are not adequately trained to identify children with learning disabilities in their classes and how they should assist them.

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

It can also be concluded that stakeholders, specifically, the government, school heads, regular teachers and specialist teachers, parents, children with disabilities and female teachers had negative attitudes towards the implementation of

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

In the subsequent section, the contribution of the current study is presented.

## **5.5 CONTRIBUTION OF THE STUDY**

The present study is the first of its kind to assess the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe from the perspectives and experiences of primary school teachers, education officers and college/university lecturers on a large scale. In spite of the limitations outlined in chapter 1, this study has made a significant contribution by generating evidence on the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools.

The body of knowledge on the implementation of inclusive education for children with learning disabilities in primary schools is enriched. The knowledge will go a long way in assisting and supporting various stakeholders such as school teachers, school administrators, parents, students, policy makers and the community at large to develop ways of improving the implementation of inclusive education for children with disabilities in schools. Further studies on the same topic could use this study as a springboard for future references and consultations. The model for implementing inclusive education for children with learning disabilities that has been proposed in this study can be adapted for use in primary schools in Zimbabwe

In the following section, the recommendations of the current study are presented.

## **5.6 RECOMMENDATIONS**

Based on the findings of the present study and the literature review, the researcher will provide a number of recommendations for overcoming problems of implementing inclusive education for children with learning disabilities in primary schools in Zimbabwe. The recommendations correspond, to some extent, to the best practices in the field of inclusive education as defined and applied by international standards of education.

The researcher makes the following recommendations with regard to policy and, the practice of implementing inclusive education for children with learning disabilities:

### **5.6.1 Policy and legislation**

There is need to establish a clear and concise mandatory policy and legislation, supported by an Act of Parliament that spells out the expectations and roles of the stakeholders in the implementation of inclusive education for children with disabilities. Presently, Zimbabwe only has circulars from the Ministry of Primary and Secondary Education. The policy should specify how the children with learning disabilities should be financially and materially assisted. There is need for wider consultation among school teachers, headmasters, parents, students and the community at large before the policy is put in place. This is in line with primary school teachers, education officers and college/university lecturers' responses that suggested that the inclusive education policy making process for Zimbabwe could be improved by involving all key stakeholders. The policy should force the government to have a separate and specific budget for inclusive education for children with disabilities in order to reduce the shortage of resources in the area.

### **5.6.2 Practice**

#### **5.6.2.1 Training of primary school teachers**

From the findings of the current study and the literature review, the implementation of inclusive education would be improved if there would be adequate professional preparation and training of Zimbabwean primary school teachers in the implementation of inclusive education for children with learning

disabilities. The teachers in primary schools need to be trained in teaching methods that are child-centered and in the use of active and participative learning techniques that improve their confidence and capacity to teach children both with and without learning disabilities. The current study further recommends that the government should put in place a clear educator skills development plan for the implementation of inclusive education for children with learning disabilities that would address the problem of skills shortage on the part of teachers who are already serving in the mainstream schools. Short in-service training courses on the implementation of inclusive education must be offered to all teachers.

As revealed by the primary school teachers', education officers' and college/university lecturers' responses to the open ended questions, there is need that initial teachers' training courses should prepare teachers sufficiently to teach children with learning disabilities in inclusive education in primary schools. In addition, school heads need to be trained in the implementation of inclusive education for children with disabilities so that they can appreciate the value of inclusive education. Once they have the awareness, they will be able to oversee the development of inclusive education in their schools by making sure that it is frequently planned for and evaluated. Carrying out development workshops, seminars and conferences for school teachers and staff within the school, district, provincial and national levels, would enhance school teachers' skills for handling children with learning disabilities in the implementation of inclusive education.

#### **5.6.2.2 Resources**

There is need for teachers to partner with other stake holders such as communities and voluntary organizations in the requisition of physical, material, financial and curricular resources for the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe. The government should provide more adequate resources, equipment and teaching material for learners with diverse learning needs and there should be a separate budget for inclusive education so that the issue of resources can be addressed. Adequate resources for the implementation of inclusive education for children with learning disabilities can be accumulated if primary schools would establish networks with key stakeholders of inclusive education such as the government,



communities and non-governmental organisations to get the necessary material resources for inclusive education.

#### **5.6.2.3 Attitudes**

Based on the findings from this study, it is recommended that there is need to cultivate and nurture positive attitudes towards the implementation of inclusive education with stakeholders such as teachers, parents and other children with disabilities in order to improve the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools. Primary school teachers, education officers and college/university lecturers who participated in this research recommended that there was a need to have more inclusive education awareness campaigns for teachers and parents which may result in more positive attitudes towards children with learning disabilities. The awareness campaigns on disabilities may overcome public prejudice and misinformation on children with learning disabilities and infuse greater optimism and imagination about the capabilities of persons with learning disabilities. It is also recommended that teachers need to be trained to understand the challenges of teaching children with learning disabilities and be empowered to accept responsibility to act as agents of change in the development of children with learning disabilities in their classes.

#### **5.6.2.4 The Inclusive Education Implementation Model for children with learning disabilities**

The Inclusive Education Implementation Model for children with learning disabilities in primary schools in Zimbabwe is proposed below to advance the adoption of the recommendations presented above. This model is grounded in the Ecological Systems theory and the implementation of inclusive education in primary schools using the following components: the passing of clear and mandatory policy and legislation on the implementation of inclusive education for children with learning disabilities, initial training for teachers in colleges and universities to include courses on inclusive education, in-service training of teachers in inclusive education for children with learning disabilities, mounting of awareness campaigns on inclusive education for children with learning disabilities at macro and micro levels, creating collaborative structures for pooling resources

for inclusive education for children with learning disabilities, a financial budget for inclusive education and monitoring and an evaluation of Inclusive Education for Children with Learning disabilities. The model is inspired by Bronfenbrenner's Ecological Systems theory where the implementation of inclusive education for children with learning disabilities is influenced by the effective partnership and collaboration between the micro-systems as referred to in section 1.8. Bronfenbrenner's theory spells out the complexity of the interaction and interdependence of multiple systems that impact on the implementation of inclusive education for children with learning disabilities, their development and learning (Swart & Pettipher, 2001:13; Barnes, 2011:14).

Using Bronfenbrenner's Ecological Theory, the learner does not exist in isolation from surrounding systems, but rather, the systems of education, teachers, the school or the curriculum help to achieve success in the learner's academic career. If all the systems work well together, all learners in schools, even those with learning disabilities, should benefit. The different components of the model are interlinked as reflected in Figure 5.1 and they are based on effective communication and partnerships among all stakeholders. The anchor for all activities of this model is collaboration and relationships among stakeholders who constitute the ecology in the implementation of inclusive education.

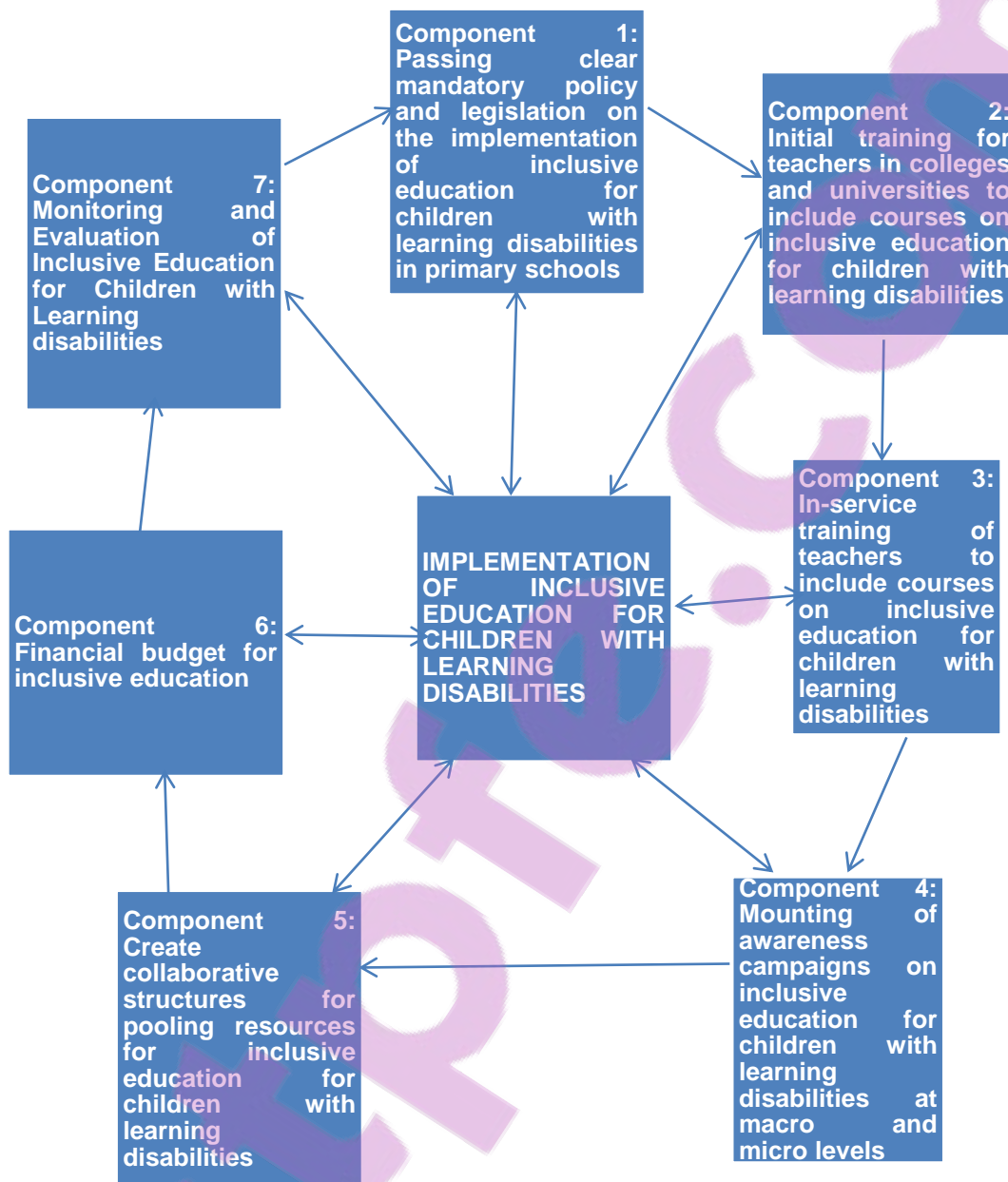


Figure 5.1: A proposed Inclusive Education Implementation Model for children with learning disabilities in primary schools

**Component 1: Passing clear mandatory policy and legislation on the implementation of inclusive education for children with learning disabilities in primary schools**

The implementation of inclusive education for children with learning disabilities in primary schools would be enhanced by having clear and concise mandatory inclusive education policies and legislation that influences effective implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. The policies need to provide practical guidelines for the implementation of inclusive education for children with learning disabilities in primary schools. The policies also need to specify and clarify the roles, responsibilities and expectations of all key stakeholders of inclusive education in schools. The implementation of inclusive education for children with disabilities should be supported by an Act of Parliament. The effective implementation of inclusive education for children with learning disabilities would enhance the holistic development of children with learning disabilities in accordance with the Ecological Systems theory which focuses on interdependence between different organisms and their physical environment to provide a holistic solution to the development of the system.

**Component 2: Initial training for teachers in colleges and universities to include courses on inclusive education for children with learning disabilities**

It is recommended that school teachers should be trained in special needs education during their initial training in teachers' colleges to acquire the theory and practice of primary school education that facilitates the implementation of inclusive education for children with learning disabilities embodied in the Ecological Systems theory which informed the study. The teachers in primary schools would be trained in teaching methods that are child-centered and the use of active and participative learning techniques that improve their confidence and capacity to teach children with learning disabilities. The training of teachers in in-depth special needs education would develop specialised skills, knowledge, attitudes and understandings to implement inclusive education for children with learning disabilities in primary school teachers in Zimbabwe. It is further recommended that all institutions of higher learning, that is, universities and colleges, should offer diplomas and bachelors' degrees in Special Needs Education in order to alleviate the lack of training in the implementation of

inclusive education for children with learning disabilities that is being experienced in primary schools in Zimbabwe.

### **Component 3: In-service training of teachers to include courses on inclusive education for children with learning disabilities**

It is recommended that school heads need to have in-service training in the implementation of inclusive education for children with disabilities so that they can appreciate the value of inclusive education. Once they have the awareness, they will be able to train the teachers in-service and see to it that inclusive education in their schools is developed, planned for and evaluated. Staff development in the implementation of inclusive education for children with learning disabilities would facilitate the management and administration of inclusive education for children with learning disabilities by fully trained, qualified professional school teachers who are aware of the needs of children with disabilities. Through in-service training, the school heads will be able to discourage the labelling of children with learning disabilities since it is difficult for these children to grow beyond the limitation of the label.

### **Component 4: Mounting of awareness campaigns on inclusive education for children with learning disabilities at macro and micro levels**

This study recommends that there is need to cultivate and nurture positive attitudes towards the implementation of inclusive education for stakeholders such as teachers, parents and other children with disabilities through disability awareness campaigns mounted at national and local levels. The mounting of these campaigns at macro and micro levels would foster positive attitudes towards the implementation of inclusive education for children with learning disabilities among inclusive education stakeholder individuals such as school teachers, parents and the government. This is in tandem with the Ecological Systems theory which recommends assessments, through campaigns, of all the possible factors and influences, interactions and interrelations between learners and the different role-players at all levels of the system that may affect their learning in an inclusive setting in primary schools. The awareness campaigns on the implementation of inclusive education for children with learning disabilities

may overcome public prejudice and misinformation on children with learning disabilities and infuse greater optimism and imagination about the capabilities of persons with learning disabilities.

#### **Component 5: Create collaborative structures for pooling resources for inclusive education for children with learning disabilities**

It is recommended that teachers partner with other stakeholders such as communities and voluntary organisations in the requisition of physical material, financial and curricular resources for the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe in line with the Ecological System theory that informed the study. The collective pooling of human, material, technological, finance and time resources in the implementation of inclusive education for children with learning disabilities would be realised if primary schools would establish and reinforce collaborative structures and other networks with inclusive education stakeholders such as the government, teachers, communities and the corporate world. Working in pooling resources by stakeholders in the implementation of inclusive education for children with learning disabilities is in line with the Ecological System theory which calls for the collaboration of different parts of the system in order to achieve the desired goal in implementing inclusive education in schools.

#### **Component 6: Financial budget for inclusive education**

This study recommends that adequate financial assistance for the implementation of inclusive education for children with learning disabilities be allocated to enable the children with learning disabilities to have textbooks, tables, desks and other resources. Budgetary allocation from the Government for the implementation of inclusive education for children with disabilities would facilitate the requisition of adequate and appropriate human, material, financial and technological resources such as trained school teachers, specialist teachers, computers and other educational facilities. The government should ensure that schools have the knowledge to raise and manage funds and have leaders who are able to manage budgets to ensure that inclusive education programmes for children with learning disabilities receive the necessary budgetary support.

## **Component 7: Monitoring and Evaluation of Inclusive Education for Children with Learning disabilities**

There is need for effective and timeous monitoring and evaluation of the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. Effective and timeous monitoring and evaluation of the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe would culminate in children with learning disabilities receiving better services from trained teachers. Effective and timeous expert monitoring and evaluation of the implementation of inclusive education for children with learning disabilities would accumulate feedback that would serve as a database for effective implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe.

The following section presents recommendations for further research.

### **5.7 RECOMMENDATIONS FOR FURTHER STUDY**

The current study was confined to only five of ten educational provinces in Zimbabwe. A more comprehensive study executed nationally in primary schools would establish the challenges in implementing inclusive education for children with learning disabilities as a necessary preliminary step to overcoming them. This would create a solid base for passing clear mandatory policy and legislation on the implementation of inclusive education for children with disabilities in Zimbabwean schools. The current study did not include the students as participants for inclusive education in the collection of data; it therefore recommends the inclusion of students as participants for further research in the implementation of inclusive education for children with learning disabilities.

Parents and community involvement in the education of children with learning disabilities is beneficial. The closer the parent is to the education of the child, the greater the child's development and educational achievement. Parents are the primary care-givers; they are considered a central resource in the education system. This study recommends that future studies should investigate strategies that can be used to popularise inclusive education amongst parents.

## **5.8 FINAL COMMENTS**

The current study assessed the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe by gathering perspectives and experiences of primary school teachers, education officers and college/university lecturers. The primary school teachers, education officers and college/university lecturers provided valuable insight into the challenges they face and the strategies required to overcome problems of implementing inclusive education for children with learning disabilities in schools. The study entailed a review of related literature as well as an empirical study. The data was mainly quantitatively analysed.

From the current study, it was established that teachers in primary schools of Zimbabwe are not trained in the implementation of inclusive education for children with learning disabilities. They do not have adequate skills to identify children with learning disabilities in the mainstream classes. They lack training in Special Needs Education, experience in teaching children with learning disabilities and do not receive continuous staff development in the implementation of inclusive education for children with learning disabilities. The study also highlighted that time, material resources, and human and financial resources were inadequate for the implementation of inclusive education for children with learning disabilities in schools. It further emerged from the study that there is no clear and concise mandatory policy and legislation for the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe. The study revealed that stakeholders such as teachers, parents and other school children have negative attitudes towards the implementation of inclusive education for children with learning disabilities.

In spite of revealing a number of factors negatively affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe, the primary school teachers, education officers and college/university



lecturers indicated that inclusive education for children with learning disabilities was beneficial to the development and achievement of these children's academic situation in primary schools.

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## APPENDIX A: RESEARCH ETHICS CLEARANCE CERTIFICATE



### Research Ethics Clearance Certificate

This is to certify that the application for ethical clearance submitted by

**S Chimhenga [07698321]**

for a D Ed study entitled

**An assessment of the factors that affects the implementation of Inclusive  
Education for children with learning disabilities in Zimbabwe Primary Schools**

has met the ethical requirements as specified by the University of South Africa  
College of Education Research Ethics Committee. This certificate is valid for two  
years from the date of issue.

Prof KP Dzvimbo  
Executive Dean : CEDU

Dr M Claassens  
CEDU REC (Chairperson)  
[mcdtc@netactive.co.za](mailto:mcdtc@netactive.co.za)

Reference number: 2014 JUNE /07698321/MC

19 JUNE 2014

## APPENDIX B: TEACHERS' QUESTIONNAIRE

### THE FACTORS AFFECTING THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES IN ZIMBABWEAN PRIMARY SCHOOLS

This questionnaire seeks your opinion on the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe. This study forms part of my D.Ed. degree at the University of South Africa (UNISA) and should help improve the implementation of inclusive education in Zimbabwe. You were selected to participate in this study because you are involved in the education of primary school children in Zimbabwe within an inclusive environment. You should not write your name on the questionnaire as no individuals will be identified or traced from this investigation. There are no 'right' or 'wrong' answers. The researcher is only interested in your own opinion. All information provided by you will be treated as strictly confidential. You are therefore kindly requested to complete the questionnaire as honestly as you can. Thank you for taking time to complete this survey.

Serial number

#### SECTION A: BIOGRAPHICAL DATA

Kindly fill in the blank spaces or tick (✓) the appropriate box.

1. Age:

20-25 years	1
26-30 years	2
31-35 years	3
36-40 years	4
Over 40 years	5

2. Gender:

Male	Female
1	2

### 3. Highest Professional Qualifications

Certificate in Education	1
Diploma in Education	2
Bachelor's Degree	3
Honours' Degree	4
Masters' Degree	5
Doctors' Degree	6

### 4. Teaching experience

Less than 5 years	1
6-10 years	2
11-15 years	3
Over 15 years	4

### 5. Level of Grade taught

Grade Zero (ECD)	1
Grade One	2
Grade Two	3
Grade Three	4
Grade Four	5
Grade Five	6
Grade Six	7
Grade Seven	8

6. Type of Primary School where you are stationed

Rural Day Primary School	1
Rural Boarding Primary School	2
Urban Day Primary School	3
Urban Boarding Primary School	4

**SECTION B:**

**TEACHERS' TRAINING IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS**

Please tick (✓) the appropriate box that best represents your opinion on teacher's training in inclusive education.

**To what extent do the following statements apply to teachers in primary schools of Zimbabwe?**

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Trained to identify a learner with learning disabilities	1	2	3	4	5
2. Have skills to assist children with learning disabilities	1	2	3	4	5
3. Trained to assist children in learning disabilities	1	2	3	4	5
4. Trained to assist in Special Needs education	1	2	3	4	5
5. Have classroom management Skills	1	2	3	4	5
6. Initial teachers' training courses assist learners with learning disabilities in	1	2	3	4	5

schools.					
7. Trained to implement IE in schools	1	2	3	4	5
8. Have knowledge about inclusive education	1	2	3	4	5
9. Effect of Non-inclusion of Special Needs Education courses in initial teachers' training	1	2	3	4	5

1. How can teachers' training be improved in the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe?

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### SECTION C:

#### MATERIAL RESOURCES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES.

Please tick (✓) the appropriate box that best represents your opinion on resource material in inclusive education.

**To what extent are you satisfied with the availability of the following resources in the implementation of inclusive education in your school?**

Resources	Strongly satisfied	Satisfied	Undecided	Unsatisfied	Strongly Unsatisfied
1. Computers and textbooks.	1	2	3	4	5
2. Trained teachers.	1	2	3	4	5
3. Finances	1	2	3	4	5
4. Classrooms,	1	2	3	4	5
5. Time	1	2	3	4	5
6. playing grounds	1	2	3	4	5

1. How can the provision of material resources be used to improve the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe?

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#### **SECTION D:**

#### **THE PERCEIVED ATTITUDES OF STAKEHOLDERS BY TEACHERS IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS**

Please tick (✓) the appropriate box that best represents your opinion on attitudes of stakeholders in inclusive education in schools.

**To what extent do you agree or disagree with the following statements concerning the perceived attitudes of stakeholders by you as participating teachers in the implementation of inclusive education for children with learning disabilities in primary schools?**

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Regulars Teachers	1	2	3	4	5
2. Other children in class	1	2	3	4	5
3. The Parents	1	2	3	4	5
4. The School Heads	1	2	3	4	5
5. The Government	1	2	3	4	5
6. Specialist teachers	1	2	3	4	5
7. Therapists	1	2	3	4	5
8. Children with disabilities	1	2	3	4	5
9. Siblings	1	2	3	4	5
10. Female Teachers	1	2	3	4	5



1. Mention ways in which perceived attitudes of stakeholders by teachers can be used to improve the implementation of inclusive education in primary schools.....

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## SECTION E:

### POLICY/ LEGISLATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS

Please tick (✓) the appropriate box that best represents your opinion on the policies of inclusive education in Zimbabwe.

To what extent do you agree with the following statements about the policies of implementing inclusive education for children with learning disabilities in primary schools of Zimbabwe?

Statement	Strongly Agree	Agree	Undecide	Disagree	Strongly Disagree
1. Legislation for inclusive education in Zimbabwe	1	2	3	4	5
2. Development of school & inclusive education policy	1	2	3	4	5
3. Legislation and policy making process	1	2	3	4	5
4. Commitment by policymakers towards children with learning disabilities	1	2	3	4	5
5. Educational policies on academic excellence	1	2	3	4	5
6. The socio-ecological model on inclusive education policies	1	2	3	4	5
7. Consultations on policies for inclusive education	1	2	3	4	5

1. Give suggestions as to how the Zimbabwean Inclusive Education policy could be improved?

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## APPENDIX C: EDUCATION OFFICERS' QUESTIONNAIRE

### THE FACTORS AFFECTING THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES IN ZIMBABWEAN PRIMARY SCHOOLS

This questionnaire seeks your opinion on the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe. This study forms part of my D.Ed. degree at the University of South Africa (UNISA) and should help improve the implementation of inclusive education in Zimbabwe. You were selected to participate in this study because you are involved in the education of primary school children in Zimbabwe within an inclusive environment. You should not write your name on the questionnaire as no individuals will be identified or traced from this investigation. There are no 'right' or 'wrong' answers. The researcher is only interested in your own opinion. All information provided by you will be treated as strictly confidential. You are therefore kindly requested to complete the questionnaire as honestly as you can. Thank you for taking time to complete this survey.

Serial number

#### SECTION A: BIOGRAPHICAL DATA

Kindly fill in the blank spaces or tick (✓) the appropriate box.

1. Age:

20-25 years	1
26-30 years	2
31-35 years	3
36-40 years	4
Over 40 years	5

2. Gender:

Male	Female
1	2

3. Highest Professional Qualifications

Bachelor's Degree	1
Honours' Degree	2
Masters' Degree	3
Doctors' Degree	4

4. Teaching experience

Less than 5 years	1
6-10 years	2
11-15 years	3
Over 15 years	4

5. Level of Grade taught

Primary school	1
Teachers' Training College	2
Polytechnic College	3
University	4

**SECTION B:**

**TEACHERS' TRAINING IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS**

Please tick (✓) the appropriate box that best represents your opinion on teacher's training in inclusive education in each of the following statements

**To what extent do you agree or disagree with the following statements concerning teachers' training in the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe?**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Trained to identify a learner with learning disabilities	1	2	3	4	5
2. Have skills to assist children with learning disabilities	1	2	3	4	5
3. Trained to assist children in learning disabilities	1	2	3	4	5
4. Trained to assist in Special Needs education	1	2	3	4	5
5. Have classroom management Skills	1	2	3	4	5
6. Initial teachers' training courses assist learners with learning disabilities in schools.	1	2	3	4	5
7. Trained to implement IE in schools	1	2	3	4	5
8. Have knowledge about inclusive education	1	2	3	4	5

1. Mention areas which you think teachers need training in order to improve the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe?

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## **SECTION C**

### **MATERIAL RESOURCES IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES**

Please tick (✓) the appropriate box that best represents your opinion on resource material in inclusive education.

**To what extent are you satisfied with each of the following statements with regard to material resources in the implementation of inclusive education in your school?**

Statement	Strongly satisfied	Satisfied	Undecided	Unsatisfied	Strongly Unsatisfied
1. Computers and textbooks.	1	2	3	4	5
2. Trained teachers.	1	2	3	4	5
3. Finances	1	2	3	4	5
4. Classrooms,	1	2	3	4	5
5. Time	1	2	3	4	5
6. playing grounds	1	2	3	4	5

1. How can the provision of material resources be used to improve the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe?

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## SECTION D

### THE PERCEIVED ATTITUDES OF STAKEHOLDERSBY EDUCATION OFFICERSIN THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS

Please tick (✓) the appropriate box that best represents your opinion on attitudes of stakeholders in inclusive education in schools.

**To what extent do you agree or disagree with the following statements concerning the perceived attitudes of stakeholders by you as participating education officers in the implementation of inclusive education for children with learning disabilities in primary schools?**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Regulars Teachers	1	2	3	4	5
2. Other children in class	1	2	3	4	5
3. The Parents	1	2	3	4	5
4. The School Heads	1	2	3	4	5
5. The Government	1	2	3	4	5
6. Specialist teachers	1	2	3	4	5
7. Therapists	1	2	3	4	5
8. Children with disabilities	1	2	3	4	5
9. Siblings	1	2	3	4	5
10. Female Teachers	1	2	3	4	5

1.

1. Mention ways improving the implementation of inclusive education in primary schools.....

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## **SECTION E**

### **POLICY/ LEGISLATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS**

Please tick (✓) the appropriate box that best represents your opinion on the policies of inclusive education in Zimbabwe.

**To what extent do you agree with the following statements about the policies of implementing inclusive education for children with learning disabilities in primary schools of Zimbabwe?**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Undecided</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Legislation for inclusive education in Zimbabwe	1	2	3	4	5
2. Development of school & inclusive education policy	1	2	3	4	5
3. Legislation and policy making process	1	2	3	4	5
4. Commitment by policymakers towards children with learning disabilities	1	2	3	4	5
5. Educational policies on academic excellence	1	2	3	4	5
6. The socio-ecological model on inclusive education policies	1	2	3	4	5
7. Consultations on policies for inclusive education	1	2	3	4	5

2. Give suggestions as to how the Zimbabwean Inclusive Education policy could be improved?

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## **APPENDIX D: COLLEGE/UNIVERSITY LECTURERS' QUESTIONNAIRE**

### **THE FACTORS AFFECTING THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES IN ZIMBABWEAN PRIMARY SCHOOLS**

This questionnaire seeks your opinion on the factors that affect the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe. This study forms part of my D.Ed. degree at the University of South Africa (UNISA) and should help improve the implementation of inclusive education in Zimbabwe. You were selected to participate in this study because you are involved in the education of primary school children in Zimbabwe within an inclusive environment. You should not write your name on the questionnaire as no individuals will be identified or traced from this investigation. There are no 'right' or 'wrong' answers. The researcher is only interested in your own opinion. All information provided by you will be treated as strictly confidential. You are therefore kindly requested to complete the questionnaire as honestly as you can. Thank you for taking time to complete this survey.

Serial number

#### **SECTION A: BIOGRAPHICAL DATA**

Kindly fill in the blank spaces or tick (✓) the appropriate box.

1. Age:

20-25 years	1
26-30 years	2
31-35 years	3
36-40 years	4
Over 40 years	5

2. Gender:

Male	Female
1	2

3. Highest Professional Qualifications

Bachelor's Degree	1
Honours' Degree	2
Masters' Degree	3
Doctors' Degree	4

4. Area of specialisation in Education

Curriculum Studies	1
Psychology of Education	2
Inclusive Education	3
Other( specify)	4

5. Lecturing/Teaching experience

Less than 5 years	1
6-10 years	2
11-15 years	3
Over 15 years	4

6. Level of lecturing you taught

Diploma in Education	1
Undergraduate studies	2
Postgraduate studies	3

**SECTION B:****TEACHERS' TRAINING IN THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS**

Please tick (✓) the appropriate box that best represents your opinion on teacher's training in inclusive education in each of the following statements

To what extent do you agree or disagree with the following statements concerning teachers' training in the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe?

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Trained to identify a learner with learning disabilities	1	2	3	4	5
2. Have skills to assist children with learning disabilities	1	2	3	4	5
3. Trained to assist children in learning disabilities	1	2	3	4	5
4. Trained to assist in Special Needs education	1	2	3	4	5
5. Have classroom management Skills	1	2	3	4	5
6. Initial teachers' training courses assist learners with learning disabilities in schools.	1	2	3	4	5

**SECTION C:****MATERIAL RESOURCES AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES**

Please tick (✓) the appropriate box that best represents your opinion on resource material in inclusive education.

**To what extent are you satisfied with each of the following statements with regard to material resources in the implementation of inclusive education in schools?**

Statement	Strongly satisfied	Satisfied	Undecided	Unsatisfied	Strongly Unsatisfied
1. Computer and textbooks.	1	2	3	4	5
2. Trained teachers.	1	2	3	4	5
3. Finances	1	2	3	4	5
4. Classrooms,	1	2	3	4	5
5. Time	1	2	3	4	5
6. playing grounds	1	2	3	4	5
7. Tables and desks	1	2	3	4	5

1. State how material resources can be used to improve the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe?

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#### **SECTION D:**

**THE PERCEIVED ATTITUDES OF STAKEHOLDERS BY COLLEGE/UNIVERSITY LECTURERSIN THE IMPLEMENTATION OF**

## INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS

Please tick (✓) the appropriate box that best represents your opinion on attitudes of stakeholders in inclusive schools.

**To what extent do you agree or disagree with the following statements concerning the perceived attitudes of stakeholders by you as participating college/ university lecturers in the implementation of inclusive education for children with learning disabilities in primary schools?**

Statement	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Regulars Teachers	1	2	3	4	5
2. Other children in class	1	2	3	4	5
3. The Parents	1	2	3	4	5
4. The School Heads	1	2	3	4	5
5. The Government	1	2	3	4	5
6. Specialist teachers	1	2	3	4	5
7. Therapists	1	2	3	4	5
8. Children with disabilities	1	2	3	4	5
9. Siblings	1	2	3	4	5
10. Female Teachers	1	2	3	4	5

1. What suggestions can you give to improve the attitudes of stakeholders towards the implementation of inclusive education in primary schools?

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## SECTION E:

### POLICY/ LEGISLATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR LEARNERS WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS

Please indicate the extent to which you agree or disagree with the following statement

Statement	Strongly Agree	Agree	Undecide	Disagree	Strongly Disagree
1. Legislation for inclusive education in Zimbabwe	1	2	3	4	5
2. Development of school & inclusive education policy	1	2	3	4	5
3. Legislation and policy making process	1	2	3	4	5
4. Commitment by policymakers towards children with learning disabilities	1	2	3	4	5
5. Educational policies on academic excellence	1	2	3	4	5
6. The socio-ecological model on inclusive education policies	1	2	3	4	5
7. Consultations on policies for inclusive education	1	2	3	4	5

1. Give suggestions as to how the Zimbabwean Inclusive Education policy could be improved?

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## **APPENDIX E: LETTER SEEKING CLEARANCE TO CONDUCT RESEARCH IN ZIMBABWEAN PRIMARY SCHOOLS**

College of Education  
University of South Africa  
Pretoria 003  
16 April 2014

The Ministry of Primary and Secondary Education  
P.O. Box CY 121  
Harare Zimbabwe  
Dear Sir/Madam

### **RE: REQUEST FOR CLEARANCE TO CONDUCT RESEARCH IN ZIMBABWEAN PRIMARY SCHOOLS BY CHIMHENG, S. STUDENT NUMBER 7698321**

I, Chimhenga Sylod, am registered with the University of South Africa for the Doctor of Education in Inclusive Education Degree. I wish to conduct a research study on *"The assessment of the factors affecting the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools* in Harare, Bulawayo, Masvingo, Matabeleland North and Midlands regions. I will use questionnaires for primary school teachers and education officers to solicit for data.

A total of 250 primary school teachers and 30 education officers who are randomly selected from primary schools and regional offices from the aforementioned regions are envisaged to participate in this research study. To this end, I am requesting for your permission to conduct the research study in the respective above mentioned regions. There are no anticipated risks or discomforts emanating from the research participants' involvement in this research study.

The participation of primary school teachers and education officers in the present study is strictly voluntary. They are free to withdraw from the current study at any stage if they do not like continuing. Anonymity will be maintained and information given by the respondents will be managed with strict privacy and confidentiality.

Yours Faithfully

Chimhenga Sylod

Cell number +263773510816

## **APPENDIX F: LETTER SEEKING CLEARANCE TO CONDUCT RESEARCH IN ZIMBABWEAN COLLEGES/UNIVERSITIES**

College of Education  
University of South Africa  
Box 392  
Pretoria  
16 April 2014

The Ministry of Higher and Tertiary Education  
Head Office  
P.O. Box UA 275  
Union Avenue  
Harare  
Dear Sir/Madam

### **RE: REQUEST FOR CLEARANCE TO CONDUCT RESEARCH IN ZIMBABWEAN TEACHERS' COLLEGES / UNIVERSITIES BY CHIMHENG A. S. STUDENT NUMBER 7698321**

I, Chimhenga Sylod, student number 7698321, am registered with the University of South Africa for the Doctor of Education in Inclusive Education Degree. I wish to conduct a research study on *"The assessment of the factors affecting the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools* in Harare, Bulawayo, Masvingo, Matabeleland North and Midlands regions. I will use questionnaires for college/university lecturers to solicit for data. A total of 20 lecturers (4 from each region) who are randomly selected from teachers' colleges or universities from the aforementioned regions are envisaged to participate in this research study. To this end, I am requesting for your permission to conduct the research study in colleges or universities in the respective above mentioned regions. There are no anticipated risks or discomforts emanating from the research participants' involvement in this research study.

The opinions and experiences of the college/university lecturers are very important in the current study as they will form the basis for the provision of information on the assessment of the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools in Zimbabwe. They are free to withdraw from the current study at any stage if they do not like continuing. Anonymity will be maintained and information given by the respondents will be managed with strict privacy and confidentiality.

Yours Faithfully

Chimhenga Sylod

Cell number +263773510816



## **APPENDIX G: LETTER SEEKING CONSENT TO CONDUCT RESEARCH IN HARARE REGION PRIMARY SCHOOLS**

College of Education  
University of South Africa  
Pretoria  
16 April 2014

The Provincial Education Director

The Ministry of Primary and Secondary Education

P.O. Box CY 1343  
Harare

Dear Sir/Madam

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN HARARE REGION  
PRIMARY SCHOOLS BY CHIMHENG S. STUDENT NUMBER 7698321**

I, Chimhenga Sylod, am registered with the University of South Africa for the Doctor of Education in Inclusive Education Degree. I wish to conduct a research study on *"The assessment of the factors affecting the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools* in Harare, Bulawayo, Masvingo, Matabeleland North and Midlands regions.

I will use questionnaires for primary school teachers and education officers to solicit for data. A total of 250 primary school teachers and 30 education officers who are randomly selected from primary schools and regional offices from the aforementioned regions are envisaged to participate in this research study. To this end, I am requesting for your permission to conduct the research study in the respective above mentioned regions. There are no anticipated risks or discomforts emanating from the research participants' involvement in this research study.

The participation of primary school teachers and education officers in the present study is strictly voluntary. They are free to withdraw from the current study at any stage if they do not like continuing. Anonymity will be maintained and information given by the respondents will be managed with strict privacy and confidentiality.

Yours Faithfully

Chimhenga Sylod,

Cell number +263773510816

## **APPENDIX H: LETTER SEEKING CONSENT TO CONDUCT RESEARCH IN MATABELELAND NORTH REGION PRIMARY SCHOOLS**

College of Education  
University of South Africa  
Box 392  
Pretoria

16 April 2014

The Provincial Education Director  
The Ministry of Primary and Secondary Education  
Matabeleland North Region  
P.O. Box 1103  
Bulawayo

Dear Sir/Madam

**RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN  
MATABELELAND NORTH REGION PRIMARY SCHOOL BY CHIMHENG S. STUDENT  
NUMBER 7698321.**

I, Chimhenga Sylod, am registered with the University of South Africa for the Doctor of Education in Inclusive Education Degree. I wish to conduct a research study on *"The assessment of the factors affecting the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools* in Harare, Bulawayo, Masvingo, Matabeleland North and Midlands regions.

I will use questionnaires for primary school teachers and education officers to solicit for data. A total of 250 primary school teachers and 30 education officers who are randomly selected from primary schools and regional offices from the aforementioned regions are envisaged to participate in this research study. To this end, I am requesting for your permission to conduct the research study in the respective above mentioned regions. There are no anticipated risks or discomforts emanating from the research participants' involvement in this research study.

The participation of primary school teachers and education officers in the present study is strictly voluntary. They are free to withdraw from the current study at any stage if they do not like continuing. Anonymity will be maintained and information given by the respondents will be managed with strict privacy and confidentiality.

Yours faithfully

Chimhenga Sylod  
Cell +263 773510816

## **APPENDIX I: LETTER SEEKING CONSENT TO CONDUCT RESEARCH IN MIDLANDS REGION PRIMARY SCHOOLS**

College of Education  
University of South Africa  
Box 392  
Pretoria

16 April 2014

The Provincial Education Director  
The Ministry of Primary and Secondary Education  
Midlands Region  
P.O. Box 737  
Gweru

Dear Sir/Madam

### **RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MIDLANDS REGION PRIMARY SCHOOLS: CHIMHENG S. STUDENT NUMBER 7698321**

I, Chimhenga Sylod, am registered with the University of South Africa for the Doctor of Education in Inclusive Education Degree. I wish to conduct a research study on *"The assessment of the factors affecting the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools* in Harare, Bulawayo, Masvingo, Matabeleland North and Midlands regions.

I will use questionnaires for primary school teachers and education officers to solicit for data. A total of 250 primary school teachers and 30 education officers who are randomly selected from primary schools and regional offices from the aforementioned regions are envisaged to participate in this research study. To this end, I am requesting for your permission to conduct the research study in the respective above mentioned regions. There are no anticipated risks or discomforts emanating from the research participants' involvement in this research study.

The participation of primary school teachers and education officers in the present study is strictly voluntary. They are free to withdraw from the current study at any stage if they do not like continuing. Anonymity will be maintained and information given by the respondents will be managed with strict privacy and confidentiality.

Yours Faithfully

Chimhenga Sylod, Cell number +263773510816

 Date 16/04/14

## **APPENDIX J: LETTER SEEKING CONSENT TO CONDUCT RESEARCH IN BULAWAYO REGION PRIMARY SCHOOLS**

College of Education  
University of South Africa  
Box 392  
Pretoria  
16 April 2014

The Provincial Education Director  
The Ministry of Primary and Secondary  
Bulawayo Region  
P.O. Box 555  
Bulawayo

Dear Sir/Madam

### **RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN BULAWAYO REGION PRIMARY SCHOOLS BY CHIMHENG S. STUDENT NUMBER 7698321**

I, Chimhenga Sylod, student number 7698321, am registered with the University of South Africa for the Doctor of Education in Inclusive Education Degree. I wish to conduct a research study on *"The assessment of the factors affecting the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools in Harare, Bulawayo, Masvingo, Matabeleland North and Midlands regions.*

I will use questionnaires for primary school teachers and education officers to solicit for data. A total of 250 primary school teachers and 30 education officers who are randomly selected from primary schools and regional offices from the aforementioned regions are envisaged to participate in this research study. To this end, I am requesting for your permission to conduct the research study in the respective above mentioned regions. There are no anticipated risks or discomforts emanating from the research participants' involvement in this research study.

The participation of primary school teachers and education officers in the present study is strictly voluntary. They are free to withdraw from the current study at any stage if they do not like continuing. Anonymity will be maintained and information given by the respondents will be managed with strict privacy and confidentiality.

Yours Faithfully

Chimhenga Sylod, Cell number +263773510816

 Date: 16/04/14

## **APPENDIX K: LETTER SEEKING CONSENT TO CONDUCT RESEARCH IN MASVINGO REGION PRIMARY SCHOOLS**

College of Education  
University of South Africa  
Box 392  
Pretoria  
16 April 2014  
The Provincial Education Director  
The Ministry of Primary and Secondary Education  
Masvingo Region  
P.O. Box 89  
Masvingo

Dear Sir/Madam

### **RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN MASVINGO REGION PRIMARY SCHOOLS BY CHIMHENG S. STUDENT NUMBER 7698321**

I, Chimhenga Sylod, am registered with the University of South Africa for the Doctor of Education in Inclusive Education Degree. I wish to conduct a research study on *"The assessment of the factors affecting the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools in Harare, Bulawayo, Masvingo, Matabeleland North and Midlands regions.*

I will use questionnaires for primary school teachers and education officers to solicit for data. A total of 250 primary school teachers and 30 education officers who are randomly selected from primary schools and regional offices from the aforementioned regions are envisaged to participate in this research study. To this end, I am requesting for your permission to conduct the research study in the respective above mentioned regions. There are no anticipated risks or discomforts emanating from the research participants' involvement in this research study.

The participation of primary school teachers and education officers in the present study is strictly voluntary. They are free to withdraw from the current study at any stage if they do not like continuing. Anonymity will be maintained and information given by the respondents will be managed with strict privacy and confidentiality.

Thank you in anticipation.

Yours Faithfully

Chimhenga Sylod, Cell number +263773510816

*Chimheng* Date 16/04/14

**APPENDIX L: PERMISSION TO CARRY OUT RESEARCH IN HARARE,  
BULAWAYO, MASVINGO, MATABELELAND NORTH AND MIDLANDS  
PROVINCES: SELECTED SCHOOLS**

*All communications should be  
addressed to  
"The Secretary for Education Sport  
and Culture"*

**Telephone: 734051/59 and  
734071**

**Telegraphic address :  
"EDUCATION"**

**Fax: 734075**



**Reference: C/426/3**  
Ministry of Primary and Secondary  
Education  
P.O Box CY 121  
Causeway  
**Zimbabwe**

17 July 2014

Chimhenga Sylod  
212 Cowdray Park  
Luveve  
Bulawayo

**RE: PERMISSION TO CARRY OUT RESEARCH IN HARARE; BULAWAYO;  
MASVINGO; MATABELELAND NORTH AND MIDLANDS PROVINCES:  
SELECTED DISTRICT PRIMARY SCHOOLS**

Reference is made to your application to carry out a research at the above  
mentioned provinces in Zimbabwe on the research title:

**"THE ASSESSMENT OF THE FACTORS AFFECTING THE IMPLEMENTATION  
OF INCLUSIVE EDUCATION FOR CHILDREN WITH LEARNING  
DISABILITIES IN ZIMBABWEAN PRIMARY SCHOOLS"**

Permission is hereby granted. However, you are required to liaise with the Provincial  
Education Directors of the respective provinces, who are responsible for the primary  
schools which you want to involve in your research.

You are required to provide a copy of your final report to the Secretary for Primary  
and Secondary Education by December 2015.

  
Z.M. Chitiga

**Acting Director: Policy Planning, Research and Development**

For: **SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**

MINISTRY OF EDUCATION, SPORT  
ARTS AND CULTURE  
POLICY PLANNING  
17 JUL 2014

z/s chimhengamk14

## APPENDIX M: PERMISSION TO CARRY OUT RESEARCH IN TEACHERS' COLLEGES AND UNIVERSITIES IN ZIMBABWE FROM THE MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY

All official communications should be addressed to:  
"The Secretary for Higher & Tertiary Education  
Telephones: 795891-5, 796441-9, 730055-9  
Fax Numbers: 792109, 728730, 703957  
E-mail: [thesecretary@mhet.ac.zw](mailto:thesecretary@mhet.ac.zw)  
Telegraphic address: "EDUCATION"



Reference:

MINISTRY OF HIGHER AND TERTIARY  
EDUCATION, SCIENCE AND  
TECHNOLOGY DEVELOPMENT  
P. BAG CY 7732  
CAUSEWAY

30 July 2014

Mr. S. Chimhenga  
c/o Zimbabwe Open University  
Bulawayo Region  
Box 3556  
Bulawayo

Dear Mr. S. Chimhenga

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**REQUEST FOR PERMISSION TO CARRY OUT A RESEARCH ON "AN ASSESSMENT OF THE FACTORS AFFECTING THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES IN ZIMBABWEAN PRIMARY SCHOOLS"**

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Reference is made to your letter, in which you request for permission to carry out an educational research on **"AN ASSESSMENT OF THE FACTORS AFFECTING THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES IN ZIMBABWEAN PRIMARY SCHOOLS"**.

Accordingly, be advised that the Head of Ministry has granted permission for you to carry out the research from the *trainers of the primary school teachers in our Teachers' Colleges and Universities*.

It is hoped that once completed your research will benefit the Ministry. Accordingly, it would be appreciated if you could supply the Office of the Permanent Secretary with a final copy of your study, as the findings would be relevant to the Ministry's strategic planning process.

M. J. Chirapa

**FOR: PERMANENT SECRETARY**

# APPENDIX N: PRIMARY SCHOOL TEACHERS' TEST RE-TEST SCORES

PRIMARY SCHOOL TEACHERS	TEST (X)	RE-TEST SCORE (Y)	$X^2$	$Y^2$	XY
1	140	144	19600	20736	20160
2	132	135	17424	18225	17820
3	149	142	22201	20164	21158
4	121	126	14641	15876	15246
5	119	123	14161	15129	14637
6	135	130	18225	16900	17550
7	133	134	17689	17956	17822
8	130	136	16900	18496	17680
9	137	132	18769	17424	18084
10	128	130	16384	16900	16640
11	148	144	21904	20736	21312
12	115	119	13225	14161	13685
13	137	139	18769	19321	19043
14	158	155	24964	24025	24490
15	118	122	13924	14884	14396
16	158	154	24964	23716	24332
17	144	147	20736	21609	21168
18	153	151	23409	22801	23103
19	132	136	17424	18496	17952
20	127	130	16129	16900	16510
Totals	$\sum X=2714$	$\sum Y=2729$	$\sum X^2=371442$	$\sum Y^2=374455$	$\sum XY=372788$



**Pearson product correlation (r)**

$$r = \frac{N\Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r = \frac{20(372788) - (2714)(2729)}{\sqrt{[20(371442) - (2714)^2][20(374455) - (2729)^2]}}$$

$$r = \frac{7455760 - 7406506}{\sqrt{[7428840 - 7365796][7489100 - 7447441]}}$$

$$r = \frac{49254}{\sqrt{[63044][41659]}}$$

$$r = \frac{49254}{\sqrt{2626349996}}$$

$$r = 0.96$$

### APPENDIX O: EDUCATION OFFICERS' TEST RE-TEST SCORES

EDUCATION OFFICERS	TEST(X)	RE-TEST SCORE (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	108	110	11664	12100	11880
2	103	105	10609	11025	10815
3	99	101	9801	10201	9999
4	110	108	12100	11664	11880
5	98	102	9604	10404	9996
TOTALS	<b>ΣX=518</b>	<b>ΣY=526</b>	<b>ΣX<sup>2</sup>=53778</b>	<b>ΣY<sup>2</sup>=55394</b>	<b>ΣXY=54570</b>

**Pearson product correlation (r)**

$$r = \frac{N\Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r = \frac{5(54570) - (518)(526)}{\sqrt{[5(53778) - (518)^2][5(55394) - (526)^2]}}$$

$$r = \frac{272850 - 272468}{\sqrt{[268890 - 268324][276970 - 276676]}}$$

$$r = \frac{382}{\sqrt{[566][294]}}$$

$$r = \frac{382}{\sqrt{166404}}$$

$$r = 0.94$$

# APPENDIX P: COLLEGE /UNIVERSITY LECTURERS' TEST RE-TEST SCORES

COLLEGE /UNIVERSITY LECTURERS	TEST(X)	RE-TEST SCORE (Y)	X <sup>2</sup>	Y <sup>2</sup>	XY
1	107	109	11449	11881	11663
2	110	112	12100	12544	12320
3	106	108	11236	11664	11448
4	98	96	9604	9216	9408
5	100	104	10000	10816	10400
TOTALS	<b>ΣX=521</b>	<b>ΣY=529</b>	<b>ΣX<sup>2</sup>=54389</b>	<b>ΣY<sup>2</sup>=56121</b>	<b>ΣXY=55239</b>

Pearson product correlation (r)

$$r = \frac{N\Sigma XY - \Sigma X \Sigma Y}{\sqrt{[N\Sigma X^2 - (\Sigma X)^2][N\Sigma Y^2 - (\Sigma Y)^2]}}$$

$$r = \frac{5(55239) - (521)(529)}{\sqrt{[5(54389) - (521)^2][5(56121) - (529)^2]}}$$

$$r = \frac{276195 - 275609}{\sqrt{[271945 - 271441][280605 - 279841]}}$$

$$r = \frac{586}{\sqrt{[504][764]}}$$

$$r = \frac{586}{\sqrt{385056}}$$

$$r = 0.94$$

APPENDIX R: APPROVAL OF THE VALIDITY AND RELIABILITY OF THE  
QUESTIONNAIRES ITEMS BY AN EXPERT FROM ZIMBABWE OPEN UNIVERSITY



ZIMBABWE OPEN UNIVERSITY

"Empowerment Through Open Learning" ®

44 Anchor House  
Cnr Fort Street/ 12<sup>th</sup> Avenue  
Bulawayo  
Zimbabwe

To whom it may concern

As an expert in research, I have scrutinized the relevance of the questionnaire items against the objectives of the current study, for Mr S. Chimhenga's research on '*An assessment of the factors affecting the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe,*' and found them relevant to the study.

Should any reader have problems about this observation, I would be free to be consulted on the above address or on my cell +263 772 756 694.

Yours Faithfully

Mpofu John (Phd)



