Teacher's experiences of implementing inclusive education in mainstream secondary schools in the Hhohho region, Eswatini (Swaziland)

by

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DECLARATION

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DEDICATION

This work is dedicated to my family, particularly my late maternal grandmother Mrs Joana Ntombi Malaza Dlamini who has served as the epitome of hard work, not only to her children, but her grandchildren as well.

ABSTRACT

The implementation of inclusive education is considered the ideal option for all the education systems around the world. This study aimed at assessing teachers' experiences in the implementation of inclusive education in mainstream secondary schools in the Hhohho region in Eswatini (Swaziland). The researcher opted for the qualitative research approach which is a type of social science research approach that collects and works with non-numerical data to help understand social life through the study of the targeted population. A purposeful sampling strategy was employed for this study, which involved selection of information-rich informants targeted from three mainstream secondary schools in the Hhohho region of Eswatini. From each school, four teachers were selected and the data were collected from a total of 12 participants. The data collection methods used were in-depth interviews alongside document analysis for triangulation purposes. Open-ended questions were used during interviews to allow the participants full expression of their views. The findings of the study revealed a gap in the implementation of inclusive education in Eswatini, particularly at the mainstream secondary school level due to the absence of an endorsed policy document which should serve as a yardstick in the implementation of inclusive education. The study recommends, amongst others, providing the country with an inclusive education policy document which would clearly stipulate the country's stance on the implementation of inclusive education.

Key terms: inclusive education; mainstream secondary school; teacher's experiences; Hhohho; special schools; disabilities; impairments

TABLE OF CONTENTS

CONTENT   **PAGE**

LIST OF TABLES

CHAPTER 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND TO THE STUDY

The education sector has undergone a change from exclusion to inclusion. The call to inclusion as a result of the Salamanca Conference held in Spain 1994 was a game changer in most countries which have since advocated for inclusive education in the mainstream classroom (United Nations Educational, Scientific and Cultural Organisation (UNESCO) 1994:10). The Salamanca Statement and Framework on Special Needs Education advocated for a diverse education system which accommodates the diverse needs of all learners. This was in turn in accordance with the right to education for all people as announced by the United Nations Universal Declaration of Human Rights (1948). Many countries of the world such as Zimbabwe, Kenya, and Namibia have since adopted the call to inclusion as signatories of the Salamanca Conference of which Eswatini is part of. This meant that learners who had been previously excluded from the mainstream classroom should be accommodated in such classroom situations. It is, however, worth noting that the majority of African countries which are said to be developing countries are still grappling with the issue of the inclusion of learners in the mainstream classroom.

For African countries, the success of inclusive education is more theoretical than practical, even though changes were implemented in each country. A study conducted by Eunice, Onyango and Nyangia (2015:40) revealed that Kenya has made efforts to promote inclusive education through the implementation of educational programmes which take into account a wide diversity of learners with special educational needs. Chireshe (2013:224) also notes that since signing the Salamanca statement and framework, a number of changes have been made to the principle of inclusive education in Zimbabwe. In Namibia, UNICEF advocates that education not only be of a higher standard and quality but also that it should include all children in the midst of all the existing challenges which pertain to the children who enrol in secondary schools as it is

mentioned that they do not complete school (Williams 2015:1). Countries like South Africa and Eswatini also responded to this call by making amendments to their education policies which were in line with the inclusive education initiative. South Africa ensured this through bodies which resulted in the White Paper 6 Policy document (2001), while Eswatini through the Constitution of Swaziland (2005) which initiated the right of every citizen to education, paved the way for inclusive education. Such policies brought a shift in education, resulting in more learners attending school, especially at primary level where they would later proceed to secondary level. Considering the impact of these policies, theoretically the future of inclusive education in different countries of the world looked so bright.

The implementation of inclusive education was considered a success in countries like Eswatini as Khumalo (2013:12) reveals that free primary education in Swaziland led to an increase in the number of children attending primary school. This was indeed the dawn of inclusive education since it granted children with diverse needs an opportunity to receive a primary school education which, after a period of seven years, further allowed them to progress to secondary school level. On the contrary, it is worth noting that the majority of learners with disabilities drop out of school after the seven years of primary level schooling, and even those who make it to secondary level do not last until senior phase (Zwane 2016:3). Mariga, McConkey and Myezwa (2014:3) depict a similar situation in most developing countries, for example Lesotho, where the number of children who quit school increases noticeably, especially at secondary level. The study conducted by UNICEF in Namibia also portrays the situation where half the primary school learners who enrol at secondary school level do not complete grade 12; and the situation is said to be worse for those learners with disabilities.

Mackey (2014:6) argues that the secondary school level itself is a challenge when implementing inclusive education, but indicates factors which affect the process in relation to teachers who are at the heart of the implementation process. This led the researcher in this study to scrutinise teachers' experiences as they implement inclusive education at mainstream secondary school level. The point of interest arises because there seems to be difficulty in the implementation of inclusive education, especially at secondary level

(Thwala 2015:10). One wonders what could be hindering the implementation process at post-primary level. The researcher felt the need to conduct this study to explore teacher's experiences in mainstream secondary schools, looking at selected secondary schools in the Hhohho region of Eswatini as the focus point.

1.2 STATEMENT OF THE PROBLEM

The background to this study revealed an obstacle towards the implementation of inclusive education in Eswatini - as in other countries of the world - even though some progress has been observed at primary school level (Khumalo 2013:1). The researcher in this study found it important to delve into the experiences of teachers at secondary school level as they implement inclusive education. This will serve as an eye opener and in turn better understand what they go through as they are a focal point in any teaching and learning process, especially in the implementation of inclusive education.

1.2.1 MAIN RESEARCH QUESTION

The study attempted to answer the following main research question:

What are the teachers' experiences in the implementation of inclusive education in mainstream secondary schools?

1.2.2 Sub-research questions

This study attempted to answer the following sub-research questions:

1.2.2.1 What are the mainstream secondary school teachers' understanding of the implementation of inclusive education?

1.2.2.2 What support do mainstream secondary school teachers receive in the implementation of inclusive education?

1.2.2.3 What challenges do the mainstream secondary school teachers in the Hhohho region of Eswatini experience in the implementation of inclusive education?

1.2.3 Aim and Objectives

The aim of this study was to find out teachers' experiences of implementing inclusive education in mainstream secondary schools in the Hhohho region, Eswatini.

Based on the above aim, the study pursued the following objectives:

1.2.3.1   to explore mainstream secondary school teachers' understanding regarding the implementation of inclusive education;

1.2.3.2   to establish the support given to mainstream secondary school teachers in the implementation of inclusive education;

1.2.3.3   to explore the challenges experienced by mainstream secondary school teachers in their attempt to implement inclusive education.

1.3 RATIONALE FOR THE STUDY

The non-progression of learners with different impairments in Eswatini especially at secondary school level, has led the researcher to investigate the experiences of teachers in their attempt to implement inclusive education. It is a fact that teachers are the driving force behind the teaching and learning activity and they have to ensure that their teaching takes into consideration the diverse needs of learners in an inclusive environment. They have a duty to identify the different barriers which might hinder the success of learning in the different learners and ensure that learners are able to have optimal learning. However, this is considered as foreign to most mainstream secondary school teachers, especially the area where the researcher is based because teachers seem to lack knowledge with regard to inclusive education. The researcher can attest that in all the years she has spent in the teaching fraternity, there has not been any in-service training - as was promised in the Swaziland Education and Training Sector Policy (2011) and the Special Education Needs Unit (2012) - to provide in-service training to equip teachers already in the field

with the skills necessary with regard to inclusive education. Even the departmental meetings held in the different regions, including the Hhohho of Eswatini provide only vague information about inclusive education to teachers.

It is quite disturbing to see learners with special educational needs dropping out of school after their primary school education in several regions of Eswatini. These are some of the reasons that prompted the researcher in this study to investigate the experiences of mainstream secondary school teachers in the Hhohho region of Eswatini, concerning the implementation of inclusive education. As a guidance and counselling teacher, I am always bombarded with cases of learners with special educational needs, since other teachers may not have the appropriate knowledge to attend to such cases. Having a love for children and passion in extending a helping hand, and ensuring that everybody is empowered especially with education, the researcher was propelled to conduct this research. The researcher wanted to understand teacher's experiences as they implement inclusive education in mainstream secondary schools, the aim being to improve the situation and in turn promote inclusion.

1.4 SIGNIFICANCE OF THE STUDY

The study is of great significance since it adds more knowledge and understanding of inclusive education to teachers who are directly involved in the teaching and learning situations in their mainstream secondary schools. The education practitioners and policy makers may be enlightened by the outcomes of this study on how to improve the implementation of inclusive education to attain success in both primary and secondary school levels of education. This may further serve as a yardstick for policy makers to make improvements thus ensuring a bright inclusive education future throughout school years. In this way, the discrimination brought about by exclusionary practices may be eliminated. Moreover, the study will also serve as a frame of reference for other researchers in understanding the status of inclusive education in mainstream secondary schools, not only in the Hhohho region, but in Eswatini at large.

1.5 THEORETICAL FRAMEWORK

The theoretical framework that informed this study is the Sociocultural Theory of Cognitive Development by Lev Vygotsky (1978, cited in Woolfolk, 2013). According to this theory, cognitive development occurs as a result of the social interactions from guided learning within the zone of proximal development as children construct knowledge (Woolfolk 2013:11). The theory supported the present study in that as teachers implemented inclusive education in the mainstream classrooms, their experiences were grounded in the fact that the teaching and learning environment plays a major role for the learners of different abilities. According to Vygotsky's theory, teachers are regarded as 'the more knowledgeable other', so the success in the implementation process solely depends on the knowledge they have with regard to inclusive education and the kind of environment they create for the learners within the zone of proximal development. The experiences of the teachers will also be influenced by what they do with regard to the support they have from more knowledgeable others, for example, the Department of Education stakeholders, in relation to the implementation of inclusive education. Teachers are said to be more competent, more knowledgeable persons than the children in the mainstream classrooms. This implies that their level of knowledge, understanding and other experiences in the implementation of inclusive education can, in one way or another, have an impact on the diverse learners who are in turn learning from them. Durojaiye (1976:320) states that for learning to take place, capable tutors initiate the child by structuring activities so that the child gains mastery. Learners with different disabilities will assimilate the support offered to them by their teachers and in turn build a firm understanding that will eventually help them to solve problems independently.

1.6 LITERATURE REVIEW

The study focused on teachers' experiences of implementing inclusive education in mainstream secondary schools. Many countries of the world, for example, the United States of America, Canada and Morocco are signatories to the Salamanca Statement, which advocated for an inclusive type of education (UNESCO 1994:10). Such a statement paved the way for countries to formulate national inclusive policies which functioned as

their plan in implementing inclusive education. Countries like South Africa formulated the White Paper 6 policy document which outlined how the inclusive education initiative would be implemented in the country (Department of Education (DoE) 2001).Eswatini also formulated its own policies which acted as a guide to implement inclusive education. The Constitution of the Kingdom of Swaziland promulgated education for all citizens (Swaziland Government 2005). This was followed by the formulation of the following policies respectively: Inclusive Education Draft Policy 2008, Swaziland Education and Training Sector Policy 2011 (Ministry of Education & Training 2011) and the Special Education Unit of 2012 (Ministry of Education & Training in Swaziland 2012). The formulation of such policies paved the way to implement inclusive education, hence the many changes to be effected which included the development of infrastructure in schools, in-service and pre-service training for teachers and all stakeholders involved (Ministry of Education and Training in Swaziland, SEN 2012). No matter the promises, the non-progression of learners with different impairments in Swaziland especially at secondary level with a 60 percent dropout rate as contended by Khumalo (2013:29) proves that indeed inclusion in the mainstream classroom is a challenge for Eswatini. Thwala (2015:207) argues that in the midst of the challenges experienced, Eswatini has however made remarkable progress in addressing the issues of learners with special needs at primary level in particular.

The challenges pertaining to inclusive education do not only affect Eswatini, Mngo and Mngo (2018:34) state that the situation is the same for countries like Cameroon where inclusion in the mainstream secondary education has faced a lot of challenges since its inception. Mutungi and Nderitu (2014:95) depict a situation in which inclusive education is ineffective in Kenyan primary and secondary schools due to a lack of teacher training initiatives. For Tremblay (2014:8), the success of inclusive education does not result from advocacy alone, it has to be put into practice as well. The policies formulated in the different countries in light of inclusive education look beautiful from a distance, but the situation is not the same at closer range. One would argue that such policies are indeed not put into practice, for instance in Eswatini where there is no tangible feedback concerning the facilitation of in-service workshops as was promised (Zwane 2016:16).

This would mean that the majority of teachers who are already in the service might not understand what inclusive education is and thus it would be difficult for them to meet the learners' needs. It is worth acknowledging that the initiative by the Ministry of Education in introducing inclusive programmes in the teacher training institutions in the country has been successful. These include Ngwane Teachers College, William Pitcher Teacher College and Southern African Nazarene University (Maseko 2014:513). Nonetheless, such tertiary institutions only cater for those teachers at pre-service level and the few teachers who pursue their studies, leaving out the majority of teachers already serving as teachers. According to Tremblay (2014:11), some challenges which hinder the success of inclusive education in the mainstream classroom which relate to teachers are either the lack of confidence by teachers or the lack of support given to teachers as they implement inclusive education.

Teachers are the implementers of inclusive education and if they are not empowered enough they would lack the confidence in conducting their work. This is evident in different countries where there is a problem in the implementation of inclusive education at large. Khan (2012:5) states that teachers in Bangladesh are uncertain and unprepared to implement inclusive education since they are not used to teaching a heterogeneous group of learners in one class. Tremblay (2014:11) also reveals that teachers in Delhi feel unprepared to teach students with disabilities in their classrooms. Another study conducted on secondary teachers in Delhi revealed that the enthusiasm teachers had on implementing inclusive education was surpassed by their unpreparedness due to proper training (Bhatnagar & Das 2014:27). Similarly, Deku and Vanderpuye (2017:40) state that in Ghana teacher training has not received the recognition and importance it deserves. Zwane (2016:15) describes the situation in Eswatini where there is widespread apathy amongst teachers as they also feel unprepared. Mariga et al. (2014:90) assert that inclusion is successful only if teachers are well prepared to teach all children and this is only be possible if the teachers are empowered with the skills of inclusion.

Teachers do not only need advice in the implementation of inclusive education but also practical assistance, hence they deal with real life situations (Bouillet 2013:2). If teachers are not given the appropriate support this then makes them frustrated and they fail to

execute their duties accordingly (LaValley 2013:19). Thwala (2015:495) points out that many teachers already in the service in Eswatini are not used to teaching learners with different disabilities as these learners were previously taken to the existing special schools in the country. Despite the promised amendments in the Special Needs Unit (2012:1) about teachers receiving pre-service training, all seem in vain. Bouillet (2013:4) maintains that inclusive education calls for service of high quality, well trained teachers as well as support personnel and resources. In order for the inclusive education initiative to be a success, teachers who serve as the cornerstone in its implementation should be given the utmost support.

Vygotsky in his theory states that learning takes place after an interaction with somebody considered to be a skillful tutor who imparts knowledge to the individual lacking knowledge (Woolfolk 2013:13). If teachers are not trained and supported, they lack the necessary skills to implement inclusive education and as a result no learning can take place as they are the ones who ensure that learners understand what is being taught. Much support has been granted to primary schools in Eswatini, hence the existence of support structures like the Inqaba – the fortress initiative. Such an initiative ensures that schools are centres of support for learners at primary level while the project is still being piloted in a few secondary schools (Government of Swaziland 2017). Mngo and Mngo (2018:5) believe teachers should not be placed in a demanding situation, but should be provided with the necessary support. Thus, in order for the situation to improve in mainstream secondary schools support should be given to teachers.

LaValley (2013:5) reveals that other teachers feel the implementation of inclusive education has expanded their roles and responsibilities since they have to ensure that all learners' needs are catered for. The situation worsens in instances where there are a high number of learners in classrooms – as is the case in Eswatini. The Inqaba Evaluation Final Report has revealed that there are many primary schools which are feeder schools to the secondary schools available in Eswatini (Government of Swaziland 2017:28). In South Africa, teachers also lament over the issue of class size which makes it impossible for a teacher, especially at secondary level, to teach learners with different abilities (Roman 2016:10). Woolfolk (2013:12) states that learners at secondary level are in the

adolescent stage of development where they are at their peak of growth and discovery. As a result, teachers find it tough to handle such learners and it becomes worse if the class size is big. Roman (2016:15) suggests that an adapted approach in implementing inclusive education has to be formed in secondary schools because they are adolescents.

Maguvhe (2014) as quoted in Malahlela (2017:26) argues that teachers at secondary level are not against inclusive education per se, but the challenges they encounter hinders its success. Zwane (2016:2) agrees that teachers are concerned about their failure to assist the learners in implementing inclusive education. Thwala (2015:39) equates the situation in mainstream secondary schools as that of babysitting because children are dumped into the mainstream classroom and not given the appropriate help since teachers lack training in inclusive education. For the inclusive education initiative to be a success at secondary level, the policies should take the views of the practicing teachers into consideration as well.

1.7 RESEARCH METHODOLOGY

1.7.1 Research approach

The study used the qualitative research approach. One of the characteristics of the qualitative research method to be used in this study, as outlined by McMillan and Schumacher (2010:321), is that it studies behaviour as it occurs or occurred naturally. This was ideal for a study of this nature since the researcher looked into the teachers' experiences from the school setting where inclusive education was being implemented. Moreover, Creswell (2012:17) is of the view that in qualitative research there is much dependence on the views of the participants in the study. This was vital to the researcher in this study because she explored the teachers' experiences and derived first-hand information from the mainstream secondary school settings.

1.7.2 Research design

Creswell (2012:20) defines research design as the specific procedures involved in the research process which include data collection, data analysis and report writing. The design used in this study was the multiple case study which enabled the researcher to focus on each of the three schools which were studied in-depth hence that is a quality of case studies. The schools are located in the Hhohho region which is one of the four geographical regions in the country. They are secondary schools which are an epitome of public schools which are earmarked to mainstream education even though they are located in the rural areas. The researcher opted for this location as it provides an insight of the situation of mainstream education at ground level because in most cases priority is given to schools in the urban areas as compared to rural areas.

The use of multiple case study is appropriate for a study of this nature as the characteristic of multiple case studies is that it allows the researcher to describe and compare multiple cases while providing a holistic and in-depth explanation of the social and behavioural problems in question - in this case the experiences of secondary school teachers in the implementation of inclusive education in the mainstream secondary school level (McMillan & Schumacher 2010:398). This guided the researcher throughout the research with the main objective to answer the research questions in an honest, transparent and reliable way.

1.7.3 Population and sampling

According to Creswell (2012:142), a population is a group of people who have the same characteristics. It is important for a researcher to decide on the group he or she intends to study. In this research project, the researcher employed a purposive sampling strategy to come up with information-rich informants. The population targeted were teachers from three mainstream secondary schools in the Hhohho region of Eswatini from which 12 information-rich teacher participants were purposively selected - four teachers from each school. These were the participants that would be informative in relation to what the researcher was investigating, as alluded to by McMillan and Schumacher (2010:326). The

researcher used the purposive sampling strategy to come up with information rich informants. These were participants who were informative with regard to the subject of inclusive education as they teach life skills education as a separate subject and are aware of inclusive education since subjects like life skills embrace inclusion. The researcher intentionally selected individuals and sites to learn and understand the central phenomenon which in this case is the experiences of teachers in the implementation of inclusive education in mainstream secondary schools. Thus the four teachers from each school were purposively selected for their knowledge with regard to inclusive education. Trochim (2006:43) defines a sample as a portion of the population that the researcher plans to study to make generalisations about the target population. Thus the 12 teachers from the identified secondary schools were interviewed as the sample for this study.

1.7.4 Data collection techniques

The strategies for collecting data are chosen by the researcher from a variety of existing alternatives for collection and corroboration of data which will give the best possible results (McMillan & Schumacher 2010:333). In this study, the researcher employed in-depth interviews which are considered to be extensive, long and probing. This was ideal since the researcher was able to establish trust and was genuine to help in eliciting the actual experiences of teachers based on inclusive education through the questions asked. The questions were open-ended, as advocated by Creswell (2012:218), who maintains that in qualitative research, questions should be open-ended so that the participants are at liberty to express themselves without being limited by either the researcher or any existing research.

Document analysis was another data collection instrument. McMillan and Schumacher (2010:340) advocate for the use of different methods of data collection because it enhances validity, but there has to be the central method. In this case, conducting in-depth interviews was the main method used and the analysis of the documents assisted to corroborate and triangulate the findings from the in-depth interviews. This was done to improve the accuracy of the study. Documents are known to be a valuable source of information and consist of public and private records that qualitative researchers obtain

about a site or participants in a study (Creswell 2012:223). The researcher sought policy documents in relation to implementing inclusive education in mainstream secondary schools from the relevant ministry in Eswatini. The researcher targeted documents which set forth the legal basis of the implementation of inclusive education in the country mainly: The Constitution of Swaziland (2005), the Ministry of Education and Training Draft Policy in Inclusive Education (2008), The Education and Training Sector Policy (2011), The Persons with Disabilities Act 16 (2018). It was also important for the researcher to target documents which focused on the inner workings of the program at ground level, that is, in the schools where the study was based. These documents consisted of school development plans, minutes, school rules and regulations.

These documents contained information on the support given to teachers as they implemented inclusive education, as well as information to ascertain their stance as they implemented inclusive education in their schools. For example, the Constitution of Swaziland clearly states the constitutional right to education for every Swati citizen and this paves way for the inclusive education initiative as no child would be left behind but be included in schools. The other policy documents also gave an insight into the status of inclusive education in the country and thus experiences of teachers in the implementation of inclusive education were ascertained.

1.7.5 Data interpretation and analysis

McMillan and Schumacher (2010:367) explain that data analysis in qualitative research is when the researcher makes meaning of the collected data after considering a number of processes which include coding, categorising, and interpreting the data. The researcher should be able to make sense of texts and images as the data is interpreted so that answers to the research questions are formulated (Ratcliff 2011:1). As the researcher conducted the in-depth interviews with the participants, a recording device was used for a verbatim transcription once the data was ready for analysis. Creswell (2012:237) states that data analysis begins with transcribing the audio recordings. After that the researcher had to make sense of the text data by noting the emerging patterns

which were then categorised into different themes - this is known as coding. An analysis of the coded data was then formulated through the interpretation of the given themes, thus giving a detailed description which in turn provided answers to the specified research questions.

The said documents which were targeted were reviewed for their relevance with regard to the implementation of inclusive education in mainstream secondary schools, thereafter analysed and interpreted as discussed further in chapter 3.

1.8 TRUSTWORTHINESS

A research task should guarantee validity in the results; this is referred to as trustworthiness of data in qualitative studies (Wagner, Kawulich & Garner 2012:243). Taylor and Devault (2016:1) state that trustworthiness consists of credibility, transferability, dependability and conformability.

1.8.1 Credibility

Credibility is the term used to refer to the activities that make it more convincing that the findings were derived from the data (Wagner et al. 2012:243). Credibility was ensured through the interviews with those selected participants and the researcher also ensured a prolonged engagement with the participants so as to build trust and confidence.

1.8.2 Transferability

This is the basis for making similar judgements for other similar contexts (Bradley 1993:437) so the findings of the enquiry can be applied or transferred beyond the bounds of the projects. To ensure transferability, the researcher gave detailed descriptions of the exact versions of the data from the interviews so that other researchers may be able to make similar judgements for other similar contexts. Such findings should also apply to similar contexts, that is, to all mainstream secondary schools, especially in the rural contexts.

1.8.3 Dependability

This refers to the means to attain reliability which is achieved by the triangulation of methods and thus provide an audit trail (McMillan & Schumacher 2010:102). In attaining dependability, the researcher used the interviews and analysed the document to explore the situation regarding the experiences of teachers in implementing inclusive education in mainstream secondary schools.

1.8.4 Conformability

Conformability is making sure that the findings are a true reflection of the data and are not the researcher's creation. This was made possible by noting the preconceptions the researcher had from the start (Wagner et al. 2012:243). This was enhanced in that the researcher made known her preconceived ideas so as to ensure audits by others who will read or review her research findings.

1.9 ETHICAL CONSIDERATIONS

It is important for a researcher to take into consideration ethical responsibilities and legal constraints that come with the gathering and reporting of information. Creswell (2012:147) clearly states that after identifying and selecting participants for a study, the researcher needs to obtain their permission to participate in the study. Not only does the permission ensure that they participate in the study and provide data but it is also to acknowledge that they understand the purpose of the study and that they will, in turn, be treated ethically. The best way to seek permission for a study is through a letter of consent which is given to the intended participants who in this case were the teachers who participated in the study.

It is important to note that the contents of the letter should include details about the purpose of the study, amount of time required from participants and how the results of the study will be used. An informed consent form is defined by Bradley (1993:300) as a statement that participants sign before they participate in the study. As the participants

sign, they agree that they will participate in the study and acknowledge that their rights will be protected. An ethical clearance certificate was obtained from the University of South Africa under whose auspices the research was conducted. The researcher also obtained permission to conduct research from the Ministry of Education in the Hhohho region through the Director of Education as attached in appendices. Permission from the principals where the research was conducted was sought as well as permission from the teachers who took part in the study as given in appendices. Confidentiality and anonymity is important in research, as stated by McMillan and Schumacher (2010: 239). The use of pseudonyms guaranteed participants' confidentiality and anonymity.

1.10 LIMITATIONS OF THE STUDY

Limitations of the study can be referred to as the potential weaknesses or problems which may make the study less successful. A shortcoming which may arise with this study may be that the study was only based in three schools. Moreover, another limitation could be with regard to time constraints for the in-depth interviews with the participants. Furthermore, the location of the documents would be another limitation since some documents consist of private information and may take a long time to access.

1.10.1 Overcoming limitations

The researcher used nonprobability sampling when selecting participants from the chosen schools. Creswell (2012:145) describes nonprobability sampling as a form of sampling whereby the researcher selects individuals because they are available, convenient and represent some characteristic the investigator seeks to study. Therefore, the researcher chose teachers from the guidance department who were well informed about the problems they encounter as teachers with the problems learners might encounter concerning their learning. These teachers enhanced the researcher's understanding of the challenges teachers in the mainstream secondary level face in relation to the implementation of inclusive education. Moreover, the researcher ensured that more time was dedicated to the study in accordance with the availability of the

participants. In addition, proper channels were followed so as to get hold of the documents relevant to the study.

1.11 DEFINITION OF TERMS

1.11.1 Secondary school: a school for young people between the ages of 11 and 18 which is after primary school (Hornby, 2010, Oxford Advanced Learner's Dictionary). The school intermediates between elementary school and college. In this study, three secondary schools were the sites where the study of exploring the experiences of teachers in the implementation of inclusive education were conducted.

1.11.2 Inclusive education: a system of education which is open to all learners in the mainstream classroom, regardless of their abilities or disabilities (Links 2009:2). This system of education embraces the diversity of learners and in turn caters for the needs of these learners in the same classroom (UNESCO 2005:13). With regard to this study, inclusive education is ensuring that learners that experience barriers to learning are accommodated in the mainstream classroom alongside their peers who are considered as 'normal'.

1.11.3 Teachers' experiences: a teacher is a person who helps others to acquire knowledge. The Oxford Advanced Learner's Dictionary (Hornby, 2010) defines experience as the things that have happened to an individual which influence's the way that individual thinks and behaves. In this study, teachers' experiences refer to what teachers go through as they go about implementing inclusive education in mainstream secondary schools, especially in the Hhohho region.

1.11.4 Hhohho: one of the four geographical regions of Swaziland which is located in the north western part of Swaziland from the north and running southwards to the centre. It is mentioned that Hhohho was named after the capital of King Mswati II which was found in this region. In this study, Hhohho refers to the site of the study.

1.12 CHAPTER OUTLINES

Chapter 1 - ORIENTATION TO THE STUDY

This chapter discussed the background to the study, statement of the problem that was linked to the information presented in the background to the study, the rationale for the study, significant of the study, the theoretical framework, limitations of the study, delimitations of the study and definition of related concepts.

Chapter 2 - LITERATURE REVIEW

Chapter two has discussed the literature that is relevant to this study's topic of research, to establish what other researcher views are.

Chapter 3 - RESEARCH METHODOLOGY

This chapter has presented a detailed discussion of the research methodology, research approach, research design, data collection and analysis strategies, trustworthiness of the study as well as ethical considerations.

Chapter 4 - DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter has presented the data and how it was analysed. It has also discussed the study's findings, substantiated by literature.

Chapter 5- SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Chapter 5 has presented the summary of findings and recommendations implementation and further research on the same or related topic of research.

1.13 CONCLUSION

This chapter discussed the following subtopics: the introduction and background to the study, statement of the problem, the main research question, sub-research questions, objectives of the study, rationale for the study, significance of the study, theoretical framework, literature review, research methodology, trustworthiness, ethical considerations, limitations of the study, overcoming limitations, definitions of key terms and the outlines of chapters. The subsequent chapter will discuss the literature review.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The aim of this study was to find out teachers' experiences of implementing inclusive education in mainstream secondary schools in the Hhohho region, Eswatini (Swaziland). This study further established the support given to mainstream secondary school teachers in the implementation of inclusive education and explored the challenges experienced by mainstream secondary school teachers in their attempt to implement inclusive education.

2.2 TEACHERS' UNDERSTANDING OF INCLUSIVE EDUCATION IMPLEMENTATION

In every teaching and learning process, there is usually a teacher who is the driving force behind the process. Landsberg, Kruger and Nel (2011:69) stipulate that it is vital for teachers in the inclusive classroom to know and understand the nature of the different barriers to learning so as to be able to make a learner profile which would assist teachers in planning for their teaching and learning ahead. Vygotsky, in his Sociocultural Theory of Cognitive Development (1978), refers to teachers as the knowledgeable other. This is indeed true because for learning to be a success, teachers should guide learners in the teaching and learning process and this is made possible by the fact that they are themselves enlightened. The inclusive classroom is one that accommodates learners with different barriers to learning and this system has to ensure that such barriers are identified and there is an intervention to minimise the barriers to accommodate all learners in the mainstream classroom (Links 2009:2). Maseko (2014:513) states that teachers are believed to be an integral part in the implementation of inclusive education and it has been revealed through research that they are key to the success of inclusionary programmes. Therefore, it is important for teachers in the mainstream inclusive classroom

to have a clear understanding of what inclusive education entails so as to help learners attain success.

The introduction of inclusive education in mainstream schools happened while the majority of teachers were already in practice and something had to be done to ensure they had a clearer understanding of what it entailed. According to Links (2009:6), the implementation of inclusive education requires a change in certain areas as schools do not function in a vacuum, there are other stakeholders and role players involved. Teachers are one of the role players who need to be equipped as they are the primary source for implementing inclusive education. It is a fact that quality teacher training is key in the implementation of inclusive education. Even though Eswatini does not have a direct inclusive education policy which is equivalent to the White Paper 6 policy document in South Africa, but Eswatini has, through other policy documents like the Swaziland Education and Training Sector Policy document, recognized the need to workshop teachers in relation to inclusive education. As a result, teacher training institutions in the country have advocated for courses in relation to inclusive education. It was also revealed that teachers already in the practice would receive in-service training. However, a study conducted by Zwane (2016:16) revealed that currently there is no evidence that workshops of this nature are held or have been held in the different regions of the country.

 The subject of inclusive education is only mentioned in passing or it appears as part of other subject workshops. Such can have implications for the implementation of inclusive education in mainstream secondary schools. Muyungu (2015:29) states that in Tanzania there has been a general conclusion among teacher educators that for pre-service teachers to learn about inclusion, there should be a separate course about inclusion rather than it being embedded in a general teacher curriculum. Landsberg et al. (2011:67) confirm that teachers need systematic and intensive training either as part of their initial training or a well-planned in-service training by competent and experienced people. Teachers as professionals may have a vague understanding of what inclusive education is, but may not have the appropriate skills to help learners with learning difficulties.

In a study focusing on challenges encountered by teachers in managing inclusive education classrooms, Thwala (2015:496), found that teachers in Eswatini lack a clear

knowledge of what constitutes inclusive education. This lack of knowledge might hinder the successful implementation of inclusive education; hence teachers may get stressed and feel less confident. The situation is the same for countries like Zimbabwe, as one of the factors which seems to be affecting the successful implementation of inclusive education in the mainstream secondary school level is the issue of teacher training as most of the teachers seem to be lacking the necessary training in inclusive education (Chireshe 2013:226). A study conducted by Eunice, Nyangia and Orodho (2015:47) in Kenya, revealed the frustration of teachers, hence they attested to having had inadequate professional training on inclusive education to enable them to take charge and impart knowledge and skills to pupils with special needs in the inclusive school settings. As a result, they embraced a need to undertake specialised further training so as to professionally prepare themselves for the inclusive education initiative in secondary schools.

If one were to consider Vygotsky's theory in relation to this situation, it would be clear that teachers have difficulties regarding the implementation of inclusive education in the absence of training; hence this theory states that for learning to take place, there has to be full social interaction so that the zone of proximal development (ZPD) is fully developed in children. The range of skills that can be developed with adult guidance exceeds what can be attained alone. In order for learners in the mainstream inclusive classroom to learn successfully, they need guidance and help from their teachers who are believed should be more knowledgeable with regard to inclusive education. How then can learning take place if the teachers themselves as the knowledgeable others have only a vague understanding of inclusive education, or no understanding at all?

2.3 SUPPORT AND IMPLEMENTATION OF INCLUSIVE EDUCATION

Support is believed to be the basis of successful inclusive education. Even though teachers are known to be the vital force behind the implementation of inclusive education, they could be deemed failures if they do not receive the necessary support. Schools

cannot be equated to a business where once unfinished products with factory faults are delivered, the business person can return them. Contrary to the inclusive education initiative, it is mandatory that schools should accept all learners and get the necessary support to ensure that learners receive learning to their maximum ability. The education support services should be strengthened to enhance the support in relation to inclusive education (Links 2009:8). It is important to note that at secondary school level, learners are at the adolescent stage of development which is known as the 'wonder stage'. Woolfolk (2013:12) states that at this stage children have cognitive, emotional and social needs which have to be catered for. It can be daunting for both teachers and learners if the former do not receive the necessary support to help the latter; and the latter are not given the correct guidance to learn successfully. Landsberg et al. (2011:68) concur with the above statement that teachers need adequate learning support materials and assistive devices appropriate for the needs of learners with disabilities in an inclusive education classroom. The support received by mainstream secondary school teachers in Eswatini will be dependent on the policy documents and other publications which are provided by the Ministry of Education with regard to inclusive education.

The Special Education Unit (Ministry of Education and Training in Swaziland, 2012) states that in each of the four regions of Eswatini are inspectors under the Special Needs Unit who support teachers with the issue of special needs of learners in the different schools. On the contrary, Maseko (2014:514) argues that schools have limited visits by these inspectors and if there is no support from them as the relevant stakeholders, then it would pose as a challenge. The White Paper 6 policy document as quoted by Links (2009:8) gives a layout of a support system necessary for the implementation of inclusive education. Amongst other things in the structure of support are district support teams which can be equated to regional support teams in the case of Eswatini which need to be established and are believed would in turn liaise with institutional level support teams which are based in the schools. Such a support system is believed to enhance the teaching and learning process at ground level. Considering Maseko's argument, it is clear that schools - especially secondary schools - are having difficulty with the implementation of inclusive education. The study conducted by Zwane (2016:60) confirms that secondary schools do not have policy documents which they can refer to as they implement inclusive

education, unlike primary schools who have individual school development plans which are reviewed annually as a guide on how to operate. The unavailability of individual school documents at secondary level may be a cause for concern in the secondary school level. For successful inclusive education, many aspects of the schools should change as well that which includes the inclusive school policies which have to be compliant with the expectations of an inclusive school (Links 2009:23). For inclusive education to be a success, all stakeholders and policy makers involved in inclusive education must join forces to promote this aspect of education which is the true representation of education for all.

The absence of support for teachers in implementing inclusive education leaves teachers unsure of what to do when teaching learners with disabilities, yet the successful implementation of inclusive education depends solely on on-going support to teachers by relevant stakeholders (Maseko 2014:519). Fakudze (2012:32) stipulates that teachers in Swaziland, both at primary and secondary school level, lack the necessary support to successfully implement inclusive education. However, it has been revealed that teachers do attend workshops not connected to inclusive education but other subject areas. This shows that the education ministry can do something with regard to conducting workshops for teachers in relation to inclusive education. The lack of support systems poses a challenge in the implementation of inclusive education in the mainstream classroom. A study conducted by Diego (2015:43) in Namibia revealed that amongst the numerous challenges which inhibit the implementation of inclusive education in the mainstream secondary level, is the issue of support services. The support may to a great extent be in the form of funding, as offering individual support to children with learning disabilities requires additional money that many schools, especially in Kenya and most African countries, are lacking, since their economy is tight.

If we were to consider Vygotsky's sociocultural theory of cognitive development, the lack of support for teachers can be considered a hindrance to the implementation of inclusive education. According to Gauvain (2020), Vygotsky's theory is of the view that the developmental level of a child is made possible through the support given by the significant other which, in the teaching and learning process, is the teacher. Support

which can be given to teachers by the relevant stakeholders varies. It may include information on teaching strategies which must be made available to teachers. If this kind of support is not given to teachers, the learners may subsequently be adversely affected. If teachers are given the rightful support, they can be in a better position to apply teaching strategies such as scaffolding (breaking the learning content into understandable chunks) and multi-level teaching, which entails supporting learners holistically in an inclusive teaching and learning environment, according to their varied intellectual abilities.

According to Lev Vygotsky's theory, the relationship between teachers and learners is considered vital for learners' acquisition of knowledge, especially if teachers are also offered the necessary support by the relevant education stakeholders. Zwane (2016:24) affirms that a supportive environment - one which includes collaboration amongst teachers, district officials, principals and parents - is crucial for the successful implementation of inclusive education.

2.4 CHALLENGES EXPERIENCED BY TEACHERS

The education sector in Eswatini is engulfed by a number of challenges, especially at secondary school level. The plight of secondary schools in the country was portrayed through a report by Motau in the *Times* of Swaziland, 19 May 2019, where it was reported that in one of the secondary schools in the country teachers were having a tough time teaching due to the heavy work load after the government had suspended recruitment of new teachers. According to this publication, it is the same for the majority of secondary schools in the country at large, especially in the rural areas. Khumalo (2013:18), in her study, portrayed a net attendance rate of 47% in secondary schools in 2013, which is said to be lower than the high primary school net attendance from the year 2013. The decline in the attendance of learners at secondary school level could indicate a problem which relates to barriers to learning such that some learners who might be experiencing barriers to learning resort to dropping out of school, especially at secondary level. Okeke and Dlamini (2014:1) reveal that the secondary school level is a transition into adulthood and the world of work as students begin to be more independent from parents so they need the appropriate guidance and support in order to be the best they could be. This might

require a one-on-one session with the teacher, as in an inclusive classroom. The teacher has to ensure that all the needs of the individual learners are met, which may be difficult to implement because of heavy loads they are facing on a daily basis as well as the high number of learners in the classrooms.

Another challenge in the implementation of inclusive education in mainstream secondary schools is the inadequate training of teachers on inclusive practices. Zwane (2016:61) reveals that some teachers in Eswatini have a misunderstanding of what inclusive education entails and in turn this affects the identification of learners with special needs in the mainstream classroom. Fakudze (2012:40) states that the idea of inclusive education is supported by teachers but they find themselves unsupported and ill equipped to provide effective instruction and support for the diverse needs of their learners. Thwala (2015:496) mentions that even if teachers were to include learners with disabilities in the mainstream classroom, they lack confidence which affects their teaching and learning at large. Okeke and Mazibuko (2014:11) argue that even though available literature has shown that the government has made an effort to train teachers in relation to inclusive education, there is nothing in relation to parents who are also stakeholders and are of utmost importance in the education of their children. It is believed that not providing parents with adequate training and other support, adds to the challenges such parents already face as caregivers and, in turn, affects the implementation of inclusive education.

In addition, with reference to Thwala (2015:498), another challenge teachers face in the implementation of inclusive education in the mainstream secondary school level is the issue of an un-inclusive curriculum which poses a challenge to use in an inclusive situation. Muyungu (2015:28) also raises a similar situation for Tanzania where the curriculum is viewed as not flexible enough to cater for the needs of the children with disabilities in inclusive settings. This is contrary to what White Paper 6, as quoted by Links (2009:7), states in relation to the things which need to change before the implementation of inclusive education, making the curriculum one of them. The curriculum is believed to serve as a manual which guides the direction of the implementation of inclusive education both at primary and secondary school level. So, this un-inclusive curriculum in the country is viewed as a major setback in the implementation of inclusive education because it does

not take into consideration the needs of the learners in the mainstream classroom. It is no wonder then that the majority of schools in the rural areas have received the worst results at Junior Certificate level and this can be attributed to the curriculum.

2.5 THEORETICAL FRAMEWORK

Since the theoretical framework which informs this study is the Sociocultural Theory of Cognitive Development by Lev Vygotsky (1978), it is important to align it with the study in in its entirety. According to Woolfolk (2013: 12), this theory advocates for successful learning which is closely aligned with social contexts and having interactions with others in communities. With regard to the teaching and learning process, this is achieved through classroom interactions and activities which should be facilitated by teachers who are referred to as the knowledgeable other. Teachers who serve as facilitators in the teaching and learning process should have received enough training in relation to inclusive education and can be in a better position to direct dialogues and confirm contributions by the learners so as to further motivate the learners. With the necessary training, teachers will encourage leadership in the classroom, facilitate the learning process and have thoughtful discussions with the learners. It is however worth noting that the existing literature on the knowledge of inclusive education by teachers proves that teachers have a vague understanding of inclusive education and it is without a doubt that this can hinder successful learning as purported by this theoretical framework.

Moreover, support is considered a key element in the implementation of inclusive education. Since the primary role of teachers is to facilitate as stated by Vygotsky's theory, they need the necessary support in order for them to be effective in the implementation of inclusive education. From the existing literature it is ascertained that the support can be in various forms like resources to carry out classroom tasks effectively and learning could take place. The evidence of lack of support received by teachers in the implementation of inclusive education particularly in secondary schools as portrayed in the existing literature can pose as a challenge and may lead to frustration in the classroom where this is carried out.

The challenges which have been identified above, if not addressed accordingly, will thwart the implementation of inclusive education. Looking through the lens of Vygotsky's theory, for learning to take place, the teacher has to be in control and in a better position to assist the learners to learn to their best ability. This implies that the teacher is central in the teaching and learning process and their absence can worsen the situation. The lack of training for the teachers is another challenge which also frustrates the whole process because, according to Vygotsky's theory, the assistance of teachers can allow learners to participate in the learning environment in more complex and competent ways. If teachers do not have the necessary training, then they cannot offer the necessary support to the learners. The same sentiment is shared by Peebles and Mendaglio (2014:249) in that teacher preparedness in the implementation of inclusive education not only boosts teachers' confidence but can also be considered the solution to improving inclusive training for teachers.

Vygotsky's theory also stresses the importance of having an inclusive curriculum which should be designed around the social interactions between the learners and the tasks. A study conducted by Mukminin et al. (2019:68) advocated that an exclusive curriculum tends to exclude learners not only academically but also physically and socially, thus the need to advocate for an inclusive curriculum.

2.6 CONCLUSION

This chapter has looked into the existing literature in relation to the implementation of inclusive education in the mainstream secondary schools in line with the identified subtopics such as secondary school teachers' understanding of inclusive education, the support given to mainstream secondary school teachers in the implementation of inclusive education, and the challenges experienced by mainstream secondary school teachers in the implementation of inclusive education. The subsequent chapter will discuss the research methodology.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 INTRODUCTION

The previous chapter dealt with existing literature on the teachers' experiences in the implementation of inclusive education in mainstream secondary schools. Taking the discussion further in this chapter is the research methodology. This consists of the research approach, research design, population and sampling, data collection and analysis, trustworthiness and ethical considerations.

3.2 RESEARCH APPROACH

A research approach is defined as the general framework guiding a research project (Cheek 2012:2). It is vital for every researcher to know the right approach which will serve as the foundation for a research. Creswell (2012) affirms that the selection of a research method is crucial for the conclusions one can make about a phenomenon.

This study used the qualitative research approach. According to Crossman (2020:1), qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from this data and may in turn help understand social life through the study of the targeted population. Rossman and Rallis (2019) describe qualitative research as a type which is naturalistic in the sense that the researcher goes to the people but does not remove people from their everyday world. The researcher becomes the means through which the study is conducted. This is crucial for a study of this nature since the researcher will look into the mainstream secondary school teachers' experiences in the implementation of inclusive education.

In order for the researcher in this study to better understand the experiences of teachers in the implementation of inclusive education, it would be best to conduct the research in the teachers' natural setting or where everything happens, since human behaviour is better understood in one's natural settings. McMillan and Schumacher (2010:321) and

Mills and Birks (2017:8) share the same sentiments about qualitative research as the researcher would seek answers to the questions in the real world and the fact that it enhances an in-depth description and understanding of the human experience.

3.3 RESEARCH DESIGN

The Oxford Advanced Learners' Dictionary (Hornby, 2010) defines a design as "a plan from which something can be made." A research design is how the research study will be carried out or implemented. Nishishiba, Jones and Kraner (2017:4) affirm that a research design is a conceptual structure on which the research is conducted. This is confirmed by Rossman and Rallis (2019) who assert that a design is an outline detailing how the chosen method will be carried out. Nonetheless, Cheek (2012) reveals that a research design not only encompasses the structure but also decisions about how the research itself is conceptualised, its subsequent conduct, as well as the type of contribution the research is intended to make to the development of knowledge in a particular area of study.

Having said that, the approach in this study is qualitative, an approach which collects findings through a variety of methods. The design underpinning it is the multiple case study as a type of qualitative method. It is not surprising that the researcher has chosen this type of design since Stewart (2017:2) stipulates that it is a common component of qualitative research. Hamilton and Corbett-Whittier (2014) affirm that multiple case studies are descriptive, holistic, heuristic and inductive; such characteristics match the nature of qualitative studies as they are descriptive too. Moreover, emphasis is on the fact that multiple case studies are particularly useful for the descriptive and heuristic value which are characteristics of qualitative research.

Flyvbjerg (2011) states that multiple case studies aim at conducting the same analysis on data from the different cases. That is, it provides an in-depth picture of the units of study which could be people, groups or organisation. Hamilton and Corbett-Whittier (2014) argue that the strength of multiple case studies is the detail and complexity they provide as well as the use of multiple sources to obtain multiple perspectives. These

characteristics are the reason why the study ascribed to such a design. It had qualities which are qualitative in nature and used teachers from three schools as a frame of reference so as to get different perspectives on their experiences in the implementation of inclusive education in mainstream classroom situations. From each school, four teachers were selected and the data were collected from a total of 12 participants. Yin (2013:4) stipulates that the researcher has to ensure that the multiple case studies which are under case studies are executed with sufficient rigour and quality for good results.

3.4 POPULATION AND SAMPLING

According to Creswell (2012:142), a population is a group of people who have the same characteristics. It is important for a researcher to decide on the group he or she intends to study. The researcher in this study targeted teachers from three mainstream secondary schools which are in the rural areas in the northern part of the Hhohho region of Eswatini.

Whatever research method the researcher is using, it is vital for the researcher to decide on the group he or she intends to study. It is worth noting that the researcher does not use everybody, but focuses on a smaller number which would represent the entire population, known as a sample. Omona (2013:1772) defines sampling as the act, process or technique of selecting a representative part of a population for the purpose of determining parameters or characteristics of the whole population. Collins (2015:5) asserts that sampling involves selecting a subset from a larger group and its purpose is to address the study's research questions.

According to Daniel (2012:6), the choice of sample size, as observed in the sample size for this study, is a very important decision in research as relevant factors should be taken into consideration before a sample size is chosen. He, however, affirms that qualitative research designs such as this one do not require large sample sizes; the majority of qualitative studies with regard to lived experience usually have a sample size of less than 20. It is the same for Creswell (2012), who highlights that qualitative researchers usually study a few individuals. Omona (2013:125) supports the notion of a small sample size as a large one would result in difficulty making a deep case-oriented analysis. Omona (2013)

further maintains that the sample size should not be too small as this may cause difficulty in achieving saturation. Lopez and Whitehead (2013:125) argue that in qualitative research there is no overall formal criteria for determining the sample size so there are no rules to suggest the size of a sample; what matters most is the richness of the data collected as compared to the number of participants. However, Creswell (2012) is of the view that small samples are more manageable because of the amount of potentially rich and detailed data which can be generated from each single participant. According to Suter (2014:28), qualitative researchers are guided by the quality of understanding a lot of details about something rather than having a larger sample size; thus, researchers use substantially smaller samples. What matters the most are samples that provide rich description. With that in mind, the researcher saw it best to use a smaller sample size, for the case study of three mainstream secondary schools located in the Hhohho region in Eswatini.

The sampling method is another significant aspect when conducting a study. In this study, four teachers were purposively selected from each school, giving a total of twelve teachers. Collins (2015) highlights that there are many kinds of sampling methods which can be used to create a specific target sample and this study has opted for purposive sampling. It is defined as the selection of information-rich cases to the phenomenon of interest (Collins 2015:7). Lopez and Whitehead (2013:124) explain that information-rich cases are those who are known to possess special knowledge to provide the information researchers seek. That is, the sample consists of individuals that are especially knowledgeable about a particular subject matter. In this study, the teachers were those teaching Life Skills education as well as other different subject areas as this placed them at an advantage of knowing the needs of their learners. The Life Skills subject deals with the learner holistically. Such participants would therefore be of great help in developing a detailed understanding of their experiences as inclusive education is implemented in the mainstream secondary schools.

Many researchers argue that all sampling strategies are in a way purposeful as all sampling is done with some purpose in mind. However, the researcher in this study specifically opted for purposive sampling as the chosen information-rich cases were

believed to be the ones from which one could learn a lot with regard to the research purpose. Creswell (2012:206) attests that in qualitative research, the standard used in choosing participants and sites is whether they are information rich or not.

3.5 DATA COLLECTION AND ANALYSIS

3.5.1 Data collection

The term data collection indicates a complex process in that it involves the need for the researcher to engage actively with the outside world (Suzuki et al. 2007:295). Creswell (2012:212) states that for qualitative data collection, it is vital for the researcher to identify data collection strategies that will address the research questions. That is, the tools used in data collection to a great extent determine the data produced.

Qualitative research studies have a variety of data collection techniques like observations, interviews, questionnaires, documents and audio visual materials. McMillan and Schumacher (2010:333) stipulate that the researcher chooses strategies for collecting data from the existing techniques which would give the best possible results. According to Bouma (2016), it is better to use more than one data collection method to increase the depth and quality of information. McMillan and Schumacher (2010:340) refer to it as triangulation which aims at assisting in corroborating the findings of one data collection technique to another, thus improving the accuracy of the study. As a result, the researcher in this study has employed the interview and document analysis as a means of data collection.

3.5.1.1 In-depth Interviews

Sabee (2018:1471) states that interviewing is one of the most important data collection strategies in qualitative research. This is affirmed by Lichtman (2017:6) in that interviewing is one of the primary techniques researchers use in qualitative research to gather data. An interview involves a researcher talking with another person, known as a participant, to gather data about a phenomenon of interest. When conducting the

interview, the researcher will ask individuals' opinions or experiences regarding a particular subject – in this case, the implementation of inclusive education. Knowledge is said to be constructed from the direct interactions between the interviewer and interviewee. It is worth noting that the term 'interview' is broad but this research study employed face-to-face interviews, even though a contingency plan for telephone interviews was put in place as per the status quo.

The face to face interviews enabled the researcher to construct knowledge of the experiences of teachers in the implementation of inclusive education in mainstream secondary schools. The interviews took about twenty five to thirty minutes in all at a time as arranged prior with the interviewee. This was in between periods when they had their free periods or even on their off days which was something brought by the shifting system implemented in the schools because of the Covid 19 pandemic. It is worth mentioning that the Covid 19 pandemic was unprecedented thus it tampered with everything including the appointments for interviews. The lockdown which was effected in the country affected the data collection exercise since schools were closed indefinitely thus the education ministry advocated for online lessons and the researcher had to cancel appointments until the lockdown was lifted. This then dragged the data collection exercise to three months. The situation was intensified by the fact that even when the lockdown was lifted, schools adopted the shifting system which was meant to contain the situations in the schools by not crowding the place so teachers as well as students went to school on allocated days not the normal attendance in accordance with the school calendar. The researcher had to conduct face to face interviews according to that schedule but in other instances it would be such an inconvenience to an extent that the researcher opted for telephone interviews.

The interviews were conducted in the English Language even though the interviewees would code-switch to their mother tongue, SiSwati, in an attempt to explain their experiences in the implementation of inclusive education in their own terms. As the interviews were conducted, a recording device was used for verbatim transcription purposes and thereafter the processes involved in the analysis of data were undertaken.

Cramer (2018:3) asserts that the nature of questions solely depends on the type of interview the researcher plans to conduct. He deems the open-ended questions as advantageous because not only does it provide an overview of a phenomena but also gives in-depth information regarding areas of interest to the researcher. Creswell (2012:218) also prefers open-ended questions as they give participants the opportunity to best to discuss their experiences unconstrained by any perspective of the researcher. The interview involved developing a set of questions for the participants and the interview was directed by the interviewer with the goal of learning what the interviewee felt about the implementation of inclusive education in mainstream secondary schools. This is evident from the questions stated under Appendix E which are open ended and allowed the researcher to make a follow up as the interview was conducted.

Gubrium et al. (2014:2) argue that there is an over-reliance on interviewing as a method of data collection in qualitative research as it focusses on how people see things, while ignoring how people do things. Nonetheless, it is important to note that a study of this nature definitely requires the interviewees to share their sentiments on inclusive education, hence they are at a better position to reveal those experiences.

3.5.1.2 Document analysis

Creswell (2012:223) asserts that documents are a valuable source of information in qualitative research. Tight (2019:13) agrees with that notion, hence his argument that documents support findings made through other research methods like interviews, which was the case in this research study. It is however important for the researcher to shed some light on what documents are. According to Heaton (2020), documents consist of either public or private records that qualitative researchers obtain about a site or participants in the study. McMillan and Schumacher (2010:327) define documents as printed or written records of past events. According to Mills and Birks (2017:11), document analysis in qualitative research can include both peer-reviewed literature and what is referred to as grey literature. The latter includes government reports, websites, minutes from meetings, policies and procedures.

Document analysis as a data collection procedure was used in this study to corroborate and triangulate the research findings from the in-depth interviews, which constituted initial data collection instrument. A study like this one required the analysis of copies of documents that help to set forth the legal basis for the program of inclusive education. Thus, the researcher, elicited information on the implementation of inclusive education in the country from various documents which included the Constitution of Swaziland (2005), the Ministry of Education and Training Draft Policy in Inclusive Education (2008), The Education and Training Sector Policy (2011) Special Education Needs Unit Document (2012), The Persons with Disabilities Act 16 (2018). These policy documents gave a plan of action by the government of Eswatini in light of the implementation of inclusive education in the country. Since the implementation of inclusive education happens in the schools, the researcher had to review documents which revealed the inner workings of the program in the schools. A school is in its documents than its buildings but it was very unfortunate that the schools did not have school development plans which function as an annual plan of action on how things would roll out in the schools in that respective year. The only documents found were the school rules and regulations for 2020 which addressed the issue of treating all learners equally in the school without discriminating. The researcher could not get hold of minutes from the first meeting in the year as they were labelled confidential by the principals from the different schools.

3.5.2 Data analysis

Kozinets (2013) defines data analysis as a process of systematically searching, arranging and creating meaning from raw data. In qualitative research, it is important to make sense of the data which results in the formulation of answers to the research questions. Data analysis was done in accordance with the six steps as presented by Creswell (2012:237). They are as follows: organisation, transcription, coding, description, formulation of themes and interpretation.

Data analysis in this study began with organisation of the data following the large amount of information to be gathered during a study. From the organisation of the data came transcribing the audio recordings. After that the researcher had to make sense of the

transcribed data by noting emerging patterns which were then categorised into different themes - this is known as coding. An analysis of the coded data was then formulated through the interpretation of the given themes, thus giving a detailed description which in turn provided answers to the specified research questions.

For the documents, the researcher implemented the five strategies as identified by McMillan and Schumacher (2010:362) in the analysis and interpretation of artifact collections. Once the documents had been obtained, they were photocopied so as to easily identify with the information relevant to the study. The descriptive details were then ascertained about the documents and the implementation of inclusive education. The researcher then corroborated the documented information, that is, reviewed the practicality of the documents in relation to the information from the participants and conclusions were formulated.

3.6 TRUSTWORTHINESS

Polit and Beck (2014) define the trustworthiness of a study as the degree of confidence in data, interpretation and methods used to ensure the quality of a study. It is vital for a research task to guarantee validity of the results. Taylor and Devault (2016:1) state that researchers should establish protocols and procedures necessary for a study to be considered worthy of consideration by readers. To establish trustworthiness in qualitative research, four criteria have been identified as presented by Lincoln and Guba (1985). They are credibility, transferability, dependability and conformability.

3.6.1 Credibility

Credibility is the term used to refer to the activities that make it more convincing that the findings were derived from the data (Wagner et al. 2012:243). Credibility enables the researcher to be justified in making certain claims. It is necessary for a research study to be credible as McMillan and Schumacher (2010:102) state that the results can be judged to be accurate, trustworthy and reasonable. Tierney and Lanford (2019:16) confirm that

credibility can be established by several methods which include triangulation, prolonged engagement with the participant, and by the researcher sharing preliminary drafts with participants. In this study, the researcher attained credibility through triangulations by making use of two data collection methods: in-depth interviews and document analysis.

3.6.2 Dependability

Mambo (2011:54) defines dependability as the consistency of the measurement and the extent to which the results are similar over different forms of the same instrument. McMillan and Schumacher (2010:102) agree that it is a way of attaining reliability which is achieved by the triangulation of methods and thus provide an audit trail. In attaining dependability, the researcher used the interviews and analysed documents to explore the situation regarding experiences of teachers in implementing inclusive education in mainstream secondary schools in the Hhohho region of Eswatini.

3.6.3 Transferability

This is the basis for making similar judgements in other similar contexts. Transferability, as defined by Coghlan and Miller (2014: 692), is the extent to which the researcher's working hypothesis can be applied to another context. This is necessary as the current study can be of great use in terms of literature review for other research studies. Tierney and Lanford (2019:16) assert that transferability is possible through thick descriptions given by the researcher. This entails the researcher providing descriptions that are rich enough so as to make judgements about the findings' transferability to different contexts - in this case to all mainstream secondary schools, especially in the rural contexts like in the Hhohho region in Eswatini.

3.6.4 Conformability

Conformability is making sure that the findings are a true reflection of the data and may not just be the researcher's creation. Mambo (2011:54) describes it as how neutral the

researcher is to avoid bias. Wagner et al. (2012:243) reveal that conformability can be established by keeping records of all notes accumulated over the course of a life history project as well as making known the preconceptions the researcher might have from the start. In this study, this was established by the researcher making known preconceived ideas on the research to ensure audit by others who will read or review her research findings.

3.7 ETHICAL CONSIDERATIONS

It is necessary to obtain permission from relevant authorities regarding ethical concerns before conducting a study. Since in a qualitative research study the researcher seeks an in-depth description of a phenomenon which solely relies on the participants' views and experiences, thus it is important to build a level of trust from the onset. Creswell (2012:230) states that the researcher has to first identify guidelines for ethical practices and review key issues which may arise like informing participants of the purpose of the study, sharing information with participants which includes the researcher's role, using ethical interview practices, maintaining confidentiality and collaborating with them. Patton (2002, as quoted in Creswell 2012:231) lists some ethical principles which include informed consent, data access and ownership, confidentiality, and assessment of risk, amongst other things.

3.7.1 Seeking permission

Creswell (2012:147) clearly states that after identifying and selecting participants for a study, the researcher needs to obtain their permission to participate in the study. Not only will the permission ensure that they participate in the study and provide data but will also acknowledge that they understand the purpose of the study and that they will, in turn, be treated ethically. The researcher sought permission to conduct the research from the institution of higher learning under whose auspices the research was conducted, and ethical clearance was obtained from the Ethics Review Committee. The researcher also obtained permission to conduct research at the three schools from the Director of

Education in the Ministry of Education as well as permission from the principals and consent from the teachers who participated in the study.

3.7.2 Informed consent

The best way to seek permission for a study is through a letter of consent which is directed to the intended participants - in this case the teachers - to participate in the study. It is usually signed by the participants and it informs them of the purpose of the study with the assurance that everything will be treated ethically and the fact that they can withdraw from the study if they no longer feel like proceeding with the interview.

3.7.3 Anonymity and confidentiality

Confidentiality and anonymity are important in research, as stated by McMillan and Schumacher (2010:239). Participant confidentiality is of utmost importance; even if the lives and experiences of participants are told, their identity should be concealed. The study established that by using pseudonyms, this guaranteed participant confidentiality and anonymity. Codes were used to substitute their personal names in all the research documents.

3.8 CONCLUSION

This chapter dealt with the research methodology which included the research approach, research design, population and sampling, data collection and analysis, trustworthiness, as well as issues pertaining to ethical consideration. The data collected for interviews and document analysis will be presented in the subsequent chapter.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1 INTRODUCTION

The purpose of this study was to investigate teachers' experiences of the implementation of inclusive education in mainstream secondary schools in the Hhohho region of Eswatini (Swaziland). This chapter presents the findings of the study in an attempt to respond to the main research question, the sub-research questions and the objectives of the study as outlined in 1.3 of Chapter 1. The participants' biographical data, the data collection process and how the data was analysed, will be discussed in detail. This chapter will ultimately discuss the findings of the study and how they resonate with the theoretical framework that was adopted to inform the study.

4.2 PARTICIPANTS' BIOGRAPHICAL DATA

The table below portrays the biographical data of mainstream secondary school teachers in the Hhohho region of Eswatini who participated in this study.

Table 4.1: Biographical data of mainstream secondary school teachers (N = 12)

Mainstream Secondary school	Number of participants	Number of Participants in the age group		Gender	Subject currently teaching and Grade	Number of years teaching experience
A	4	25-30 years	1	Male	Geography, Grade 11, Life Skills Grade 11	7
	Teacher 1 Teacher 2 Teacher 3	31-39 years	1	Female	English (Literature) Grade 9, Life Skills Grade 9	10
	Teacher 4	40-45 years	1	Male	History Grade 10 & Life Skills Grade 12,	15

			1	Female	Agriculture Grade 9 Life Skills Grade 10 & 12	24
B	4	25-30 years	1	Male	Mathematics Grade 8; Life skills grade 8	7
	Teacher 5 Teacher 6 Teacher 7 Teacher 8	31-39 years	1	Female	Business studies Grade 12, Life skills Grade 12	10
		40-45 years	1	Female	SiSwati Grade 11 Life Skills Grade 11	12
		40-45 years	1	Female	Physical Science Grade 12, Life Skills Grade 9	8
C	4 Teacher 9 Teacher 10 Teacher 11 Teacher 12	25-30 years	3	Males	Physical Sciences, Technology and Life Skills Grade 10, 11 & 12	8, 10 & 13
		31-39 years	1	Female	English Grade 12 and Life Skills Grade 9	8 & 12

The above information in Table 4.1 is an analysis of the biographical details of the 12 mainstream secondary school teachers who took part in the study and have been coded 1-12. The table portrays both male and female teachers who participated in this study, their age, gender, the school subjects they taught and their teaching experience. Amongst the individual subjects taught by the teachers who took part in this study is Life Skills education which aims at making sure that everybody is included in the education sector. The table further illustrates the age range of the participants and this enabled the researcher understand how much they know about the subject of 'inclusive education' since the time it was adopted in the country in April 2011.

4.3 DATA PRESENTATION AND ANALYSIS

The study explored teacher's experiences in the implementation of inclusive education in mainstream secondary schools in the Hhohho region of Eswatini (Swaziland). Data was collected from three mainstream secondary schools in the Hhohho region after permission was sought from the Director of Education and principals of the schools. A total of twelve teachers, six males and six females were interviewed. Their ages ranged

from 25-45 years and between them they taught the subject Life Skills in all the grades in the school. The researcher opted for information-rich participants as they are believed to possess special knowledge which would assist the researcher as the study is being conducted (Lopez & Whitehead 2013:124). The researcher in this study made use of codes 1-12 assigned to each participant and A-C for the schools to protect them from being identified by the reading public community.

The researcher opted for the qualitative research design and one of its characteristics is that behaviour is studied as it occurs naturally (McMillan & Schumacher 2010:321). A study of this nature would be best done using such a design because the setting is the actual school where implementation of inclusive education happens. Data were collected using face-to-face in-depth interviews, tape-recorded, transcribed verbatim and analysed by coding and decoding to allow the themes (categories) and sub-themes to emerge spontaneously. Documents such as the Constitution of Swaziland, The Ministry of Education and Training Draft Policy in Inclusive Education (2008), Education Sector Policy (2011), Special Education Unit document (2012) and School rules and regulations booklet were analysed for corroboration purposes and for triangulation of the study's findings.

The following section presents the data collected in an attempt to answer the study's sub-research questions and the related objectives as stated in Chapter 1, which were to: examine mainstream secondary school teachers' understanding regarding the implementation of inclusive education, establish the support given to mainstream secondary school teachers in the implementation of inclusive education and explore the challenges experienced by mainstream secondary school teachers in their attempt to implement inclusive education.

4.3.1 Mainstream secondary school teachers' understanding of inclusive education

From the participants' responses, one could tell they had an idea of what inclusive education entails. This was not surprising to the researcher as the participants consisted of information-rich informants who taught subjects that are in line with inclusive education

such as Life Skills, which solely addresses learners' needs and the support strategies. Following is a glimpse into some comments made by the teachers on their understanding of inclusive education.

> *Inclusive education is educating learners with disabilities together with learners without disabilities. (Teacher 12, SCH C)*

> *I understand it as a kind of education that accommodates pupils from different backgrounds and of different capabilities. (Teacher 1, SCH A)*

> *To my understanding, inclusive education is a type of education that includes everyone to participate fully in learning as they had been sidelined before. (Teacher 7, SCH B)*

As teachers shared their views on their understanding of inclusive education, the following subthemes emerged regarding teachers' understanding of the implementation of inclusive education: integration of learners with and without disabilities, upholding an inclusive teaching and learning environment, and misunderstanding special needs and inclusive education. This section will present the data under the above-mentioned subthemes.

4.3.1.1 Integration of learners with and without disabilities

The teachers who were interviewed raised concerns about teaching learners with and without disabilities in the same classroom due to the fact that they felt unprepared for such an initiative to be rolled out in their respective schools. The following verbal quotes reflect what teachers said:

> *I am really concerned about the implementation of inclusive education in my school. As you can see, it is in the rural areas and we still lack basic teaching infrastructure like labs for science practicals which I regard as the basics for any secondary school; how much more for ensuring that all learners' needs are catered for? (Teacher 10, SCH C)*

In my school, learners with disabilities are admitted; however, I have since observed over the last three years that it is only the minor disabilities if I may say: physical disability and albinism not severe cases of disabilities. I believe learners with severe disabilities would have it tough in such an environment. (Teacher 3, SCH A)

In as much as all learners should be admitted in schools but we should consider the fact that the learners with disabilities are from the surrounding community where the school is based. It is true that disability is still considered an omen by people, we are Africans remember, so such learners may be discriminated against by those without disability. Yes, it has not happened in my school, but I suspect the learners with disabilities would have it tough in my school, not unless the community is taught about disability. (Teacher 6, SCH B)

4.3.1.2 The future of inclusive education in mainstream secondary schools

Regardless of the situation in our mainstream secondary schools, the teachers seemed to be concerned about the practicality of such an initiative. The researcher in this study believes that for inclusive education to be a success, all stakeholders need to be well prepared. However, the teachers' responses clearly revealed their unpreparedness for this; they were rather doing it as an obligation hence no child should be left behind towards attaining education. The following statements are what the teachers said:

I think the inclusive education is a nonstarter for our school, it was built ages ago and clearly it doesn't accommodate learners with disabilities. (Teacher 9, SCH C)

Things are really tough here since I believe inclusive education to be successful, not only do teachers have to be knowledgeable about it but also the environment where the actual teaching and learning takes place should also be inclusive, but from what is happening here, I don't see the future of this initiative. (Teacher 11, SCH C)

I am very much worried about the future of inclusive education in this school. What if in the future we admit learners with severe cases of disabilities and we fail them in the process then they drop out? What justice could we have done to these children? Won't that be the same as destroying their future? I feel we can't judge progress based on the learners who have minor cases of disabilities like albinism and we claim we are coping as a school. (Teacher 5, SCH B)

4.3.1.3 Understanding Inclusivity and Special Needs Education

The interviews portrayed teachers having an idea of what inclusive education entails but there seemed to be a grey area on how inclusive education is carried out. From some of the teachers' responses, the researcher could note that teachers confuse inclusive education with the special needs type of education, yet the two differ distinctively. Following are the teachers' responses which portray this confusion:

Inclusive education is the fact that all learners should not be left behind in schooling and should attend school which will cater for the needs of that learner. (Teacher 4, SCH A)

From the above comment, the teacher is sure of the fact that learners have to attend school but does not distinctly mention the type of school to be attended by the learner.

Other teachers said:

As a matter of fact, I understand inclusive education through the Education for All initiative which means all children should go to school, they could be in the same school but different classrooms. (Teacher 2, SCH A)

One can say inclusive education has to do with ensuring that the education system accommodates all learners regardless of the abilities or disabilities they might have (the syllabus) and still go to the special schools where their needs may be catered for. (Teacher 8, SCH B)

4.3.2 Support received by mainstream secondary school teachers

The education sector involves a number of stakeholders for the success of the inclusive education initiative in mainstream schools. In other words, this is known as support. The responses of the teachers who were interviewed proved that there was little or no support at all with regard to the implementation of inclusive education in their mainstream secondary schools. This has made the researcher wonder how such an initiative can be rendered a success if not given the necessary support. The following teachers' responses gave a clear picture of the situation in the mainstream secondary schools of the Hhohho region in Eswatini:

> *When it comes to inclusive education, I guess the support is only on paper since you have mentioned that it is written in one of the policies, other than that there is nothing I have seen in my school pertaining supporting the inclusive education initiative. (Teacher 3, SCH A)*

> *Well, in the number of years I've spent in the profession and this school particularly, after the call for education for all by the government, I would say when we have visits by the Inspectorate from the Regional Education Office, we get introduced to other inspectors who are said to be under the Special Needs Department and they ask about learners with disabilities admitted in the school. I guess that's the only support I can talk about. (Teacher 4, SCH A)*

> *Here at my school, as I mentioned before, there's a learner with albinism and in the previous year, was offered a gadget which remains the school property as long as the learners still attends school, to enhance the visual impairment which learners with such a condition usually suffer from. Not only that, but the Special Needs Department also has developed a good relationship with the school through the focal teacher who liaises with the rest of the staff members towards the upkeep of the gadget and this has made the teaching and learning process easier for this learner. Well, that is all I can say about support given. (Teacher 5, SCH B)*

4.3.3 Challenges experienced by mainstream secondary school teachers

The implementation of inclusive education in the mainstream classroom setup is deemed a challenge by many teachers. Even though the researcher believes that every initiative implemented has its pros and cons, this initiative seems to be largely affected by the latter. The following subthemes emerged from the interviews and they unveiled the different challenges faced with regard to the implementation of inclusive education.

4.3.3.1 Setback by the government

The teachers who were interviewed mentioned that the implementation of inclusive education in their schools was a challenge, not only because they were located in the rural areas but also the fact that government was dragging its feet when it came to ensuring that this initiative ran smoothly. The following excerpts from interviews reflect the teachers' feelings of disappointment concerning the government.

> *I was a learner in the same school fifteen years ago, but there has not been much changes with regard to infrastructure development to accommodate learners with disabilities except for giving the walls a new feel of course.. Other than that, I'm sure you have observed the chemistry students in that congested classroom which has become our 'lab'; we still need such basic infrastructure to conduct experiments which are a part of the subjects taught. (Teacher 7, SCH B)*

> *For this initiative to be success, one may say that the necessary resources should be put in place, but currently there is nothing tangible which we can consider as resources put in place for the implementation of inclusive education other than the ramps which only cater for both teachers and learners with physical disabilities. (Teacher 5, SCH B)*

> *This initiative is a challenge or will be a challenge since I was not even aware that they had already advocated for it. I have observed that most of the government policies are a success only on paper, yet she should see to it that what is passed is implemented and a follow up is made to ensure that challenges are dealt with*

for the betterment of our country's education system which then can cater for all the needs of all learners. (Teacher 12, SCH C)

4.3.3.2 Teachers as the stumbling block

It is a fact that teachers are the key role players in the implementation of inclusive education, but when they take a back seat, everything crumbles. This is the reality of things happening at ground level as ascertained from the responses of the teachers being interviewed. The following verbal quotes reflect what the teachers said:

Some of these changes implemented in the education sector, like the inclusive education initiative, have found a pool of teachers already in service. As a result, a number of them don't want to embrace change; some of my colleagues believe learners with disabilities belong to special schools as it was before. (Teacher 12, SCH C)

Inclusive Education is only in the name for some teachers as they are not bothered by it; hence they feel it frustrates them and delays the teaching and learning process. It is no wonder then that the learners here are streamed according to capabilities which is of course inappropriate but we're trying to deal with this situation for the sake of progress. (Teacher 1, SCH A)

This is a rural school and it is in the community where they hold different beliefs about disability. Teachers are likely to be influenced by these, hence they tend to develop a negative attitude towards these learners. Apart from that, the fact that teachers don't have the necessary training on inclusive education is fuelling the matter. Teachers would always complain that such learners do not put much effort in their studies. This shows that they fail to meet the needs of the learners. (Teacher 6, SCH B)

4.4 DOCUMENT ANALYSIS

Table 4.2 below shows the documents which were used by the researcher in this study.

Table 4.2 Documents used

YEAR	NAME OF DOCUMENT	INFORMATION ON INCLUSIVE EDUCATION
2005	Constitution of Swaziland	The right for every Swazi child to education
2008	Ministry of Education and Training Draft Policy in Inclusive Education	The inclusive Education initiative in the country
2011	Education and Training Sector Policy subsection (6)	Mainstreaming of learners in schools
2012	Special Education Needs Unit Document	Amendments in schools to cater for all learners
2018	Persons with Disabilities Act 16 subsection (34)	Access to education by people with disabilities
2020	School Rules and Regulations	The treatment of learners in schools

Table 4.2, above, is a summary of documents which were reviewed by the researcher which specified the desire by the government of Eswatini to implement inclusive education. The Constitution of Swaziland (2005) clearly stipulates the right of every Swazi child to education in public schools. The Ministry of Education and Training Draft Policy in Inclusive Education (2008) is also an initiative by the government for inclusive schools. This is also confirmed by the Swaziland Education and Training Sector Policy (2011) subsection (6) (Ministry of Education & Training 2011) which addresses inclusive education, including the mainstreaming of learners and ensuring that all needs of learners are met by schools and education institutions. Not only that, but it also calls for all education and training facilities to be improved so as to meet the individual needs of learners experiencing barriers to learning. These promised amendments are also described in the Special Education Needs document (Ministry of Education & Training in Swaziland, 2012). Moreover, the Persons with Disabilities Act 16 of 2018 (34) advocates for the access to education in all levels by persons with disabilities. It also encourages

the government and private individuals to establish and maintain institutions to accommodate persons with disabilities and to provide educational and vocational training to persons with disabilities. Inasmuch as these aforementioned documents give a promising stance in the implementation of inclusive education in mainstream secondary schools, it is in contrast to the reality of the situation as portrayed in the findings.

Schools should also have internal policies which they make in accordance with the policies by the Ministry of Education as the mother body. Even though the schools where the research was based were aware of such policy documents by the ministry, they did not have a working plan with regard to inclusive education. They only had minutes from the opening meeting in the year 2020 which they mentioned were confidential and could not be accessed by the researcher. The researcher was told about a record in the minutes which stipulated that the schools could not only cater for learners with minimal barriers to learning like those with physical challenges, like those that use wheelchairs, as amendments were made to the school infrastructure with regard to ramps. For extreme cases, in one of the schools it was mentioned that the school usually sought advice from the Inspectorate under the Special Needs Department who was usually helpful with such cases and parents were then advised to opt for the special schools due to the lack of the appropriate resources.

The school rules and regulations when analysed by the researcher talked about the learners' conduct in the school premises and there was a clause in one of the rules and regulations which talked about punishment of those who called others derogatory names in the school premises. The issue of inclusive education was not properly addressed. There was also a vague clause in one of the rules and regulations of the schools which talked about the equality of learners in the school; thus it was hard to ascertain their stance on the implementation of inclusive education.

4.5 DISCUSSION OF FINDINGS

The findings of this study solely centre on the main aim as specified in Chapter 1 (1.3.2) which is assessing teachers' experiences of implementing inclusive education in

mainstream secondary schools in the Hhohho region, Eswatini (Swaziland). The researcher will group the findings according to the main themes: mainstream secondary teachers' knowledge regarding the implementation of inclusive education, support given to secondary school teachers in the implementation of inclusive education, and the challenges encountered by teachers in mainstream secondary schools in the implementation of inclusive education.

4.5.1 Mainstream secondary teachers' knowledge of inclusive education

The study has revealed that teachers have a vague understanding of inclusive education. This is attributed to many factors which were hinted at during the interviews like the absence of in-service training of teachers in light of the newly introduced policies in the education sector. This is because most of these teachers already serving in the profession have never received any training on inclusive education, which is contrary to the promised amendments in the Special Education Needs Unit (Ministry of Education & Training in Swaziland, 2012:1) about teachers receiving in-service training. It is worth noting that the same document stipulates that there would be provision of pre-service training offered in the teacher training tertiary institutions in the country which became a success in 2012 for teacher training tertiary institutions like the Southern African Nazarene University (SANU). Nonetheless, teachers who need training in inclusive education from these tertiary institutions would have to upgrade their studies, which Nxumalo and Lukhele (2012:18) deem impossible for many because of financial constraints. It is for this reason that the researcher feels in-service training would be the best option for these teachers.

This lack of clear knowledge on inclusive education makes the situation difficult for teachers since they are key role players in the planning and execution of inclusive education at classroom level; thus, this is difficult practically One would echo the words of Mariga, et al. (2014:90) who feel that inclusion becomes a success only if teachers are

well prepared to teach all children and this would only be possible if they are empowered with the necessary skills.

One would also consider Lev Vygotsky's sociocultural theory of cognitive development (Woolfolk 2013:11), the theoretical framework of this study detailed in 1.6, which concurs with the importance for teachers to have the necessary knowledge for the successful implementation of inclusive education. This is so because Vygotsky believes that for learning to take place, there has to be the knowledgeable other and teachers in this regard are the knowledgeable others who can impart knowledge to learners and also create a conducive environment for inclusive education. This, however, could be difficult to achieve considering the findings of this study; there seems to be a grey area in the knowledge teachers have with regard to inclusive education.

4.5.2 Support received by mainstream secondary school teachers in the implementation of inclusive education

From the findings, the researcher discovered that teachers receive inadequate support for the smooth implementation of inclusive education in mainstream secondary schools. Support is the basis for the successful implementation of inclusive education, as alluded to by Links (2009:8), who clearly lays out the need to strengthen education support services to enhance the support in relation to inclusive education. The Special Education Needs Unit (Ministry of Education & Training in Swaziland, 2012) had made promises with regard to the presence of inspectors under the Special Needs who would cater for the needs of learners with disabilities in the four regions of the country. The findings confirmed that this was indeed made available; however, it is not enough as a lot needs to be done when it comes to supporting this initiative. Maseko (2014:514) agrees that the support given to teachers at ground level is minimal as support is more than having visits by inspectors - there has to be a network of support. Landsberg et al., (2011:64) describes a network of a structure which a country like Eswatini can adopt in the implementation of inclusive education. Moreover, Zwane (2016:24) in his study concluded that a supportive

environment is one which includes the collaboration amongst all stakeholders which includes teachers, district officials, principals and parents.

Lev Vygotsky's theory is also relevant with regard to the support given for the successful implementation of inclusive education in that the one who is knowledgeable to impart knowledge has to get enough support so as to accommodate all the learners in the inclusive classroom. The absence of the support given to teachers becomes a barrier in the teaching of all learners, regardless of the disabilities they might have. As a result, it tends to frustrate teachers and it may let down the purpose of this inclusive education initiative.

4.5.3 Challenges experienced by mainstream secondary teachers in the implementation of inclusive education

The findings have revealed numerous challenges experienced in the implementation of inclusive education in mainstream secondary schools which centre on the non-compliance by the government as expected towards inclusive schools. Building an inclusive education system requires change in certain areas like the school infrastructure, amongst other things, as described in the Department of Education White Paper 6 Policy document (2001). Through the findings, teachers are said to be having a difficult time hence the environment is not as inclusive as it is supposed to be. This is contrary to what is described in the Swaziland Education and Training Sector Policy Document (2011) (Ministry of Education & Training 2011) about the development of infrastructure in schools so as to accommodate all learners.

Moreover, the attitude of teachers was discovered to be another stumbling block in the implementation of inclusive education. This is not only because they received no formal education in relation to inclusive education, as was mentioned in 4.5.1 and the promised amendments in the Swaziland Education and Training Sector Policy (2011) about teacher training, but also their attitude towards inclusive education as a means to embrace change is fuelling the matter. Fakudze (2012:40) however brings to the light that teachers are not against the mere idea of inclusive education; it is their lack of confidence in implementing it, as revealed by Thwala (2015:496), which affects them. All

this points back to the government through the education ministry who needs to hasten in dealing with such challenges for the success of this initiative.

This could also be viewed through the lens of Vygotsky's theory which advocates that human learning is largely considered a social process. If we are to consider the status quo from the given findings, then learning would definitely be impossible as the surroundings themselves are not inclusive. Not only that, but the attitudes of teachers could tamper with the zone of proximal development as explained by this theory, since it states that learners cannot perform on their own but are capable of learning through guidance from teachers. If this learning cannot take place, it will make inclusive education initiative a failure.

Even though the documents reviewed showed the willingness by the government to implement inclusive education that on its own is not enough. The unavailability of an independent inclusive education policy like the White Paper 6 policy document in South Africa is the major barrier to its implementation in Eswatini as even schools cannot make proper policies which they can use in the implementation of inclusive education.

4.6 CONCLUSION

The chapter gave the presentation of findings in accordance with the interviews and document analysis which aimed at revealing the experiences of teachers in the implementation of inclusive education in mainstream secondary schools in the Hhohho region of Eswatini.

This chapter has presented the data collected through in-depth interviews and document analysis. The subsequent chapter will discuss the study's summary, conclusion and recommendations.

CHAPTER 5

SUMMARY, CONCLUSIONS and RECOMMENDATIONS

5.1 INTRODUCTION

The purpose of this study was to assess teacher's experiences on the implementation of inclusive education in mainstream secondary schools in the Hhohho region of Eswatini (Swaziland). The previous chapter presented the findings of the study in an attempt to respond to the main research question, sub-research questions and the objectives of the study as outlined in Chapter 1. This chapter will present a summary of the research findings, make recommendations not only for teachers, but also for the Ministry of Education, policy makers as well as future researchers to improve the implementation of inclusive education at mainstream secondary schools.

The majority of African countries, including Eswatini, are said to be grappling with the issue of the inclusion of learners in the mainstream classrooms. The Education for All initiative and the free primary education initiative resulted in a large number of learners attending primary school in Eswatini, as affirmed by Khumalo (2013:12). On the other hand, it has been revealed that regardless of these initiatives, an exorbitant number of these learners are said to drop out after the primary level as noted by Zwane (2016:3). The need to conduct the study then arose as the researcher felt the need to assess the teachers' experiences in mainstream secondary schools which could have hindered the implementation of inclusive education post-primary school level. The study pursued the following objectives, namely:

- To examine mainstream secondary school teachers' understanding regarding the implementation of inclusive education;
- To establish the support given to mainstream secondary school teachers in the implementation of inclusive education;
- To explore the challenges experienced by mainstream secondary school teachers in their attempt to implement inclusive education.

5.2 SUMMARY OF THE THEORETICAL FRAMEWORK

This study was viewed through the lens of Lev Vygotsky's sociocultural cognitive theory which states that the teaching and learning environment plays a major role for learners of different abilities. According to Woolfolk (2013: 11), learning is a result of social interactions from guided learning within the zone of proximal development. These social interactions would lead to success in learning if teachers who are not only believed to be facilitators but also the knowledgeable other have the necessary knowledge and support in the implementation of inclusive education. With the appropriate knowledge, teachers have the ability to control many factors in an educational setting including breaking down information for the learners into manageable tasks and thoughtful discussions which would enhance growth at classroom level. It is a known fact that for every initiative challenges are bound to take place but the challenges should not override the basic elements in carrying out the initiative as teachers are at the heart of the implementation of inclusive education in schools particularly in the mainstream secondary schools.

5.3 SUMMARY OF THE LITERATURE REVIEW

Existing literature on the implementation of inclusive education was reviewed to corroborate this study. It was however observed that there is not much literature on the subject of inclusive education in the country, as outlined by Zwane (2016). Thwala (2015:496) affirms that teachers in Eswatini not only lack clear knowledge of what constitutes inclusive education, but they also lack the necessary support to successfully implement inclusive education, and that there are vast challenges in its implementation. The lack of literature on the implementation of inclusive education in the country led the researcher to supplement the existing one by aligning it with that of countries like Kenya, Zimbabwe, and South Africa, who are said to have made noticeable changes towards the implementation of inclusive education, as asserted by Eunice et al. (2015: 40), Chireshe (2013: 224) and Links (2009) respectively. Such countries have policy documents like the White Paper 6 policy document, as available in South Africa (Department of Education, 2001). This document gives direction on the implementation of inclusive education in South Africa as a whole. An absence of such a document in Eswatini is considered a

hindrance in the implementation of inclusive education, as alluded to by Links (2009:6), that building an inclusive education system calls for having a framework and change in certain areas.

5.3.1 Limitations of the study

As the study was carried out, there were some limitations which the researcher came across. These are outlined below:

- There was insufficient literature on inclusive education; thus the researcher had to align it with information from other countries;
- The Covid 19 pandemic led to a lockdown and a number of restrictions, and resulted a delay in the collection of data and backlog to the study;
- The shift system which a lot of schools had adopted in the country delayed the data collection process when the lockdown was lifted as the researcher could not find teachers in the schools; thus, had to cancel appointments and opt for telephone interviews in some instances.

5.3.2 Overcoming limitations of the study

To overcome the limitations which sprang up as the study was conducted, the researcher had to make a lot of adjustments, which included the following:

- The unavailability of much literature on the subject of inclusive education forced the researcher to use the little that was available and supplement it with literature from both first world countries as well as third world countries, on the way they implemented inclusive education;
- The researcher was able to get permission to collect data from the Director of Education considering the Covid 19 rules and regulations, after the lockdown had been lifted in the country;
- After a series of unfruitful trips to the schools where the data was to be collected, the researcher was able to make appointments with the teachers concerned,

considering the shift system the schools adopted and in some cases telephone interviews were conducted.

5.4 RECAP OF THE RESEARCH FINDINGS IN ADDRESSING THE RESEARCH QUESTIONS

5.4.1 What are the mainstream secondary school teachers' understanding of the implementation of inclusive education?

The subject of inclusive education is blur to most teachers which results to a challenge in its implementation. A pool of teachers never received training since this initiative was introduced when a majority of teachers were already in the service. Even though programmes have been introduced in teacher training institutions but this is only afforded by a few as many of them have financial constraints as the least they could do is cater for their basic needs. Thus, in-service training is deemed the best option available to ensure that no teacher is left behind in the implementation of inclusive education.

5.4.2 What support do mainstream secondary school teachers receive in the implementation of inclusive education?

Support is considered a requirement in the implementation of inclusive education but there has been uncertainty of the support given to the mainstream secondary school teachers in the implementation of inclusive education which hinders the successful implementation of this initiative. A proper support structure is one where there is a collaboration amongst all stakeholders which includes teachers, district officials, principals and parents. The failure by the government to support this initiative deems it a failure.

5.4.3 What challenges do the mainstream secondary school teachers in the Hhohho region of Eswatini experience in the implementation of inclusive education?

It has been observed that secondary schools are facing a myriad of challenges in the implementation of inclusive education. An initiative like this one calls for clearly stipulated

policy documents which serve as a framework in the implementation of such an initiative. This also affects the practicality of such an initiative because secondary schools have no policy documents which function as a frame of reference as they implement inclusive education.Moreover, the attitude of teachers is also viewed as an obstacle in the implementation of inclusive education in secondary schools. This is not only attributed to their lack of knowledge and the unwillingness to embrace change.

5.5 SUMMARY OF FINDINGS

The findings of this study which centered on the teachers' experiences of implementing inclusive education in mainstream secondary schools in Eswatini were grouped according to three main themes which can be summarised according to the three objectives as outlined in chapter 1.

5.5.1 Teachers' understanding of the implementation of inclusive education

The findings revealed that teachers have an unclear understanding of inclusive education. The participants had an idea of what inclusive education entails but that is in itself not enough as they did not receive proper training to implement it. It was revealed that they got to know about inclusive education as part of in-service training and workshops for the subjects they specialised in. Other than that, they had not received any training with regard to inclusive education.

The participants also raised a concern over the issue of teaching learners with disabilities in the mainstream classroom. One cannot blame them as they feel incompetent themselves because of their unpreparedness. Apart from being unprepared, they also felt the learning environments were not developed enough to cater for the needs of all learners, particularly those with physical disabilities. They also felt there is a lot of unpreparedness as communities have not been sufficiently sensitised about inclusive education so that even the communities where the schools are located understand about the inclusive education initiative. Such challenges were viewed as hindering factors in the

successful implementation of inclusive education that may even tamper with the future of inclusive education in mainstream secondary schools.

Moreover, the documents which were reviewed in the study point to a success which is theoretical rather than practical as they have stipulated the urge by the government to implement inclusive education which includes the in-service training of teachers. This however has not happened and the teachers still have only a vague understanding of inclusive education.

5.5.2 Support given to teachers

Support is key in the implementation of any initiative, but it was ascertained from the findings that there is lack of support in the implementation of the inclusive education initiative in the mainstream secondary schools. The responses from the teachers revealed that there is minimal support given to schools with regard to the implementation of inclusive education. According to them, the support is only available on paper as outlined in some policy documents and thus, there would definitely be a difficulty in the implementation of the inclusive education initiative without the necessary support.

Even though the documents reviewed spelled out the promised amendments to enhance the implementation of inclusive education, this was only available on paper. There is no tangible evidence from the findings that such promised amendments were carried out as written in the policy documents about the implementation of inclusive education except for the visit by the inspectorate to the schools either asking about learners with special needs or those gadgets given to them in one of the schools to assist with visual needs. The teachers feel this is not enough as an initiative like this one needs all the support for it to be implemented successfully.

5.5.3 Challenges experienced by teachers

The findings revealed numerous challenges which hamper the implementation of inclusive education. One of the challenges springs from what is considered the non-

compliance by the government as revealed by the participants. They believe the government should be at the forefront, ensuring that the initiative rolls out smoothly. However, according to the findings, that has not been the case. Amidst the need to give the schools a facelift and develop the infrastructure, nothing has been done in relation to the implementation of inclusive education.

For an initiative like inclusive education to be a success, there should be arrangements put in place to enhance an inclusive system. Certain areas of the education sector, which include the infrastructure in schools, should be changed to heighten the implementation of inclusive education. The findings have revealed that this has not been the case in the schools, which is a stumbling block to the implementation of inclusive education, particularly at mainstream secondary schools.

To add on that, the findings revealed another hindrance to the implementation of inclusive education - the attitude of teachers who are believed to be at the core of the implementation of inclusive education but have mixed feelings with regard to its implementation. A majority of these teachers already in the service are reluctant to change as they believe learners with special education needs belong in special schools, as was the case previously. They might well have a point in this because they have not received enough training on the inclusive education initiative, and to them this initiative will bring more work. From a distance, it could be seen as an impossible task for teachers to accomplish especially because they do not have the necessary training and thus feel less confident and unwilling to be involved in the implementation of inclusive education.

5.6 CONCLUSIONS

In light of the main research question, the objectives and the findings of the study, the following conclusions were reached.

It was evident that Eswatini is not ready for the implementation of inclusive education at mainstream secondary schools. This is solely based on the findings which largely blame the government for its inefficiency. The call to 'Education for All' as well as the 'Free Primary Education' initiative, as outlined in both The Constitution of Swaziland (2005) and

the Swaziland Education Training and Sector Policy (2011), did not merely address the issue of inclusive education but was just exercising a basic human right. This is also evident from the documents which were reviewed in the study that there is no independent policy document which addresses the issue of Inclusive Education in Eswatini. The only available document which aims at addressing the issue of inclusive education is a draft policy document, The Ministry of Education and Training Draft Policy in Inclusive Education (2008), which clearly indicates that the country is not yet ready for the implementation of inclusive education.

Moreover, it can be concluded that teachers have only a vague understanding of inclusive education. Teachers, as the key role players in the teaching and learning process, need to be well versed with changes implemented in the education sector, especially because they have to ensure that the needs of all learners are catered for. Even though amendments like in-service training for teachers already serving in the profession were promised as outlined in the Special Needs Unit (2012:11) document, the government has not fulfilled that promise. It is worth noting, however, that pre-service training on inclusive education was introduced in the different teacher training colleges in the country; thus, those individuals pursuing courses in such institutions already receive training on inclusive education, but that is not enough.

Furthermore, it was also observed that teachers receive inadequate support for the smooth implementation of inclusive education. This poses a challenge in the implementation of inclusive education as support is believed to be an integral part in the implementation of inclusive education. As a result, this has made the free primary education initiative by the government less effective because these learners eventually drop out of school at post-primary school level as the available schools do not cater for their needs, which is the mandate for inclusive education.

In addition, it was revealed that there are other challenges in the implementation of inclusive education like developing infrastructure in schools to make them fully inclusive institutions. It is worth noting that these challenges are bound to be there as the initiative is rolled out, however, the situation of Eswatini is dire as there are minimal means by the government in terms of preparedness for such an initiative.

5.7 RECOMMENDATIONS

In light of the findings on the teacher's experiences on the implementation of inclusive education in mainstream secondary schools, the researcher has made the following recommendations to all stakeholders involved in the education sector as well as future researchers:

- Policy makers in education should ensure that there is an independent inclusive education policy equivalent to the White Paper 6 policy document in South Africa, so as to have a clear rollout plan. Such a policy would pave the way to make a support structure available which would enable the implementation process. In turn, schools could also adopt such a policy to make internal policies and ethos so as to make sure that they are fully inclusive institutions.

- Teachers as key role players, especially those in the service, should be kept abreast about the evolution in the education sector, particularly inclusive education at mainstream secondary level, as it is evident that they lack knowledge on inclusive education.

- A national advocacy and education programme on inclusive education should be implemented. This would enable all stakeholders in the education sector to buy into the concept of inclusive education, that is, be accustomed in the right direction for the implementation of inclusive education. So, the government should ensure that before inclusive education is rolled out, they need to have trained the relevant stakeholders and hosted educational programmes to liaise with the concerned stakeholders.

- Future researchers may look into the issue of readiness by the country in the implementation of inclusive education as well as the curriculum being fully inclusive.

5.8 CONCLUSION

This chapter has presented a summary of the findings, conclusions and recommendations in accordance with the main research question which was the teachers' experiences in the implementation of inclusive education in mainstream secondary schools in the Hhohho region of Eswatini.

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0121

A I R M A I L
PHIRI P P MISS
P OBOX 2178
MANZINI
SWAZILAND

STUDENT NUMBER : 51607700

ENQUIRIES TEL : 0861670411
            FAX : (012)429-4150
eMAIL : mandd@unisa.ac.za

2021-03-27

Dear Student

I hereby confirm that you have been registered for the current academic year as follows:

Proposed Qualification: MED (INCLUSIVE EDUCATION)   (90067)

| | | | | PROVISIONAL | EXAMINATION |
CODE	PAPER	S NAME OF STUDY UNIT	NQF crdts	LANG.	EXAM.DATE	CENTRE(PLACE)
Study units registered without formal exams:
@ DLIED95		Mini Dissertation: Inclusive Education	84	E		
DLIED95		Mini Dissertation: Inclusive Education	84	E		

@ Exam transferred from previous academic year

You are referred to the "MyRegistration" brochure regarding fees that are forfeited on cancellation of any study units.

 # Your attention is drawn to University rules and regulations (www.unisa.ac.za/register).
    Please note the new requirements for reregistration and the number of credits per year which state that
    students registered for the first time from 2013, must complete 36 NQF credits in the first year of study,
    and thereafter must complete 48 NQF credits per year.
    Students registered for the MBA, MBL and DBL degrees must visit the SBL's ESOnLine for study material and other
    important information.
    Readmission rules for Honours: Note that in terms of the Unisa Admission Policy academic activity must be
    demonstrated to the satisfaction of the University during each year of study. If you fail to meet this requirement
    in the first year of study, you will be admitted to another year of study. After a second year of not demonstrating
    academic activity to the satisfaction of the University, you will not be re-admitted, except with the express
    approval of the Executive Dean of the College in which you are registered. Note too, that this study programme must
    be completed within three years. Non-compliance will result in your academic exclusion, and you will therefore not be
    allowed to re-register for a qualification at the same level on the National Qualifications Framework in the same
    College for a period of five years after such exclusion, after which you will have to re-apply for admission to any
    such qualification.
    Readmission rules for M&D: Note that in terms of the Unisa Admission Policy, a candidate must complete a Master's
    qualification within three years. Under exceptional circumstances and on recommendation of the Executive Dean, a
    candidate may be allowed an extra (fourth) year to complete the qualification. For a Doctoral degree, a candidate
    must complete the study programme within six years. Under exceptional circumstances, and on recommendation by the
    Executive Dean, a candidate may be allowed an extra (seventh) year to complete the qualification.

CREDIT BALANCE ON STUDY ACCOUNT: 46.00-

Yours faithfully,

Prof M S Mothata
Registrar   0108 O 00 0

UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/11/13

Dear Ms PP Phiri

Decision: Ethics Approval from
2019/11/13 to 2022/11/13

Ref: **2019/11/13/51607700/27/AM**

Name: Ms PP Phiri

Student No.: 51607700

Researcher(s): Name: Ms PP Phiri
E-mail address: 51607700@mylife.unisa.ac.za
Telephone: +26876242544

Supervisor(s): Name: Dr M.K. Malahlela
E-mail address: malahmk@unisa.ac.za
Telephone: 012 481 2755

Title of research:

Teacher's experiences of implementing inclusive education in mainstream secondary schools in the Hhohho region, Swaziland

Qualification: MEd Inclusive Education

Thank you for the application for research ethics clearance by the UNISA College of Education Ethics Review Committee for the above mentioned research. Ethics approval is granted for the period 2019/11/13 to 2022/11/13.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/11/13 in compliance with the UNISA Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.*

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the UNISA College of Education Ethics Review Committee.

3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.

4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing.

5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.

6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.

7. No field work activities may continue after the expiry date **2022/11/13**. Submission of a completed research ethics progress report will constitute an application for renewal of Ethics Research Committee approval.
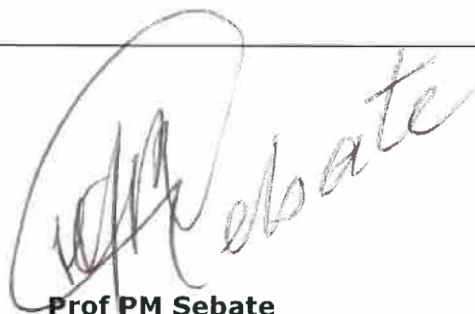
Note:

The reference number **2019/11/13/51607700/27/AM** *should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.*

Kind regards,

Prof AT Motlhabane
CHAIRPERSON: CEDU RERC
motlhat@unisa.ac.za

Prof PM Sebate
ACTING EXECUTIVE DEAN
Sebatpm@unisa.ac.za

Ministry of Education & Training

Tel: (+268) 2 4042491/5
Fax:(+268) 2 404 3880

P. O. Box 39
Mbabane, ESWATINI

28th October, 2020

Attention:
Head Teacher:

Nkonyeni High School	Mbeka Anglican High School
Emagobodvo High School	

THROUGH
Hhohho Regional Education Officers

Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF SOUTH AFRICA – MS. PHILA PHILILE PHIRI

1. The Ministry of Education and Training has received a request from Ms. Phila Philile Phiri, a student at the University of South Africa (UNISA) that in order for her to fulfill her academic requirements at the University she has to collect data (conduct research) and her study or research topic is: *"Teachers Experiences of Implementing Inclusive Education in Mainstream Secondary Schools in the Hhohho Region, Eswatini".* The population for her study comprises of twelve teachers four teachers chosen from each school respectively. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Ms. Phiri begins her data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.

2. The Ministry of Education and Training requests your office to assist Ms. Phiri by allowing her to use above mentioned schools in the Hhohho region as her research site as well as facilitate her by giving her all the support she needs in her data collection process. Data collection is one month.

DR. N.L. DLAMINI
DIRECTOR OF EDUCATION AND TRAINING

cc: Regional Education Officer – Hhohho
        Chief Inspector – Secondary
        3 Head Teacher of the above mentioned school
        Dr. M.K. Malahlela – Research Supervisor

Page 1

EMAGOBODVO HIGH SCHOOL

Physical Address : Ensongwini, Piggs Peak
Postal Address : P O Box 33 Piggs Peak
Cell Number : +268 7845 3619
Email : emagobodvo551@gmail.com
Date : 20 - 11 - 2020

Ms Phila Philile Phiri

University of South Africa

P. O. Box 392

South Africa

0003

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH IN OUR SCHOOL

This is to confirm that we did receive your letter of request to conduct research in our school and we officially grant you permission to do so.

As a school, we encourage educational research and we hope to benefit from this study since inclusive education has just been enforced in the education sector. May we take this opportunity to wish you the best of luck as you undertake this important study.

Yours Faithfully

W.S. Dlamini(Principal)

THE PRINCIPAL
EMAGOBODVO HIGH SCHOOL

2 0 NOV 2020
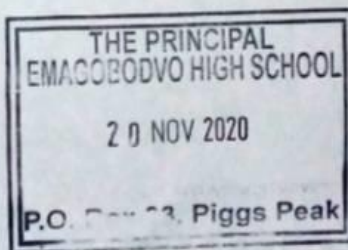
P.O. Box 33, Piggs Peak

Mbeka Anglican High School

P. O. Box 156
PIGG'S PEAK H108
SWAZILAND
Cell: (+268) 7603 8193

19 November 2020

Department of Inclusive Education

UNISA

P. O. Box

South Africa

Re: Permission to conduct a research in the school

Phila Philile Phiri

The above mentioned school confirm that permission is granted to Phila Philile Phiri to conduct an educational research in our school. The school will assist her in availing all relevant information and material need in her research.

For further clarity and information you can contact us using the above contacts.

Thank you

Yours Faithfully

Mr M. Dlamini
(Principal)

NKONYENI HIGH SCHOOL
Wisdom is Power

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02 December 2020

Dear Sir / Madam

Re Permission to conduct research in our school

This is to confirm that we receive your letter of request to conduct research in our school and we officially grant you permission to do so.

As a school, we encourage education research and we hope to benefit from this study since inclusive education has just been in the education sector. May we take this opportunity to wish you the best of luck as you undertake this important study.

Yours Faithfully

N. Dlamini (Principal)

12 DEC 2020

Interview questions

The following questions were asked during the in-depth interviews under each subheading respectively:

1.1 The mainstream secondary school teacher's understanding of the implementation of inclusive education.

1.1.1   What do you understand by inclusive education?

1.1.2   How did you know about inclusive education?

1.1.3   Do you think your fellow colleagues know about inclusive education as well?

1.1.4   Is inclusive education a good initiative?

1.1.5   Would you say that it is important for teachers at large to be informed about inclusive education?

1.1.6   Was it necessary for a country like Eswatini to introduce the inclusive education initiative like other countries?

1.1.7   Why is inclusive education ideal for your school?

1.2   Support mainstream secondary school teachers receive in the implementation of inclusive education.

1.2.1   What do you understand by support in relation to inclusive education?

1.2.2   Is support of great significance for a successful implementation of inclusive education?

1.2.3   What kind of support do you receive in your school as you implement inclusive education?

1.3   Challenges mainstream secondary school teachers in the Hhohho region of Eswatini experience as in the implementation of inclusive education

1.3.1   Do you think a majority of teachers in your school have been affected by the introduction of the inclusive education initiative?

1.3.2   What challenges do educators in your school face with the implementation of inclusive education?

1.3.3   Are there any factors which hinder the successful implementation of inclusive education
         in your school?

TINTFO THISHELA LAHLANGABETANA NATO EKUCALISWENI KWEMFUNDVO LEBANDZAKANYA BONKHE BAFUNDZI ETIKOLWENI TEMABANGA LASETULU LETIJWAYELEKILE ESIGODZINI SAKAHHOHHO, ESWATINI (SWAZILAND)

SICAPHUNO

Kucaliswa kwemfundvo lebandzakanya bonkhe bafundzi kutsatfwa njengendlela lekahle yato tonkhe tinhlelo temfundvo emhlabeni jikelele. Lesifundvo kuhloswe ngaso kuhlola lwati lwabothishela ekucalisweni kwemfundvo lebandzakanya bonkhe bafundzi etikolweni temabanga lasetulu letijwayelekile esigodzini sakaHhohho eSwatini (Swaziland). Umcwaningi ukhetse indlela yelucwaningo lwekhwalithi, lokuluhlobo lwendlela yelucwaningo lwesayensi yetenhlalo legcogca futsi isebente ngedatha lekungeyona yetinombolo kute isite kuvisisa imphilo yemphakatsi ngesifundvu selinanibantfu lelihlosiwe. Kusetjentiswe lisu lekusampula lelinenjongo kulesifundvo, lelifaka kukhetfwa kwebantfu labanotsile ngelwati, lelicondziswe etikolweni temabanga lasetulu letifaka bonkhe bantfu letintsatfu esigodzini sakaHhohho Eswatini. Esikolweni ngasinye, kukhetfwe bothishela labatsatfu, futsi idatha igcogcwe kulinani leliphelele lebahlanganyeli labali-12. Letindlela tekugcogca idatha lesetjentisiwe kube tingcogco letijulilel letihambisana nekuhlatiywa kwemculu ngetinjongo tekuvisisa. Imibuto levulekile isetjentiswe phakatsi netingcogco kute bahlanganyeli bavete imibono yabo ngalokugcwele. Lkutfolwe kulolucwaningo kuvete lugebe ekucalisweni kwemfundvo lebandzakanya bonkhe bafundzi Eswatini, ikakhulukati elizingeni letikolwa temabanga lasetulu letijwayelekile, ngenca yekungabikhona kwemculu wenchubomgomo logunyatiwe, lekufanele usebente njengendlela yekucalisa imfundvo lebandzakanya bonkhe bafundzi. Lesifundvo sincoma kutsi, phakatsi kwalokunye, kunikwe live ngemculu wenchubomgomo yemfundvo lefaka bonkhe bafundzi, lotawucacisa ngalokusobala kuma kwelive mayelana nekucaliswa kwemfundvo lebandzakanya bonkhe bafundzi.

Emathemu lamcoka: imfundvo lebandzakanya bonkhe bafundzi; sikolo semabanga lasetulu; lwati lwabothishela; kaHhohho; tikolo letikhetsekile; kukhubateka; kuchwala

MAITEMOGELO A MORUTIŠI MO GO PHETHAGATŠO YA THUTO YA GO AKARETŠA KA DIKOLONG TŠA SEKONTARI TŠA TLWAELO KA SELETENG SA HHOHHO, ESWATINI (SWAZILAND)

KAKARETŠO

Phethagatšo ya thuto ya go akaretša e tšewa go ba kgetho ye botse ya mekgwa ya thuto ka moka go dikologa lefase. Maikemišetšo a nyakišišo ye ke go lekola maitemogelo a barutiši mo go phethagatšo ya thuto ya go akaretša ka dikolong tša sekontari tša tlwaelo ka seleteng sa Hhohho go la Eswatini (Swaziland). Monyakišiši o kgethile mokgwa wa nyakišišo wa khwalithethifi, woo e lego mohuta wa mokgwa wa nyakišišo ya saense ya leago woo o kgoboketšago le go šoma ka datha ye e sego ya dipalo go thuša go kwešiša bophelo bja leago ka nyakišišo ya batho ba ba lebantšwego. Leano la sampole ya morero le šomišitšwe nyakišišong ye, leo le akareditšego kgetho ya basedimoši ba go ba le tshedimošo ye ntši, bao ba lebantšwego go tšwa dikolong tša sekontari tše tharo tša tlwaelo ka seleteng sa Hhohho sa Eswatini. Go tšwa sekolong se sengwe le se sengwe, go be go kgethilwe barutiši ba bane gomme datha e kgobokeditšwe go tšwa go palomoka ya bakgathatema ba 12. Mekgwa ya kgoboketšo ya datha ye e šomišitšwego e be e le dipoledišano tše di tseneletšego, mmogo le tshekatsheko ya tokomane ka nepo ya go kopanya mekgwa ya go fapana. Dipotšišo tša go bulega di šomišitšwe nakong ya dipoledišano go dumelela bakgathatema go laetša ka botlalo dikgopolo tša bona. Dikutullo tša nyakišišo di utulotše sekgoba mo go phethagatšo ya thuto ya go akaretša go la Eswatini, gagolo maemong a dikolo tša sekontari tša tlwaelo, ka lebaka la go se be gona ga tokomane ya pholisi ye e dumeletšwego, yeo e swanetšego go šoma bjalo ka seelo mo go phethagatšo ya thuto ya go akaretša. Nyakišišo e šišinya, magareng a tše dingwe, go beakanyetša naga tokomane ya pholisi ya thuto ya go akaretša, yeo gabotse e tlago laetša maemo a naga mo go phethagatšo ya thuto ya go akaretša.

Mareo a bohlokwa: thuto ya go akaretša; sekolo sa sekontari sa tlwaelo; maitemogelo a morutiši; Hhohho, dikolo tša go ikgetha; magolofadi; mafokodi