

**STUDENT TEACHERS' EXPERIENCES IN IMPLEMENTING INCLUSIVE
EDUCATION DURING TEACHING PRACTICE IN ZIMBABWEAN PRIMARY
SCHOOLS**

By

CHRISTIN KHUMALO

Submitted in accordance with the requirements of the degree of

DOCTOR OF EDUCATION

in the subject

INCLUSIVE EDUCATION

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: PROFESSOR REGIS CHIRESHE

DATE OF SUBMISSION: FEBRUARY 2021

DECLARATION

Name: CHRISTIN KHUMALO

Student number: 57647550

Degree: D.Ed. IN INCLUSIVE EDUCATION

Student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools

I declare that the above thesis is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I further declare that I submitted the thesis to originality checking software and that it falls within the accepted requirements for originality.

I further declare that I have not previously submitted this work, or part of it, for examination at Unisa for another qualification or at any other higher education institution.



SIGNATURE

DATE

ACKNOWLEDGEMENTS

I am very grateful for those who rendered their support to the success of this study. My sincere gratitude goes to my supervisor, Professor Regis Chireshe for his meticulous and professional guidance throughout my study.

I sincerely thank my Mother, Mrs Pfuluwani Khumalo, for unwavering moral and financial support throughout my study.

I would like to thank the Ministry of Higher and Tertiary Education, Science and Technology Development and the Ministry of Primary and Secondary Education for permitting me to conduct a study in teachers' colleges and primary schools. Student teachers, college lecturers and school administrators were cooperative during the data collection period.

Special mention goes to my colleagues at Morgenster Teachers College. Dr Davison Zireva, Dr Leah Makonye, Dr Logic Magwa, and my fellow Doctoral students, Mr Douglas Mashoko and Mr Khama Mashuro.

Special thanks also go to Mr Tshuma, the technician, and Dr Claris Shoko for the application software used to analyse data and edit pictures.

My sincere gratitude also goes to the staff of Great Zimbabwe University, Jairos Jiri Center for Special Needs Education. Special mention goes to Ms Mudita, Professor Tawanda Majoko, Mr Albert, Manyowa and Dr Annah Dudu for according me time to work on my studies, covering up for me and going through my work whenever I asked for their assistance.

Special thanks also go to UNISA M and D bursary that helped me realise my goals.

DEDICATION

This thesis is dedicated to my mother Mrs Pfuluwani Khumalo.

ABSTRACT

The study sought to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. The investigation serves as a springboard to establishing a teacher preparation model for preparing student teachers for teaching practice experiences. A mixed-methods concurrent design was employed in the current study and self-designed questionnaires, semi-structured interviews and non-participant observation were used to collect data. Three hundred and seventy-five student teachers, 60 college lecturers and 180 school administrators participated in the study. The Statistical Package for Social Sciences (IBM SBSS) version 25 calculated the percentages that were used in the study. The qualitative data were analysed using a thematic approach. The study revealed that student teachers were not given adequate content on inclusive education to prepare them for teaching practice experiences. The study also revealed that student teachers had limitations in applying inclusive pedagogy during teaching practice that included minimum support from mentors, school administrators, SPS/SNE personnel and parents, which resulted in student teachers' bad experiences. The study further established that stakeholders generally held positive attitudes towards the inclusion of children with mild disabilities rather than children who are deaf, blind and those with emotional and behavioural disabilities as they preferred special schools for such children. These attitudes inhibited student teachers from gaining good teaching practice experiences with diverse children with disabilities. The study finally established that the policies and legislations available in schools exposed student teachers to good teaching practice experiences. Though not clear, policies and legislations made a positive impact on stakeholders' attitudes towards the inclusion of children with disabilities. Such attitudes were exhibited by the improvement of disability user-friendly infrastructure. The study recommended that the Ministry of Higher and Tertiary Education, Science and Technology Development and the Ministry of Primary and Secondary Education have a binding policy on the training for student teachers for teaching practice experiences in implementing inclusive education. It was recommended that teacher trainers review curricula in tandem with the theory of inclusive pedagogy. Finally, the study recommended a teacher preparation model to prepare student teachers for teaching practice experiences.

KEYWORDS: Disability, student teachers, teaching practice, inclusive education, inclusive pedagogy, children with disabilities, teacher preparation, primary schools, Zimbabwe.

TABLE OF CONTENTS

DECLARATION.....	i
ACKNOWLEDGEMENTS	ii
DEDICATION.....	iii
ABSTRACT.....	iv
LIST OF FIGURES	xii
LIST OF TABLES	xiii
ABBREVIATIONS AND ACRONYMS.....	xv
CHAPTER ONE: THE PROBLEM AND ITS CONTEXT	1
1.1 INTRODUCTION	1
1.2 BACKGROUND TO THE STUDY	1
1.3 STATEMENT OF THE PROBLEM	9
1.4 MAIN RESEARCH QUESTION	9
1.4.1 Sub-questions	10
1.5 OBJECTIVES OF THE STUDY	10
1.6 RATIONALE FOR THE STUDY	11
1.7 SIGNIFICANCE OF THE STUDY	11
1.8 THEORETICAL FRAMEWORK	12
1.9 ASSUMPTIONS.....	15
1.10 LIMITATIONS OF THE STUDY.....	15
1.10.1 Overcoming limitations	15
1.11 DELIMITATIONS.....	16
1.12 DEFINITION OF TERMS.....	16
1.13 CHAPTER OUTLINES	18
1.14 CONCLUSION.....	18
CHAPTER 2: REVIEW OF RELATED LITERATURE.....	19
2.1 INTRODUCTION	19
2.2 TEACHER PREPARATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION	19
2.2.1 Content taught during teacher preparation	19
2.2.2 The structure of teacher education programmes.....	24
2.3 LEVELS OF SUPPORT FROM STAKEHOLDERS AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION.....	26
2.3.1 Levels of support rendered by mentors and the implementation of inclusive education	27
2.3.2 Levels of support from administrators and the implementation of inclusive education	29
2.3.3 Levels of support from Schools Psychological Services and Special Needs Education personnel and the implementation of inclusive education	32
2.3.4 Levels of support by parents and the implementation of inclusive education	35
2.4 STAKEHOLDERS’ ATTITUDES AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION.....	37
2.4.1 Teachers’ attitudes and the implementation of inclusive education	38

2.4.2 Student teachers' attitudes and the implementation of inclusive education	40
2.4.3 School administrators' attitudes and the implementation of inclusive education	42
2.4.4 Parents' attitudes and the implementation of inclusive education	43
2.4.5 Peers' attitudes and the implementation of inclusive education	45
2.5 AVAILABILITY AND CLARITY OF POLICY/LEGISLATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION	46
2.5.1 Availability of legislation/policies and the implementation of inclusive education	47
2.5.2 Clarity of policy/legislation and the implementation of inclusive education	49
2.6 SUMMARY	50
CHAPTER THREE: RESEARCH METHODOLOGY	52
3.1 INTRODUCTION	52
3.2 RESEARCH PARADIGM	52
3.3 RESEARCH APPROACH	54
3.3.1 Quantitative approach.....	56
3.3.2 Qualitative approach.....	57
3.4 RESEARCH DESIGN	58
3.5 POPULATION	60
3.6 SAMPLE AND SAMPLING PROCEDURE	60
3.7 INSTRUMENTATION	66
3.7.1 Observation Checklists	66
3.7.2 Interviews	67
3.7.3 Questionnaire.....	69
3.8 TRUSTWORTHINESS OF QUALITATIVE DATA	71
3.8.1 Credibility.....	72
3.8.2 Transferability	73
3.8.3 Confirmability	74
3.8.4 Dependability	74
3.9 VALIDITY AND RELIABILITY OF THE QUANTITATIVE DATA	74
3.9.1 Validity.....	75
3.9.2 Reliability	75
3.10 PILOT STUDY	79
3.10.1 Piloting observations and interviews	80
3.10.2 Piloting the questionnaire	81
3.10.3 Data collection procedure: Pilot study.....	81
3.11 DATA COLLECTION PROCEDURE: MAIN STUDY	82
3.12 DATA ANALYSIS	82
3.12.1 Coding of the qualitative data.....	82
3.12.2 Coding of the quantitative data.....	83
3.12.3 Statistical analysis	83
3.13 ETHICAL CONSIDERATIONS	84
3.13.1 Permission	84
3.13.2 Informed consent	84
3.13.3 Anonymity.....	84
3.13.4 Confidentiality.....	85

3.13.5 Harm to participants	85
3.14 CONCLUSION.....	85
CHAPTER 4: DATA PRESENTATION, ANALYSIS, AND DISCUSSIONS	86
4.1 INTRODUCTION	86
4.2 TEACHER PREPARATION.....	86
4.2.1 The structure of teacher preparation	90
4.3 LEVELS OF SUPPORT	93
4.4 STAKEHOLDERS' ATTITUDES	104
4.5 AVAILABILITY AND CLARITY OF POLICY/LEGISLATION	121
4.6 PRESENTATION AND ANALYSIS OF QUALITATIVE DATA.....	124
4.6.1 Participants' codes and their meaning	124
4.7 SUB-RESEARCH QUESTION 1: TO WHAT EXTENT ARE STUDENT TEACHERS PREPARED FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS?	125
4.7.1 Responses from student teachers.....	125
4.7.1.1 <i>Content taught during teacher preparation</i>	125
4.7.1.2 <i>Application of inclusive pedagogy into practice</i>	126
4.7.1.3 <i>The structure of teacher preparation</i>	127
4.7.2. Responses from college lecturers	128
4.7.2.1 <i>Content taught during teacher preparation</i>	128
4.7.2.2 <i>Application of inclusive pedagogy</i>	129
4.7.2.3 <i>The structure of teacher preparation</i>	129
4.7.3 Responses from school administrators	130
4.7.3.1 <i>Content taught during teacher preparation</i>	131
4.7.3.2 <i>Application of inclusive pedagogy into practice</i>	131
4.7.3.3 <i>The structure of teacher preparation</i>	132
4.7.4 Findings from observations	132
4.8 RESEARCH QUESTION 2: WHAT IS THE LEVEL OF SUPPORT RENDERED TO STUDENT TEACHERS FOR EFFECTIVE IMPLEMENTATION OF INCLUSIVE EDUCATION DURING TEACHING PRACTICE IN PRIMARY SCHOOLS?	134
4.8.1 Responses from student teachers.....	134
4.8.1.1 <i>Support from mentors</i>	134
4.8.1.2 <i>Support from school administrators</i>	135
4.8.1.3 <i>Support from parents</i>	135
4.8.1.4 <i>Support from SNE/SPS personnel</i>	136
4.8.2 Responses from college lecturers	137
4.8.2.1 <i>Support from mentors</i>	137
4.8.2.2 <i>Support from school administrators</i>	137
4.8.2.3 <i>Support from parents</i>	138
4.8.2.4 <i>Support from Schools Psychological Services</i>	139
4.8.3 Responses from school administrators	139
4.8.3.1 <i>Support from mentors</i>	139
4.8.3.2 <i>Support from school administrators</i>	140
4.8.3.3 <i>Support from parents</i>	141
4.8.3.4 <i>Support from Schools Psychological Services and Special Needs Education personnel</i>	142

4.8.4 Observation findings on levels of support	142
4.9 RESEARCH QUESTION 3: WHAT ARE STUDENT TEACHERS' EXPERIENCES WITH STAKEHOLDERS' ATTITUDES TOWARDS THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS?	145
4.9.1 Responses from student teachers	145
4.9.1.1 <i>Qualified teachers' attitudes</i>	145
4.9.1.2 <i>Student teachers' attitudes</i>	146
4.9.1.3 <i>School administrators' attitudes</i>	147
4.9.1.4 <i>Parents' attitudes</i>	147
4.9.1.5 <i>Peers' attitudes</i>	148
4.9.2 Responses from college lecturers	148
4.9.2.1 <i>Qualified teachers' attitudes</i>	149
4.9.2.2 <i>Student teachers' attitudes</i>	149
4.9.2.3 <i>School administrators' attitudes</i>	150
4.9.2.4 <i>Parents' attitudes</i>	151
4.9.2.5 <i>Peers' attitudes</i>	152
4.9.3 Responses from school administrators	152
4.9.3.1 <i>Qualified teachers' attitudes</i>	153
4.9.3.2 <i>Student teachers' attitudes</i>	153
4.9.3.3 <i>School administrators' attitudes</i>	154
4.9.3.4 <i>Parents' attitudes</i>	155
4.9.3.5 <i>Peers' attitudes</i>	155
4.9.4 Findings from non-participant observation	156
4.10 RESEARCH QUESTION 4: WHAT ARE STUDENT TEACHERS' EXPERIENCES ON THE IMPACT OF THE AVAILABILITY AND CLARITY OF POLICY AND LEGISLATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS?	157
4.10.1 Responses from student teachers	157
4.10.1.1 <i>Availability and clarity of policy and legislation in schools</i>	157
4.10.1.2 <i>The impact of policy and legislation</i>	158
4.10.2 Responses from college lecturers	158
4.10.2.1 <i>Availability of legislation and policy in schools</i>	158
4.10.2.2 <i>The impact of policy and legislation on the provision of inclusive education</i>	159
4.10.3 Responses from school administrators	160
4.10.3.1 <i>Availability of legislation and policy in schools</i>	160
4.10.3.2 <i>The impact of policy and legislation on the provision of inclusive education</i>	160
4.10.4 Findings from non-participant observation	161
4.11 RESEARCH QUESTION 5: WHAT STRATEGIES CAN BE EMPLOYED FOR TEACHER EDUCATION TRAINERS TO EFFECTIVELY PREPARE STUDENTS FOR IMPLEMENTING INCLUSIVE EDUCATION?.....	162
4.11.1 Responses from student teachers	163
4.11.1.1 <i>Increase of content on inclusive education</i>	163
4.11.1.2 <i>Workshops and visits</i>	164
4.11.1.3 <i>Setting up disability centres in colleges</i>	164
4.11.2 Responses from College lecturers	165
4.11.2.1 <i>Increase of content on inclusive education</i>	165

4.11.2.2	<i>Workshops and visits</i>	166
4.11.2.3	<i>Setting up disability centres in colleges</i>	166
4.11.3	Responses from school administrators	167
4.11.3.1	<i>Increase of content on inclusive education</i>	167
4.11.3.2	<i>Workshops and visits</i>	167
4.11.3.4	<i>Establishment of disability centres</i>	168
4.12	DISCUSSION OF THE FINDINGS	169
4.12.1	Teacher preparation	169
4.12.1.1	<i>Content taught</i>	169
4.12.1.2	<i>The structure of teacher preparation</i>	170
4.12.1.3	<i>Application of inclusive pedagogy</i>	172
4.12.2	Levels of support	173
4.12.2.1	<i>Support from mentors</i>	173
4.12.2.2	<i>Support from school administrators</i>	174
4.12.2.3	<i>Support from SPS/SNE personnel</i>	175
4.12.2.4	<i>Support from parents</i>	177
4.12.3	Stakeholders' attitudes	178
4.12.3.1	<i>Qualified teachers' attitudes</i>	179
4.12.3.2	<i>Student teachers' attitudes</i>	180
4.12.3.3	<i>School administrators' attitudes</i>	182
4.12.3.4	<i>Parents' attitudes</i>	183
4.12.3.5	<i>Peers' attitudes</i>	184
4.12.4	Availability of policy and legislation	184
4.12.4.1	<i>Availability of policy and legislation in schools</i>	185
4.12.4.2	<i>The impact of policy and legislation</i>	186
4.12.5	Strategies to improve teacher preparation for inclusive education	187
4.12.5.1	<i>Increase on inclusive education content</i>	187
4.12.5.2	<i>Visits and workshops</i>	188
4.12.5.3	<i>Setting up of disability centres</i>	188
4.13	CONCLUSION	189
CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		190
5.1	INTRODUCTION	190
5.2	A REVIEW OF THE PROBLEM AND ITS CONTEXT	190
5.3	SUMMARY OF FINDINGS FROM RELATED LITERATURE	191
5.3.1	Teacher preparation	191
5.3.1.1	<i>Content taught during teacher preparation</i>	191
5.3.1.2	<i>The structure of teacher preparation</i>	192
5.3.2	Levels of support and the implementation of inclusive education	192
5.3.2.1	<i>Levels of support rendered by mentors</i>	192
5.3.2.2	<i>Levels of support rendered by school administrators</i>	193
5.3.2.3	<i>Levels of support rendered by SPS/SNE</i>	193
5.3.2.4	<i>Levels of support rendered by parents and the implementation of inclusive education</i>	194
5.3.3	Stakeholders attitudes	194
5.3.3.1	<i>Qualified teachers attitudes</i>	194

5.3.3.2	<i>Student teachers' attitudes</i>	195
5.3.3.3	<i>School administrators' attitudes</i>	195
5.3.3.4	<i>Parents' attitudes</i>	195
5.3.3.5	<i>Peers' attitudes</i>	196
5.3.4	Availability and clarity of policy and legislation.....	196
5.4	SUMMARY OF RESEARCH METHODOLOGY.....	196
5.5	SUMMARY OF THE FINDINGS.....	197
5.5.1	Sub-research question 1: To what extent are student teachers prepared for the implementation of inclusive education in primary schools?.....	197
5.5.2	Sub-research question 2: What is the level of support rendered to student teachers for effective implementation of inclusive education during teaching practice in primary schools?.....	198
5.5.3	Sub-research question 3: What are student teachers' experiences with the stakeholders' attitudes and the implementation of inclusive education in Zimbabwean primary schools?.....	199
5.5.4	Sub research question 4: What are student teachers' experiences on the impact of the availability and clarity of policy and legislation and the implementation of inclusive education in primary schools?.....	200
5.5.5	Sub research question 5: What strategies can be employed for teacher education trainers to effectively prepare students for implementing inclusive education during teaching practice?.....	201
5.6	CONCLUSIONS.....	201
5.7	RECOMMENDATIONS.....	202
5.7.1	Policy and legislation.....	202
5.7.2	Recommendations for practice.....	203
5.7.2.1	<i>Teacher preparation</i>	203
5.7.2.2	<i>School administrators</i>	203
5.7.2.3	<i>Qualified teachers' practice</i>	203
5.8	PROPOSED TEACHER PREPARATION MODEL TO PREPARE STUDENT-TEACHERS FOR TEACHING PRACTICE EXPERIENCES.....	203
5.8.1	The proposed teacher preparation model for student teachers' experiences during teaching practice.....	205
5.8.1.1	<i>Component 1: Content on inclusive education and pedagogy</i>	206
5.8.1.2	<i>Component 2: Application of inclusive pedagogy taught in Professional Studies (methodology section)</i>	206
5.8.1.3	<i>Component 3: Application of inclusive pedagogy</i>	206
5.8.1.4	<i>Component 4: Visits and staff development workshops</i>	207
5.8.1.5	<i>Component 5: Teacher trainers and school administration collaboration supervision</i>	207
5.8.1.6	<i>Component 6: Collaborative teaching practice workshop</i>	207
5.8.1.7	<i>Component 7: Support services from the Department of SPS/SNE</i>	207
5.8.1.8	<i>Component 8: Pulling of material resources</i>	207
5.8.1.9	<i>Component 9: Recruitment of lecturers in inclusive education and pedagogy</i>	208
5.8.1.10	<i>Component 10: Establishment of disability centres</i>	208
5.8.1.11	<i>Central component 11: Effective student teachers' experiences</i>	208
5.9	CONTRIBUTION OF THE STUDY.....	209
5.10	RECOMMENDATIONS FOR FURTHER STUDIES.....	209
5.11	FINAL COMMENTS.....	209
	REFERENCES	211
	APPENDIX A: QUESTIONNAIRE FOR STUDENT TEACHERS	247

APPENDIX B: QUESTIONNAIRE FOR COLLEGE LECTURERS.	261
APPENDIX C: QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS.....	275
APPENDIX D: INTERVIEW GUIDE FOR STUDENT TEACHERS	288
APPENDIX E: INTERVIEW GUIDE FOR COLLEGE LECTURERS	290
APPENDIX F: INTERVIEW GUIDE FOR SCHOOL ADMINSTRATORS.....	292
APPENDIX G: OBSERVATION GUIDE FOR CLASSROOM TEACHING AND LEARNING ENVIRONMENT	294
APPENDIX H: LETTER OF CONSENT	295
APPENDIX I: CONSENT TO PARTCIPATE IN THE CURRENT STUDY (RETURN SLIP)	297
APPENDIX J: REQUEST FOR A PERMISSION TO CONDUCT RESEARCH IN TEACHERS' COLLEGES IN MASVINGO FROM THE MINISTRY OF HIGHER TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT	298
APPENDIX K: LETTER GRANTING PERMISSION FROM MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT	300
APPENDIX L: PERMISSION RANTED BY MASVINGO DISTRICT OFFICE	301
APPENDIX M: REQUEST FOR A PERMISSION TO CONDUCT A RESEARCH IN MASVINGO REGION PRIMARY SCHOOLS FROM THE MINISTRY OF PRIMARY AND SECONDARY EDUCATION.	302
APPENDIX N: PERMITION GRANTED BY THE PROVINCIAL OFFICE: MINISTRY OF PRIMARY AND SECONDARY EDUCATION	303
APPENDIX O: UNISA ETHICAL CLEARANCE CERTIFICATE	304
APPENDIX P: STUDENT TEACHERS TEST RE-TEST SCORES.....	305
APPENDIX Q: COLLEGE LECTURERS REST RE-TEST SCORES.....	308
APPENDIX R: SCHOOL ADMINISTRATORS TEST RE-TEST SCORES	310
APPENDIX S: EDITOR'S LETTER.....	312

LIST OF FIGURES

Figure 1.1: Procedural diagram for the concurrent triangulation design	60
Figure 4.1: Non-participants observation in PRI	133
Figure 4.2: Observations at PRU 3	143
Figure 4.3: Observations made at RR2	144
Figure 4.4: Observation made in school PRU 3	144
Figure 4.5: observation at PRU3.....	156
Figure 4.6: Observation at RR2	157
Figure 4.7: Non-participant observation at UB2.....	162
Figure 4.8: Observations in RR3	162
Figure 5.1: Proposed teacher preparation model	205

LIST OF TABLES

Table 3.1: Distribution of the selected cases and their strata for the qualitative phase	62
Table 3.2: Biographical variables of participants N=615	63
Table 3.3: A grid showing examples of items for the questionnaire from the literature review by authors	71
Table 3.4: Student teachers' test-retest scores	77
Table 3.5: College lecturers' test-retest scores	78
Table 3.6: School administrators' test-retest scores	79
Table 4.1: Student teachers, college lecturers and school administrators' perceptions of the content taught during teacher preparation (N=615)	87
Table 4.2: Student teachers, college lecturers and school administrators' opinions regarding the structure of teacher preparation (N=615)	91
Table 4.3: Student teachers, college lecturers, and school administrators' perceptions on the extent to which student teachers are rendered support (N =615)	94
Table 4.4: Student teachers, college lecturers and school administrators' levels of agreement statements regarding the levels of support and the implementation of inclusive education (N=615).....	97
Table 4.5: Student teachers, college lecturers and school administrators' satisfaction with the provision of the following material resources provided to student teachers in schools (N= 615)	100
Table 4.6: Student teachers, college lecturers and school administrators' levels of agreements on statements concerning the provision of material resources (N=615)	103
Table 4.7: Student teachers, college lecturers and school administrators' perceptions on the extent to which stakeholders' attitudes influence implementing inclusive education (N= 615).....	105
Table 4.8: Student teachers, college lecturers and school administrators' agreements on the statements regarding school administrators' attitudes towards the inclusion of children with disabilities (N=615).....	108
Table 4.9: Student teachers, college lecturers and school administrators' levels of agreements on statements regarding student teachers' attitudes (N=615).....	110
Table 4.10: Student teachers, college lecturers and school administrators' perceptions on the extent of student teachers' comfortability in teaching children with disabilities listed (N=615)	113
Table 4.11: Student teachers, college lecturers and school administrators' levels of agreements on statements regarding parents attitudes and the inclusion of children with disabilities (N=615).....	116
Table 4.12: Student teachers, college lecturers and school administrators' levels of agreement on statements regarding children attitudes and the inclusion of their peers with	

disabilities (N=615).....	119
Table 4.13: Student teachers and college lecturers and school administrators' levels of agreements on statements regarding the availability and clarity of policy and legislation (N=615)	122
Table 4.14: Observation checklist findings on the use of inclusive pedagogy by student teachers	133
Table 4.15: Observation checklist findings on the support given to student teachers and children with disabilities in the classroom	143

ABBREVIATIONS AND ACRONYMS

DTE	Department of Teacher Education
EFA	Education for all
PGDE	Professional Graduate Diploma in Education
SPS/SNE	Schools Psychological Services and Special Needs Education
UDL	Universal Design for Learning
UK	United Kingdom
UN	United Nations
UNESCO	United Nations Children’s Fund Institute for statistics
USA	United States of America
UZ	University of Zimbabwe

CHAPTER ONE: THE PROBLEM AND ITS CONTEXT

1.1 INTRODUCTION

The study sought to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. This chapter discusses the problem and its context, notably, the background to the study, statement of the problem, main research question, sub-research questions and objectives. The chapter also highlights the significance of the study, theoretical framework, assumptions, limitations and delimitations of the study. Finally, definitions of terms are presented.

1.2 BACKGROUND TO THE STUDY

Children with disabilities arguably form the largest group of readily identifiable children who have been and continue to be persistently excluded from education (UNESCO, 2009:7; Ainscow, 2020:7). This has led to children with disabilities of school-going age being marginalised and dropping out of school. According to WHO (2011:5), disability is the umbrella term for impairments, activity and participation limitations and restrictions that refer to the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environment and personal factors). A disability may be present from birth or occur during a person's lifetime (WHO; 2011:3; Jackson, 2018:2). UNESCO (2009:102; Ainscow, 2020:9) defines disability in the social context as the outcome of complex interactions between the functional limitations arising from a person's physical, intellectual or mental condition and social and physical environment. A broader perspective of disability has been adopted by Barton (2009:41) who describes the term "disability" as a term often used to refer to a limitation imposed on impairment by the way people with impairments are unnecessarily isolated and excluded from full participation in society. The Disabled Persons Act of Zimbabwe (1996:51) (as revised in 2001 and 2002) defines a disabled as

“a person with a physical, mental or sensory disability, including a visual, hearing or speech functional disability, which gives rise to physical, cultural and social barriers inhibiting him [sic] from participating at an equal level with other members of society in activities, undertakings or fields of employment that are open to other members of society”.

The definitions above show that disability is perceived differently according to culture, context,

knowledgebase, beliefs and values of society (Choruma, 2007:7). As a result of definitional factors, estimating the number of children with disabilities in a population may be difficult (Deluca, Tramontano & Kett, 2014:4).

Although there are significant discrepancies in estimates of children with disabilities among countries, surveys on disability prevalence have estimated that more than one billion people around the world have some form of disability and that 93 million of them are children under the age of 14 living with a “moderate or severe disability” (UNESCO, 2015b:3; United Nations Disability Report and Development, 2019:80). According to UNICEF-UIS (2013:23), in some regions, children with disabilities are likely to encompass a large portion of those who are in regular schools that are at risk of dropping out. The UNICEF-UIS (2013:19) report reveals that out of an estimated 5.1 million in developing countries whose education status is largely unknown and out of the total of 5.1 million children who are registered with a disability, only 219,000 (14%) were in schools. According to the United Nations Disability Report (2019:80) and UNESCO (2015b:12), in 2013, more than 50% of about 250 million primary school-aged children who had spent at least four years in school could not read, write or count well enough to meet the learning standards. For example, in the USA, by 2013–2014, there were 6.5 million students with disabilities in public schools (Snyder, DeBrey & Dillow, 2016:3). In Finland, the enrolment of children with disabilities in mainstream schools had a sharp increase from 566,921 in 2002–2003 to 2.16 million in 2007–2008 (UNESCO, 2015b:102) and in Thailand, 23 per cent of 4–6 year olds with disabilities receive basic compulsory education and 17 percent of 6–7 year olds receive basic education (Kantavong, 2012:27). Increasingly, these children are being educated in general education settings (Forlin & Chambers, 2011:18; Ramberg & Watkins, 2020:88).

Zimbabwe has a total number of 422,970 children enrolled in primary schools inclusive of children with disabilities (Ministry of Primary and Secondary Education, 2015:56). Consistent with the above report, WHO (2011:3) and Majoko (2018:1) postulate that there are an estimated 600,000 children with disabilities of school-going age in Zimbabwe. Nevertheless, the Ministry of Primary and Secondary Education (2015:2) reported that, by 2014, there were only 27,299 children with disabilities in primary schools and these numbers included children in 31 special schools and resource rooms (Chitiyo, Hughes, Changara, Chitiyo & Montgomery, 2017:49). The special schools include schools like Jairos Jiri Kadoma School for the Blind, Emerald Hill School for the Deaf, Jairos Jiri Naran Centre school for the Deaf, Henry Murray School for the

Deaf, Sibantubanye, Mudavanhu and Danhiko (Zimcare Trust Schools) for children with physical and multiple disabilities (Zindi, 2004:15). The limited number of children with disabilities enrolled in Zimbabwean special schools and resource units shows that special schools may not have sufficient learning space for the participation of all children with disabilities in Zimbabwe, hence the majority of these children are being educated in the mainstream pedagogical setting in line with the global paradigm shift from exclusive to inclusive education ([Zimbabwe Ministry of Primary and Secondary Education Permanent Circular 3 of June 2019](#); Director's Circular No. 7 of 2005; Mpofu & Molosiwa, 2017:23; Majoko, 2019:1).

In recent years, the inclusion of children with disabilities in regular schools has become a primary service option, promotes universal primary completion, is cost-effective and contributes to the elimination of discrimination (Majoko, 2018: 6; Chireshe, 2011:157; WHO, 2011:15). According to the Salamanca Statement (UNESCO, 1994:iv), regular schools with an inclusive orientation are the most effective means of combating discrimination attitudes, creating welcoming communities and achieving education for all. A similar commitment to inclusive schooling within the mainstream is made in United Nations Convention on the Rights of Persons with Disabilities (UN, 2006) and the World Education Forum (UNESCO, 2015:23) on the basis of equal opportunity practices suited to the diverse needs of children (Wilde & Avramidis, 2011:83; Avramidis, Toulia, Tsihouridis & Strogilos, 2019:4959).

Though the concept of inclusive education remains confusing, Ainscow and Miles (2009:3) posit that, in some countries, inclusion is still thought of as an approach to serving children with disabilities within general education settings. Supporting this view, Chireshe (2011:157) points out that inclusive education is believed to mean the extent to which a school or community welcomes children with special needs as full members of the group and values them for the contributions they make. Inclusive education is therefore seen as essential for human dignity and the exercise of human rights (UNESCO, 1994:11; UNESCO, 2015c:23; Ainscow, 2020:7). According to the Salamanca Statement (UNESCO, 1994:11), inclusion and participation are essential for human dignity and the enjoyment and exercise of human rights. Clause 5, Paragraph 2 of the Salamanca Statement (UNESCO, 1994:11) articulates the fundamental right of every child to education and advocates the development of inclusive mainstream schools which “are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for

all” (Avramidis et al., 2019:4959; Wilde & Avramidis, 2011:83; UNESCO, 2015: 101).

The concept of inclusion has commonly been accepted internationally as meaning the placement of students with disabilities or learning difficulties into regular schools within the least restrictive environments so that no child is marginalised, alienated, shamed, embarrassed, rejected or excluded (Forlin, 2012:5; Forlin, 2019:18). Chireshe (2011: 157) postulates that inclusive education is based on the social premise of justice that advocates for equal access to educational opportunities for all children regardless of their physical, intellectual, emotional or learning disabilities. The above mentioned sentiment implies that adequate accessibility and support services designed to meet the needs of persons with different disabilities should be provided in mainstream schools (United Nations General Assembly, 1993: Rule 6). This calls for a radical reformation and restructuring of the school as a whole in terms of curriculum, assessment, pedagogy and grouping of pupils with the aim of ensuring that all pupils have access to the whole range of educational and social opportunities offered by the school (Charema, 2010:88).

Inclusive education is concerned with the identification and removal of barriers, and the presence, participation and achievement of all students. It involves a particular emphasis on those groups of learners who may be at risk of marginalisation, exclusion or underachievement (Azorin & Ainscow, 2020:59; Ainscow & Miles, 2009:3; Badza, Chakuchichi & Chimedza, 2008:63). This suggests that inclusive education involves the learning and participation of children with disabilities in regular schools where their peers and siblings go, with the provision of adequate support within a pedagogy that respects diversity. Azzorpadi (2008:102) opines that the essence of inclusive education is the teachers’ ability to respond to diversity, implying the conception and implementation of a repertoire of teaching strategies to respond precisely to learners’ diversities (Opertti & Balalcasar, 2008:115). Therefore, inclusive education imposes a duty upon schools to provide a curriculum that ensures all students are able to access an appropriate, relevant, and suitable education in order to reach their full potential (UNESCO, 2020). It further imposes a duty on teacher training institutions to ensure that new teachers are effectively prepared to teach within inclusive classrooms (Forlin, 2019:73; Forlin, 2012:6).

Badza et al. (2008:53) noted that, in Zimbabwe, the concept of inclusive education is adopted from developed countries and international conventions and is associated with disability and the school. Zindi (2004:15) postulates that inclusive education is a process which brings about

a broad vision of education for all, which implies that all Zimbabwean schools are expected and challenged to educate every child in the neighbourhood (Zindi, 2004:13).

Zimbabwe has since committed itself to inclusive education and Education for All as exemplified by its ratification of the various conventions. By being a signatory of the Salamanca Convention of 1994, the government of Zimbabwe is fully obliged to ratify and implement inclusive education (Majoko, 2019:8), as mandated by different Zimbabwean Acts and policies. According to Chireshe (2011:157), Zimbabwe currently does not have legislation for inclusive education. However, the Constitution of Zimbabwe Amendment (No.20) Act (Zimbabwe, 2013:22) declares free and compulsory basic education for children as a basic human right. The Education Act (Zimbabwe, 1987) (as revised in 1996 and emended in 2006 respectively) and the Zimbabwe Disabled Persons Act of (1992) (as revised in 1996), also declared education as a child's fundamental right. It promulgates that every child in Zimbabwe shall have the right to school education. This, in principle, makes discrimination against children with disabilities unlawful (Chireshe, 2011:158; Chireshe, 2013:223; Musengi & Chireshe, 2012:107). According to the Constitution of Zimbabwe Amendment (No.20) Act (2013:21), the state and all institutions and agencies of government at every level must recognise the rights of persons with disabilities, in particular, the right to be treated with respect and dignity. This principle was also affirmed by the Amendment Bill (Zimbabwe, 2005:7) which stipulated that sign language be the priority medium of instruction for the deaf and hard of hearing to cater for diverse needs in inclusive classes. None of these acts and circulars stipulates the nature and conditions under which inclusive education is to be provided (Chimhenga, 2014:3). Despite lack of specific legislation on inclusive education in Zimbabwe, there are policy statements which appear to clarify the position of the Zimbabwean government as regards inclusive education within the Ministry of Primary and Secondary Education (Samkange, 2013:956). For example, the Zimbabwe Ministry of Primary and Secondary Education has shown its commitment to inclusive education through its Mission Statement which reads:

“To promote and facilitate the provision of high quality inclusive and relevant Early Childhood Development (ECD) Primary and Secondary Education, Special needs, Lifelong and Continuing education, sport, Arts and culture.”

Within the Ministry of Primary and Secondary Education, there is a department that is

responsible for working with the schools to support children with disabilities and special needs. This is the Zimbabwe Schools Psychological Services and Special Needs Education (hereafter referred to as SPS and SNE) which is found in every Education District Office in Zimbabwe (Chataika, McKenzie, Swart & Lyner-Cleophas, 2012:388; Chataika, 2007:77; Majoko, 2018:8; Samkange, 2013:955; Mutasa, 2000:925). The Zimbabwe SPS and SNE Department is responsible for supporting schools in their inclusive practices, identifying pupils with disabilities, assessing their disability levels and making recommendations as well as placing pupils with disabilities in schools guided by Circular No. P36 of 1990. Other circulars include the [Zimbabwe Ministry of Primary and Secondary Education Director's Circular, No. 1 of 2004](#) and Directive Circular No. 2 of 2001 which announced that pupils with disabilities were supposed to be included in sporting activities in their own category whenever those without disabilities participated and stipulated that sign language should be taught in schools.

The University of Zimbabwe's Department of Teacher Education (DTE) has the mandate for quality assurance in national teacher education programmes through the scheme of association (Senate Paper, ADTC/15/94; DTE/AB/15/90). The University of Zimbabwe and its Associate Colleges have the responsibility of training in-service and pre-service teachers and awarding Diplomas in Education at Primary and Secondary levels. To pass the Diploma in Education (Primary): General and Early Childhood Development course, candidates should satisfy examiners in the broad area of teacher education competence, thus it includes the Theory of Education and Professional Studies (this part of the curriculum offered corresponds to what is taught in schools) (Chitiyo & Wheeler, 2004:50), Main Study, Teaching Practice as well as Inclusive Education. These are internally and externally examined (University of Zimbabwe, 2004). The University of Zimbabwe's DTE Handbook for Quality Assurance in Associate Teachers' Colleges (University of Zimbabwe, 2015:15) mandates that inclusive education should be offered at all levels in teacher preparation in line with the national policy and this would equip candidates with knowledge and skills to handle children with various dispositions in an inclusive set up.

Zimbabwean primary school student teachers are trained through the 2-5-2 model of teacher education designed to give them time in the teaching field and emphasising on-the-job training (DTE/AB/28/80; University of Zimbabwe, 2015:15; The Directive policy Ministry of Higher and Tertiary Education, Policy No.1 of 2002). Student teachers spend two terms of the first year in college learning, amongst other components, inclusive education and two terms of the

final year for further training and preparation for examinations, while the five terms in between are spent on teaching practice in primary schools with supervised teaching, individual tutoring and with distance learning material supplied by the training college and the university (University of Zimbabwe, 2015:15; DTE/TP/1/2000). During teaching practice, student teachers are deployed in primary schools where each one is supposed to get attached to a co-operating mentor. Mentors share their teaching loads (classes) with the student teacher leaving the student teacher to observe the mentor teacher and vice versa (Ministry of Higher and Tertiary Education, 1993). To this end, the study sought to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools.

The five terms spent by student teachers on teaching practice are evidence that teaching practice is an integral part of the teacher training programme. It is a core course in teacher education as it is one of the four examined courses section in the teacher education curriculum which is internally and externally examined (University of Zimbabwe, 2015:23). According to Forlin (2012:6), teaching practice enables student teachers to acquire the competencies needed to become inclusive practitioners through observation and participation in schools. Chireshe and Chireshe (2010:511) point out that teaching practice is a form of work-integrated learning period during which a teacher under training is allowed to try the art of teaching before actually getting into the real world of the teaching profession. In Bangladesh (Ahsan, Sharma & Deppeller, 2012:248), teaching practice experience is considered to be a very important part of pre-service teacher preparation as it provides an opportunity for pre-service students to apply theory into practice. In Western Australia, Forlin and Chambers (2011:19) note that interactions of student teachers with learners with disabilities in regular settings has been one way of ensuring that student teachers have inclusive experiences. It is through practicum experiences where student teachers develop self-efficacy in inclusive pedagogical skills and this is attributed to different levels of support, stakeholders' attitudes and the availability and clarity of policy and legislation. On the contrary, Cohen, Hoz and Kaplan (2013:346) opine that, despite teaching practice's ubiquitous nature in the lives of student teachers across the world and its centrality in teacher education programmes, there is still much to be learned about practicum experiences. This study therefore sought to investigate student teachers' teaching practice experiences during their implementation of inclusive education in Zimbabwean primary schools.

Previous studies on student teachers' experiences in implementing inclusive education have been investigated internationally in different countries such as Canada (Timmons, 2009:36; Loreman, 2014:469); in a comparative study in Australia, Canada, Hong Kong and Singapore (Sharma, Forlin & Loreman, 2007:105); in Bangladesh (Ahsan et al., 2012:249); in Australia (Mackay, 2016:394); in the United Kingdom (UK) (Wilde & Avramidis, 2011:83); in Singapore (Yeo, Chong, Neihart & Huan, 2016:79); in Nigeria (Eleri, 2013:12); in Columbia, (Harvey, Yssel, Bauserman & Merbler, 2010:30); and in Alberta, Canada (Sokal, Woloshyn & Funk-Unrau, 2013:283). These studies found that limitations of knowledge and skills in dealing with children who have diverse special needs in an inclusive class by student teachers, different levels of support, negative attitudes by different stakeholders as well as a lack of specific inclusive education policies in those countries negatively affected student teachers' experiences (Ahsan et al., 2012:248; Sharma et al., 2007:105; Timmons, 2009:36; Yeo et al., 2016:78). The study sought to establish whether the variables mentioned above are also experienced by student teachers in Zimbabwean primary schools during their implementation of inclusive education.

To the best of the researcher's knowledge, no study on a small scale or large scale has been carried out on student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. Previous related studies included Chimhenga (2016a:1), who focused on experiences of post graduate Diploma in Education (PGDE) students during their teaching practice in inclusive schools; Chimhenga (2016c:239), who investigated the impact of teachers' training in the implementation of inclusive education for children with learning disabilities in primary schools of Zimbabwe; Majoko (2016:2), who examined mainstream early childhood teacher preparation for inclusion in Zimbabwe; Majoko (2015:1), who examined pre-service teachers' understanding, attitudes, preparation and concerns regarding inclusion in early childhood education in Zimbabwe; and Chireshe (2011:157), who investigated Special Needs Education in-service teacher trainees' views on inclusive education in Zimbabwe. None of the aforementioned studies focused on student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. To this end, the present study sought to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools with the aim of improving student teacher preparation for inclusive education experiences during teaching practice.

1.3 STATEMENT OF THE PROBLEM

The background of the study revealed a high prevalence of children with disabilities in Zimbabwe schools and the world over (UNESCO, 2009:3; United Nations Disability Report and Development, 2019:80; UNICEF-UIS, 2013; Snyder, DeBrey & Dillow, 2016:3; EFA Global Report, 2015; United Nations Disability Report, 2019:80). It was revealed in the background to this study that, although countries have placement programmes, such as full inclusion, partial placement in special classes and self-contained special education, generally children with disabilities were taught in regular schools as opposed to segregated special schools (Ainscow, 2016:145; Sagun-Ongtangco, Medallon & Tan, 2018:2; Ramberg & Watkins, 2020:88). As is done internationally, Zimbabwe still services children with disabilities in special schools, resource units and special classes. However these locations do not provide adequate learning space for all children with disabilities, leaving the majority in regular schools (UNESCO, 2015:12; Deluca et al., 2014:4; Majoko, 2016:1; Ministry of Primary and Secondary Education, 2015:2). *Zimbabwean primary school student teachers are trained through the 2-5-2 model of teacher education designed to give them time in the teaching field and emphasising on-the-job training (DTE/AB/28/80; University of Zimbabwe, 2015:15; The Directive policy Ministry of Higher and Tertiary Education, Policy No.1 of 2002.* During the first residential phase of their training before deployment, student teachers are exposed to courses on inclusive education which familiarise them with different types of disabilities and inclusive pedagogical issues. Student teachers are then deployed to work in regular schools where they meet children with disabilities and are exposed to varied experiences (Majoko, 2016:5). The background to the study revealed that there are no studies with regards to student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean schools, hence the need for this study.

1.4 MAIN RESEARCH QUESTION

The study sought to answer the following main research question:

What are the student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools?

1.4.1 Sub-questions

The study was guided by the following sub-research questions:

1. To what extent are student teachers prepared for the implementation of inclusive education in primary schools?
2. What is the level of support rendered to student teachers for effective implementation of inclusive education during teaching practice in primary schools?
3. What are student teachers' experiences with stakeholders' attitudes towards the implementation of inclusive education in primary schools?
4. What are student teachers' experiences on the impact of the availability and clarity of policy and legislation and the implementation of inclusive education in primary schools?
5. What strategies can be employed for teacher education trainers to effectively prepare students for implementing inclusive education?

1.5 OBJECTIVES OF THE STUDY

The study sought to:

- 1.5.1 Determine the extent to which student teachers are prepared for the implementation of inclusive education in primary schools;
- 1.5.2 Assess the level of support rendered to student teacher during the implementation of Inclusive education in primary schools;
- 1.5.3 Establish student teachers' experiences with stakeholders' attitudes towards the implementation of inclusive education in primary schools;
- 1.5.4 Explore student teachers' experiences on the availability and clarity of policy and legislation that influence inclusive education in primary schools;
- 1.5.5 Establish a model for teacher education trainers to prepare students effectively for the experiences in implementing inclusive education in primary schools.

1.6 RATIONALE FOR THE STUDY

The motivation for embarking on this study was both personal and professional as the researcher is a practitioner in special needs education and has experience in lecturing courses on inclusive education during student teachers' residential phase, as well as supervising them whilst they are on teaching practice. During teaching practice supervision, the researcher observed the disparities of student teachers when planning and preparing for instruction, classroom management, as well as establishing relationships with students who have disabilities in their regular classes.

The study was undertaken because of the belief that student teachers have experiences of teaching children with disabilities during teaching practice. The experiences could then be embedded in the teacher education curriculum in order to establish strategies for teacher education trainers to effectively prepare students for experiences in implementing inclusive education in primary schools. Lancaster and Bain (2010:117) opine that teaching practice experience is essential in creating pathways for student teachers to develop skills to teach children with disabilities in regular schools. Therefore, the study sought to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean schools.

1.7 SIGNIFICANCE OF THE STUDY

It was anticipated that the study may benefit student teachers, school administrators, Teachers' College administrators, college lecturers, policy makers, as well as students with disabilities. The study was envisaged to fill in the gap in literature on the experiences encountered by student teachers in implementing inclusive education during teaching practice thereby enabling policymakers, college administrators and lecturers to review policies, teacher education curricula and pedagogical issues pertaining to preparing students for teaching practice in inclusive schools. Thus, the findings may provide a springboard for teachers' colleges and universities to improve teacher preparation for inclusive education.

The findings make a major contribution to research studies premised on student teachers' experiences in implementing inclusive education during teaching practice in primary schools. This will generate fresh insights into inclusive classroom practices which can benefit teachers and the generality of children with disabilities in inclusive schools. Such critical information

may enhance student teachers' sense of efficacy and preparedness to work in inclusive schools.

1.8 THEORETICAL FRAMEWORK

Underlying the process of inclusive education is the assumption that the general classroom teacher plays an important role in the implementation of inclusive education (Black-Hawkins 2019: 35; Makoelle, 2014:34; Harvey et al., 2010:30). According to Charema (2010:88), the most critical factor for inclusive education is the teacher and the most important arena is the school, in particular, the classroom. In this arena, student teachers attempt to address the complex issues involved in the meaningful implementation of inclusive education by extending what is ordinarily available in the community classroom as a way of reducing the need to mark some learners as different (Florian & Black-Hawkins, 2011:826; Black-Hawkins, 2017:35). These underpinnings of inclusive education implementation are grounded on the theory of inclusive pedagogy founded by Florian (2011:813). The theory of inclusive pedagogy guided the study in investigating student teachers' experiences in the implementation of inclusive education during teaching practice in Zimbabwean schools.

According to Rouse and Florian (2012:11), inclusive pedagogy was developed from studies of the craft knowledge of experienced teachers committed to inclusive practice in the mainstream and emerged as a principled approach to the relationship between teaching and learning (Black-Hawkins & Florian, 2012:569). This concept of the professional craft of knowledge has become a fundamental construct in understanding teachers' classroom practice. Hence, the theory was also employed in the development of new approaches to training teachers, for example, as a theoretical framework in Scotland, at the University of Aberdeen, to develop new approaches to teachers in inclusive education (Rouse & Florian, 2012:11; Forlin, 2019:65), emerging from a programme of research that studied the practice of classroom teachers whose classes consisted of a diverse range of learners. Thus, adopting inclusive pedagogy in this study enabled the researcher to conceptualise how student teachers work with children with disabilities in schools they are practising in. Within this framework, student teachers were encouraged to articulate how well they are prepared by their colleges for the implementation of inclusive education through sharing their experiences from interactions with children with disabilities in regular classes.

Various studies (Rouse & Florian, 2012:1; Mukhopadhyay & Molosiwa, 2010:369; Florian &

Linklater, 2010:369; Florian & Spratt, 2013:119; Majoko, 2018:1) have employed an inclusive pedagogy framework in exploring initiatives and experiences in training teachers for inclusive education, and have developed and used it with new teachers in order to understand how reforms of initial teacher education can impact on inclusive teaching and learning. In this instance, the theory of inclusive pedagogy enabled the researcher to establish strategies and a model for teacher education trainers to effectively prepare students for the experiences in implementing inclusive education in primary schools. According to Rouse and Florian (2012:11), the task of initial teacher education is to prepare new teachers to enter a profession which accepts individual and collective responsibility for improving learning and participation of all children, taking account that there will be differences between them. Inclusive pedagogy allows student teachers to develop autonomy and resourcefulness, and practical and ethical responsibility towards children with disabilities in regular schools.

Inclusive pedagogy is a framework of teaching and learning that requires a shift in thinking about teaching and learning from an approach that works for *most* learners existing alongside with something “different” or “additional” for those who experience difficulties, towards one that involves the development of a rich learning community characterised by learning opportunities that are sufficiently made available to everyone, so that all learners are able to participate in classroom life (Wayne, 2014:455; Florian & Black-Hawkins, 2011:814). Within the theory of inclusive pedagogy, student teachers develop awareness and understanding of the educational and social problems or issues that affect children’s learning, thereby improving strategies they can use to support and deal with such difficulties in the classroom. The theory acted as a lens through which the researcher was oriented towards comprehensive explanations of student teachers’ experiences in implementing inclusive education during teaching practice in real classroom situations.

Transformability is central to inclusive pedagogy. Hart, Dixon, Drummond and McIntyre (2004:166) explain transformability as

“a firm and unswerving conviction that there is the potential for change in current patterns of achievement and response, that things can change and be changed for the better, sometimes even dramatically, as a result of what happens and what people do in the present.”

Transformability assumes that all children’s capacities to learn can change as a result of

decisions and choices made in the present and that teachers can make a difference to what and how children learn. Achievements in learning are a result of relationships within communities (expressed through the key principles of co-agency, everybody and trust) (Florian & Spratt, 2013:122; Rouse & Florian, 2012:11). According to Florian and Linklater (2010:370), reviews of “what works” in special needs education have revealed that the teaching strategies used in the mainstream education can be adapted to assist students identified as experiencing difficulties in learning. Another insight that underpins inclusive pedagogy is that learning difficulties experienced by children are challenges for classroom teachers. The expertise of colleagues who specialise in learning difficulties, and those from related disciplines can be used to support teaching and learning in the mainstream (Florian & Linklater, 2011:371). Through the development of an analytical framework for inclusive pedagogy, the researcher created a robust tool with which to examine how student teachers, lecturers and school administrators draw inclusive pedagogy principles in different contexts as they are influenced by the following variables: student teacher preparation, levels of support, stakeholders’ attitudes as well as well as clarity of policy and legislation, through observing and interviewing them in their practising schools.

Majoko (2016:2) maintains that inclusive pedagogy is premised on the idea of learning for all and that children can make progress, learn and achieve with their different learning styles, and that teachers are competent agents in possession of necessary knowledge and skills to teach all children (Pantic & Florian, 2015:340). The theory is based on the notion of difficulties in learning as a professional challenge for teachers rather than deficits in children. This is, in turn, based on an assumption that teachers are themselves somehow deficient or lacking in skills required to teach students who have been identified as having special educational needs (Florian & Hawkins, 2011:816; Majoko, 2016:1). The theory helped the researcher to identify student teachers’ skills deficits when teaching children with disabilities in inclusive classes as well as barriers they experience as they try to create a learning environment available for everybody.

According to Rouse and Florian (2012:100), because inclusion is not only about “special pupils”, teacher education should then focus on improving teaching and learning and should help beginning teachers to reduce barriers to learning and support the participation of all pupils. This is a new way of thinking about the problem of teaching which does not deny human differences but attempts to respond to them within what is ordinarily available in schools. The

framework provides a scope through which the researcher interrogates student teachers' inclusive classroom practices, thus identifying teaching strategies and approaches used by individual student teachers that could be considered as tangible examples of their inclusive pedagogy in action. These could then be embedded in initial teacher education programmes in teachers' colleges, so that student teachers become agents of change and develop confidence in their abilities to address diversity. Forlin and Chambers (2011:30) opine that it is possible that once pre-service teachers have more appropriate knowledge about their responsibilities towards including children with disabilities and feel more confident about teaching them, it is necessary to provide skills and strategies that will enable them to teach inclusively. Within the framework of inclusive pedagogy, the acquisition of knowledge and skills shared through teaching practice experiences by student teachers may then equip student teachers with the language to justify decisions about their inclusive practices in their primary schools. The following section presents the assumptions of the study.

1.9 ASSUMPTIONS

The study was based on the following assumptions:

- 1.9.1 Children with special needs are included in Zimbabwean primary schools.
- 1.9.2 Teachers' colleges are training student teachers who implement inclusive education during teaching practice in Zimbabwean primary schools.
- 1.9.3 Respondents would co-operate and provide reliable data.

1.10 LIMITATIONS OF THE STUDY

Initially, the researcher would have wished to research all Zimbabwean primary schools and Teachers' Colleges; however, it was not possible because they are spread widely across the country. Thus, the limitation in time, transport, finance and technology confined the study to only three primary teacher colleges in Masvingo therefore the results may not be generalised to all Zimbabwean teachers' colleges.

1.10.1 Overcoming limitations

To overcome the limitations, the study employed stratified random sampling to blend randomisation and categorisation, thereby allowing analytical and inferential statistics to

generalise the results to Zimbabwean primary teachers' colleges. The researcher pilot-tested the instruments for trustworthiness, validity and reliability.

1.11 DELIMITATIONS

The purpose of the study was to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. It was confined to student teachers from three teachers' colleges in Masvingo Province, namely, Bondolfi, Masvingo and Morgenster Teachers' Colleges. These colleges deploy student teachers in Masvingo, Zaka, Gutu, Chivi, Mwenezi and Chiredzi districts.

1.12 DEFINITION OF TERMS

1.12.1 Disability

A disability is any condition of the body or mind (impairment), that makes it more difficult for a person with the condition to do certain activities (activity limitation) and interact with the environment (participation restriction) (UNESCO, 2020: 30; Goepel, Childerhouse & Sharpe, 2015:16). The disabilities may arise because of discriminatory attitudes, actions, cultures, policies and institutional practices towards impairments or illnesses. Barton (2009:41) further explains that disability is a social restriction that occurs as a consequence of inaccessible built environments, questionable notions of intelligence and social competence, the inability of the general public to use sign language, the lack of reading material in Braille or hostile attitudes to people with disabilities. In this study, disability refers to any restrictions or functional limitations among children enrolled in primary schools as a result of impairments, such as sensory (vision or hearing), physical, intellectual and medical conditions.

1.12.2 Children with special needs

Children with special educational needs are those children who have learning difficulties which call for special educational provisions (Bartlett & Wegner, 2010:128). In this study, "children with special education needs" refers to children who have disabilities and are enrolled in regular Zimbabwean schools.

1.12.3 Special Needs Education

According to Sheperd, Fowler, McCormick, Wilson and Morgan (2016:86), Special Needs Education means specially designed instruction at no cost to parents to meet the unique needs of a child with a disability. In this instance, “specially designed instruction” means adapting as appropriate to the needs of an eligible child regarding the content, methodology or delivery of instruction. In this study, Special Needs Education refers to how teachers use specialist knowledge and support to respond to individual differences during whole-class teaching.

1.12.4 Inclusion

Farrel (2010:3) defines inclusion as a process in which schools, communities, local authorities and government strive to reduce barriers to participation and learning for all citizens. Forlin (2012:5) also asserts that inclusion means the placement of students with disabilities, learning difficulties or other potentially marginalised groups into regular schools within the least restrictive environment so that no child is marginalised, alienated, shamed, embarrassed, rejected or excluded. In this study, inclusion refers to the placement of children with disabilities in regular schools, so that they can participate meaningfully in school life and being a valued member of the school community.

1.12.5 Inclusive education

Inclusive education is the placement of children with special educational needs in mainstream schools. It is a continuous process aimed at offering quality education for all while respecting diversity and different needs and abilities, characteristics and learning expectations of the students and communities thereby eliminating all known forms of discrimination (UNESCO 2020:30; Kaplan & Lewis, 2013:4). Also, Morina (2017:3) defines inclusive education as an educational approach at schools in which all students can participate and all are treated like valuable school members. It is an educational philosophy and practice that aims to improve the learning and active participation of all students in a common educational context. In this study, inclusive education refers to the special educational provisions given to children with disabilities enrolled in Zimbabwean regular schools.

1.13 CHAPTER OUTLINES

1.13.1 Chapter 1: The problem and its context

This chapter focuses on the problem and its context. Aspects that are discussed include the background to the study, statement of the problem, sub-research questions, objectives of the study, theoretical framework, assumptions, limitations and definitions of terms.

1.13.2 Chapter 2: Review of related literature

The literature on teaching practice experiences in implementing inclusive education is reviewed under teacher preparation; levels of support; stakeholders' attitudes; and the availability and clarity of policy and legislation. Literature gaps are identified and compared with the current study.

1.13.3 Chapter 3: Research methodology

The chapter presents research methodologies, the research paradigm, research approach, research design, sampling procedures, instrumentation, pilot testing, data analysis and ethical issues.

1.13.4 Chapter 4: Data presentation, analysis and discussions

In this chapter, collected quantitative and qualitative data are presented, analysed and discussed in that order.

1.13.5 Chapter 5: Summary, conclusions and recommendations

In this chapter, research questions are addressed, conclusions, recommendations and a model for preparing student teacher for teaching experiences is proposed.

1.14 CONCLUSION

This chapter contextualised the study providing the background to the study, statement of the problem, research questions and research objectives. Significance, limitations and delimitations are also discussed, followed by a description of the theoretical framework that informs the study. Key terms are defined. The following chapter presents a review of related literature.

CHAPTER 2: REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

The study sought to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools in order to develop strategies and a model for teacher educator trainers to effectively prepare students for their experiences. Following the study's sub-research questions, literature was organised into the following topics: Teacher preparation and the implementation of inclusive education; levels of support and the implementation of inclusive education; stakeholders' attitudes and the implementation of inclusive education; and availability and clarity of policy/legislation and the implementation of inclusive education.

2.2 TEACHER PREPARATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

Wilde and Avramidis (2011:99) argue that, for the implementation of inclusive education to be successful, there is need for a significant paradigm shift from pathological deficit models towards a pedagogy foregrounding issues of social justice. The same authors reiterated that the shift should be reflected in policy initiatives and disseminated through adjustments in the existing teacher preparation programmes. Therefore, any teacher preparation programme should emphasise that teachers can and should take responsibility for both the educational and social inclusion of all learners. Teachers' readiness and willingness to accommodate the learning needs of children with disabilities is determined by their preparation (Kurniawati, De Boer, Minnaert & Mangunsong, 2017:290; Majoko, 2020:19). Therefore, student teachers should be provided with adequate programmes and content for inclusive education pedagogies. Related literature about teacher preparation is presented in terms of content taught during teacher preparation and the structure of teacher education programmes. The section below discusses the content taught during teacher preparation.

2.2.1 Content taught during teacher preparation

Kim (2011:356) notes that, although many teacher preparation programmes are purported to be inclusive, the quality and quantity of the content that the programmes offer to student teachers are different. According to Nguyet and Thu Ha (2010:9), fundamental knowledge and

skills of inclusive education, such as understanding the needs and abilities of children with disabilities and pedagogical skills, such as instructional accommodation and differentiation, are provided widely to student teachers in many teacher training institutions.

Walton and Ruszyak (2017:237) postulate that inclusive education can be infused into the teacher education curriculum as a whole or can be taught as a standalone course. This approach assumes that inclusivity should be a principle that informs pedagogical practices and that inclusive education cannot be isolated from teaching as a practice. Bustos, Lartec, De Guzman, Casiano, Carpio and Tongyofen (2012:1446) established that Saint Louis University's School of Teacher Education in the Philippines offers a 3-unit subject entitled "inclusive education" for pre-service teachers. In the same vein, Pijl and Frostad (2010:198) reveal that Dutch student teachers acknowledged that their teacher training included an introductory module on teaching pupils with special needs. In the Solomon Islands, Sharma, Simi and Forlin (2015:107) established that the course on inclusive education was assigned to semester one of year one making the course compulsory for all pre-service teachers. Columbian faculty members of teacher education institutions made an agreement that institutions offer coursework to student teachers regarding exceptional children and special needs education across all departments or programme areas and that student teachers take an introductory course in this area (Harvey et al., 2010:25). Similar scenarios were reported in Israel (Smith & Lev-Ari, 2005:289); in Ghana (Agbenyega & Deku, 2011:12; Nketsia & Saloviita & Gyimah, 2016:2) and in Nigeria (Oyetoro, Adesina & Salawudeen, 2018:132) where elements of special needs education are integrated into teacher education programmes to ensure that student teachers have knowledge and skills in classroom management when teaching children with disabilities during teaching practice. The countries above are likely to realise prolific gains in inclusive education because of the strategies of infusing inclusive education practices in teacher preparation curricula as their aspiring teachers are likely to have mastered the pedagogy of implementing inclusive education in their methodologies and their view points (Bustos et al., 2012:1447). The present study sought to assess whether the content taught during teacher preparation in the Philippines, Netherlands, Columbia, Israel, Ghana, and Nigeria is applicable to Zimbabwe.

According to Sharma and Nuttal (2016:150) and Aiello and Sharma (2018:207), the aim of educating pre-service teachers about inclusion is to provide relevant useful content that allows student teachers to be comfortable using inclusive pedagogical practices when they enter the workforce. Kumar and Rana (2014:581) posit that pre-service teacher education should provide

content about foundational competence. This includes the understanding of inclusive education and inclusive education policy; the nature of barriers to learning in inclusive classrooms; learning styles of all children with or without disabilities; nature of disability and diversity in schools and communities; and the participation of all children who are vulnerable to exclusion, including those with disabilities. Content on essential practical competences in the teaching process should also be imparted to student teachers during training. This includes skills in developing appropriate teaching and learning material as well as participation and drawing on a variety of instructional strategies and assessment skills (Kumar & Rana, 2014:581).

Although Kumar and Rana (2014:581) propose an ideal content for teacher preparation, Scottish, European and American student teachers learn about special needs pedagogies, special education, multicultural education and developmental psychology (Florian, Black-Hawkins & Rouse, 2017:148; Black-Hawkins & Florian, 2012:575; Florian & Linklater, 2010:17; Sosu, Mtika & Colucci-Gray, 2010:401; Navarro, Zervas, Gesa & Sampson, 2016:17; Gehrke & Cocchiarella, 2013:207). The content is consistent with the theory of inclusive pedagogy that underpins this study. The theory emphasises that student teachers should make pedagogical decisions that enhance the capacity of children with disabilities to learn in inclusive environments. Therefore, inclusive pedagogical principles of co-agency, trust and everybody provide a clear theoretical framework for investigating student teachers' experiences during teaching practice. The studies above were conducted in developed countries where the implementation of inclusive education is in advanced stages. Teacher preparation content taught at their universities may not be generalised to Zimbabwean teachers' colleges with precision. The present study sought to establish if Zimbabwean student teachers learn inclusive pedagogy practices in their colleges to enhance their teaching practice experiences.

South African student teachers at one university learn first about Universal Design for Learning (UDL), differentiated instruction and assessment of children with disabilities (Walton & Rysznyak, 2017:242). This kind of teacher preparation promotes a culture of accommodating all children and ensures that practice is based on the use of diverse teaching strategies (Finkelstein, Sharma & Furlonger, 2019:24; Makoelle, 2014:1260) that is in tandem with the theory of inclusive pedagogy which informs this study. The theory demands that student teachers extend what is ordinarily available so that education is accessible to all children (Rouse & Florian, 2012: iii; Spratt & Florian, 2013:34). Ghanaian teacher educators report that student teachers who are trained in inclusive pedagogical strategies, such as UDL, easily

develop lesson plans that are accessible to a diversity of learners during their teaching practice (Nketsia et al., 2016:5; McGhie-Richmond & Sung, 2013:49). The present study sought to find out if Zimbabwean student teachers can draw up lesson plans that reflect inclusive pedagogical practices for their classes as Ghanaian student teachers do during teaching practice.

Walton and Rysznyak (2017:242) postulate that South African student teachers are taught three different models of disability and difference: a medical model, a social model and bio-ecosystemic model. The value of consultation and collaboration with parents, other teachers, therapeutic personnel and students themselves in meeting the professional challenge is also emphasised. South African and Ghanaian student teachers are taught about professional judgement in the process of pedagogical decision making, content that incorporates information and communication technology and adaptive and assistive technologies that support flexibility in the learning of children with disabilities in inclusive settings (Walton & Rysznyak, 2017:242; Nketsia et al., 2016:6). The above content is commensurate with the requirement of inclusive pedagogy, that of “rejecting deterministic beliefs about ability as fixed” and “seeing difficulties in learning as professional challenges for teachers” (Rouse, 2010:53; Walton & Rysznyak, 2017:242). The study by Nketsia et al. (2016) focused on teacher educators but omitted student teachers and school administrators. The present study sought to investigate student teachers’ experiences during the implementation of inclusive education as viewed by student teachers themselves, college lecturers and school administrators.

Research, such as Sharma and Nuttal (2016:152), Lai, Li, Ji, Wong and Kai Lo (2016:343), Yada and Savolainen (2017:227), Sharma, Shaukat and Furlonger (2015:102), Malinen, Savolainen, Engelbrecht, Xu, Nel, Nel and Tlale (2013:4) and Nketsia et al. (2016:6), reveals that content on inclusive education that is embedded in Australian, Asian, Pakistani, South African and Ghanaian teacher education curriculum increased overall student teachers’ teaching efficacy. Following the completion of the inclusive education courses, student teachers in the above countries reported that they felt more confident in using inclusive pedagogical techniques that enable inclusion to succeed. Furthermore, South African student teachers reported an increase in knowledge and skills required to teach children with disabilities after completing the course on inclusive education (Oswald & Swart, 2011:399). Student teachers from the above countries are likely to implement inclusive pedagogical skills in their regular schools thereby resulting in pleasant teaching practice experiences. The present study sought to investigate if the sentiments articulated by Australian, Asian, Pakistani, South

African and Ghanaian student teachers apply to Zimbabwean student teachers' experiences.

American, Canadian, and Jordanian student teachers nearing completion of teacher preparation programmes that infused content related to inclusive education believed that planning and instruction should be adapted for students with mental retardation and intended to practise these adaptations even though they did not feel commensurately skilled in using these strategies (McCrimmon, Hendrickson, Gray & Pepperdine, 2019:145; McCrimmon, 2015:236; Cameroon & Cook, 2007:359). Because Canadian teacher education programmes were said not to be providing adequate information regarding the specifics of aetiology of child disability, Canadian student teachers indicated that they struggled with the application of inclusive pedagogy principles in their classrooms and found the education of children with exceptional learning needs challenging (McCrimmon, 2015:236; McCrimmon et al., 2019:145). This is contradictory to the theory of inclusive pedagogy which purports that initial teacher training should include content focusing on the characteristics of particular kinds of learners and how they should be identified, and use specialist teaching strategies in teaching all children in the classroom (Black-Hawkins, 2017:250; Rouse & Florian, 2012:6). Failure of the above countries to offer adequate knowledge and classroom inclusive pedagogical skills during the initial training may negatively impact on student teachers' experiences during the implementation of inclusive education. It was the intention of the current study to assess the extent to which student teachers employ inclusive pedagogy in inclusive classes during teaching practice.

According to Dube (2015:96), Zimbabwean teacher education programmes teach content on the theories of education. Embedded in this is psychology in education, philosophical foundations, inclusive education that includes types of disabilities and learning differences, inclusive education policies as well barriers to inclusive education. Under Professional Studies, student teachers learn about different methodologies that student teachers can employ in inclusive classrooms (University of Zimbabwe, 2015:17; Magudu & Gumbo, 2018:105). For example, adaptations of classrooms to accommodate the use of guided discovery methods, information-based methods, skills-based methods as well as specific technical skills, such as Braille, sign language, information and communication technology and assistive technology, for children with disabilities (Majoko, 2020: 20). In addition to the above, student teachers are also taught about the content on the subjects covered in the schools' national curriculum. The current study intended to find out the extent to which Zimbabwean student teachers employ

different teaching methodologies they learnt from college in their inclusive classes.

Although Zimbabwean teacher educators provide a wide range of content in the teacher education curriculum, Chireshe (2011:159) reveals that the present Zimbabwean teacher education curriculum does not meet the needs of children with disabilities, that inclusion affects the teaching methods used and that not all teachers can handle an inclusive class. Teachers had problems adapting their programmes to accommodate the children with disabilities. Studies by Chimhenga (2014:132), Dube (2015:95) and Majoko (2016b:12; 2018:62) reveal that teachers lacked competences, knowledge and tools to identify children with disabilities. Their lack of skills and knowledge was likely to lead to unpleasant student teachers' experiences during the implementation of inclusive education in Zimbabwean primary schools. The present study sought to find out whether teacher educators are preparing student teachers for the competences and skills required to teach children with disabilities during teaching practice.

Following is a discussion on the structure of teacher education programmes.

2.2.2 The structure of teacher education programmes

According to Forlin (2019:271), the most effective manner of training pre-service teachers combines formal instruction with direct contact with children who have disabilities. Forlin (2019) believes that content should be delivered through course work as well as field experiences whereby student teachers have direct systematic contact with children who have disabilities. Browell, Ross, Colon and McCallum (2005:243) also emphasise the importance of connecting carefully planned course work and fieldwork or teaching practice that emphasises the needs of diverse children. The above teacher education structure enables student teachers to connect what they have learnt with classroom practices. It was the intention of the present study to assess the extent to which Zimbabwean student teachers can connect course work and teaching practice with regards to the application of inclusive pedagogies.

Zagona, Kurth and MacFarland (2017:164) and Gehrke and Cocchiarella (2013:207) note that student teachers in one university in the USA are formally enrolled into the teacher education programmes typically for four years leading to certification. According to Emerson, Junior and Moldavan (2018:25), USA student teachers engage in two semesters of field experience and two semesters of full-time student teaching. Each field experience requires that students spend 74 hours practising in inclusive classrooms while completing assignments related to their

concurrent university course work (Gehrke & Cocchiarella, 2013:207). Related scenarios were reported in the Netherlands (Civitillo, De Moore & Vervloed, 2016:107), the Philippines (Bustos et al., 2012:1447), Columbia (Harvey et al., 2010:25), Finland (Naukkarinen, 2010:186) and Scotland (Rouse & Florian, 2012:5) where 25% of the four-year course of teacher education involved student teachers engaging in teaching practice. The above training programmes and structures are commensurate with the theory of inclusive pedagogy that guides this study. According to the inclusive pedagogy, teacher education programmes should be designed to support student teachers to engage in critical and reflective teaching practice to help them make sense of their experiences in schools (Florian, 2017:248; Rouse & Florian, 2012:13). Teacher training programmes and structures in the above countries are likely to facilitate good experiences for student teachers. The current study sought to find out if the time spent by Zimbabwean student teachers in college is adequate to prepare them for teaching practice experiences in inclusive classes.

Peebles and Mendaglio (2014:1331) opine that the combination of the course work and the field experience has made substantial gains for the Canadian pre-service teachers' self-efficacy in teaching diverse learners. In Ghana, student teachers from three colleges, who were introduced to the concept of inclusive education and went for teaching practice, reported that interacting with children who had disabilities during teaching practice increased their knowledge on the prerequisites of inclusive education (Nantongo, 2019:6; Nketsia & Saloviita, 2013:436). This is in tandem with the theory of inclusive pedagogy which stresses the importance of a strong relationship between theory and practice. Florian (2014:289) postulates that teaching practice experiences enable student teachers to apply the principles of inclusive pedagogy in the school contexts they are practising in and match the principles of inclusive pedagogy to the theory and observable teaching practices. While the above studies focused on pre-service views and self-efficacy for teaching inclusive classes, the present study focused on student teachers' experiences with regards to the development of their self-efficacy in implementing inclusive education during teaching practice in Zimbabwean schools.

A literature review on empirical studies published in international peer-reviewed journals after 1994 (since the Salamanca Statement was signed) by Kurniawati et al. (2014:319; 2017:287) revealed concerns about the inadequacy of teacher training in terms of its mode of content delivery. American student teachers were said to be struggling with the transition from theory to practice (Gehrke & Cocchiarella, 2013:207) while Bangladeshi student teachers believed that

the existing pre-service teacher education programmes were more theory-oriented and less practice-oriented (Ahsan et al., 2012:249). It is apparent from student beliefs in the above countries that teaching practice activities are neither preparing teachers properly nor running properly (Ahsan et al., 2012:249). The current study sought to find out if the concerns alluded to by student teachers in the USA and Bangladesh apply to Zimbabwe. The next section discusses the literature on the levels of support from stakeholders and the implementation of inclusive education.

As the content and structure of teacher preparation influences student teachers' experiences during teaching practice, student experiences may also be shaped by levels of support from stakeholders. The next section discusses levels of support and the implementation of inclusive education.

2.3 LEVELS OF SUPPORT FROM STAKEHOLDERS AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

The task of preparing and supporting student teachers' during their teaching practice to enable them to meet the diversity of their students has been an international focal area in teacher preparation. For example, in Australia, Mackay (2016:393) revealed that the decisions teachers made as they responded to children's differences were often influenced by how well they were supported in the context of teaching and learning in inclusive setups. According to Gul and Vuran (2015:269), the success of inclusive education is dependent on the collaboration and active participation of teachers, administrators, parents, peers and children with disabilities themselves. UNESCO (2020:50; 2015:24) stipulates that learning support should be the strategy for inclusive education. It is believed that children support children, teachers support teachers and parents support the education of their children, as well as their schools. Consequently student teachers' competent instruction for diversity requires unconditional levels of support services from administrators, class teachers as mentors and special education teachers (Majoko, 2020:20; Mpofu & Shumba, 2012:331) if student teachers are to develop the competences, confidence and attitudes that will keep student teachers contented and effective in an inclusive classroom (Majoko, 2020:20). The present study sought to find out if Zimbabwean student teachers get collaborative support from school administrators, mentors and parents during their teaching practice. What follows is a discussion on levels of support rendered by mentors and the implementation of inclusive education.

2.3.1 Levels of support rendered by mentors and the implementation of inclusive education

According to Dinama and Kuyini (2018:60), the role of a qualified teacher, who is a mentor to student teachers on teaching practice is an important component in the success of inclusive education practice. Angelides and Mylordou (2011:535) established that mentoring relationships helped student teachers to improve their teaching practice and to become more inclusive, thereby increasing the participation of children with disabilities in inclusive classes (Florian & Black-Hawkins, 2017:35; Angelides & Mylordou, 2011:539). Mackay (2016:394) and Green, Eady and Anderson (2018:120) reveal that Australian student teachers on teaching practice were well supported through mentoring and coaching and were able to respond to children with learning difficulties in their classes during teaching practice. The present study sought to find out from Zimbabwean student teachers on teaching practice if they were getting adequate mentoring support from the experienced qualified teachers in the schools where they were practising.

Porter (1995:304) argues that student teachers can receive mentoring support from special educators and resource teachers as these have specific knowledge relevant to the education of children with disabilities. According to UNESCO (2017:60; 2008:25), efforts are needed to explore how the expertise and resources within special schools and resource units can be re-directed in ways that will add support to the inclusive education changes taking place in mainstream schools. Inversely, special educators and general education teachers share three areas of expertise that are pedagogical, curricular and disability-specific knowledge (Mihajlovic, 2020:93). Finnish Special educators have a sound knowledge of special education and good interaction skills which enables them to engage in consultation with student teachers on teaching practice (Takala & Head, 2017:120; Takala, Pirttimaa & Tormanen, 2009:200). Such collaboration between general education and special education results in shared resources and can provide opportunities in dialogue on how to teach children with disabilities (Cooper, Kurtts, Baber & Vallecorsa, 2008:173), resulting in good student teachers' experiences. The present study sought to find out if Zimbabwean student teachers get support from special educators and resource teachers in primary schools during teaching practice.

In southern Norway, Buli-Holmberg and Jeyapathanban (2016:130) conducted a qualitative study evaluating the effectiveness of teaching practice that revealed that specialist teachers

supported student teachers who taught children with disabilities in South Norwegian schools. Stakeholders in the same study articulated that special education teachers as mentors participated in school meetings, guided student teachers in the designing of individual education programmes (IEPs), took part in training, and coached student teachers on how to assess and design material for children with disabilities. This is called “background work”. The above kind of assistance is bound to result in good student teachers’ experiences. AuCoin and Porter (2013:27) argue that, if schools want to become inclusive, qualified teachers and student teachers need support from special educators through coaching, co-teaching, co-planning and consultation. This is in tandem with the theory of inclusive pedagogy that guides the current study as it does not reject the notion of specialist knowledge instead it encourages teachers to utilise specialised knowledge as support for inclusive education (Florian, 2017:248; Rouse & Florian, 2012:6). The study by Buli-Holmberg and Jeyapathanban (2016:130) employed independent qualitative methodology which may not enable the researcher to verify results objectively, hence the results cannot be generalised to Zimbabwean student teachers with precision. The present study used mixed methods which involved collecting, analysing and integrating quantitative and qualitative data to provide a better understanding of student teachers’ experiences and generalise the findings to a larger population of student teachers than either of each above studies.

Although good experiences of the mentoring of student teachers have been documented, specialist educators in New Brunswick, Canada, reported spending very little of their time directly supporting student teachers during teaching practice (AuCoin & Porter, 2013:27). According to Xiaoli and Olli-Pekka (2015:157), qualified Chinese teachers reported that the availability of support from special education teachers in resource rooms and support systems from training colleges are still very limited. In Beijing, most inclusive schools do not have special schools as most specialist teachers work only on part-time basis (Xiaoli & Olli-Pekka, 2015:157). The implementation of inclusive education in the above countries is likely to be compromised because of these shortcomings, resulting in unpleasant experiences for student teachers. According to the inclusive pedagogy theory, which informs this study, a specialist teacher is supposed to support the student teachers in enabling children with disabilities to have meaningful learning experiences in the context of the classroom community (Rouse & Florian, 2012:20; Black-Hawkins, 2017:248). To this end, the present study sought to assess whether Zimbabwean student teachers on teaching practice get support from specialist teachers during

the implementation of inclusive education. The following subsection presents levels of support from school administrators and the implementation of inclusive education.

2.3.2 Levels of support from administrators and the implementation of inclusive education

Reitman and Karge (2019:16) reveal that inclusive schools in California reflected strong administrative support. California school administrators were reported to serve more children with disabilities in general education for a greater percentage of the time, thereby exposing student teachers on teaching practice to diverse children with disabilities. An increase in the enrolment of children with disabilities in schools is likely to precede positive attitudes by student teachers and to result in good student teachers' experiences during teaching practice. The present study intended to find out from student teachers' experiences if Zimbabwean school administrators enrol children with disabilities in their schools.

Research (Hamedoglu & Gungor, 2013:42; Forlin & Chambers, 2011:24; Smith & Lev-Ari, 2005:298) revealed that Turkish, Australian and Israeli student teachers were concerned about a lack of administration staff to support inclusion. School administrators in the above countries did not support student teachers teaching children with disabilities during teaching practice. A lack of interest by administrators in supporting inclusion is likely to lead to children with disabilities being ignored in schools and classrooms, resulting in bad student teachers' experiences. In these circumstances, student teachers are unlikely to come up with teaching strategies which will increase the participation and achievement of all children. The current study sought to establish if Turkish, Australian and Israeli situations presented above are experienced by Zimbabwean student teachers.

Materecha (2018:11) and Kuyini and Desai (2007:110) established that Ghanaian and South African school administrators had limited knowledge of the implementation of inclusive education. Hence, they had limitations with regards to levels of support that they should provide student teachers and children with disabilities. Limited knowledge about inclusive education brought into question the capacity of the South African and Ghanaian administrators to determine and realistically assess what is expected of teachers during the implementation of inclusive education. Consequently, South African and Ghanaian student teachers are likely to have bad teaching practice experiences. Yet, according to Mukhopadhyay and Musengi (2012:22), inclusive education is hinged on school administrators' leadership in creating the

culture and practice of inclusive education. Participants in the studies cited above were school administrators and qualified teachers. Student teachers and lecturers were omitted. The present study intended to find out from student teachers' experiences if school administrators are aware of the levels of support that should be given to student teachers teaching children with disabilities in Zimbabwean primary schools.

Research (Avramidis, Toulou, Tsihouridis, & Strongilos, 2019; Avramidis, 2020:209, Avramidis, 2000:209; Avramidis & Norwich, 2002:140; Paseka & Schwab, 2020:135; Buli-Holmberg & Jeyapathanban, 2016:130) has shown that the availability of adaptive material resources provided by school administrators is a prerequisite for the successful inclusion of children with disabilities. Qualified teachers in the UK, Australia, Canada, Hong Kong and Singapore communicated that school administrators provided materials such as memory learning material for children with intellectual challenges, assistive devices for visual and hearing disabilities, relevant computer-assisted instructional packages, kinetic and tactile material as well as a restructured environment (Avramidis et al., 2019:209; Avramidis & Norwich, 2002:140; Finkelstein et al., 2019:30). Student teachers doing teaching practice in the above countries are likely to have pleasant teaching experiences as they are likely to enjoy teaching in classrooms equipped with technological services to aid instruction and to use such devices to ensure that all learners have access to education (Makoelle, 2014:1261). The present study sought to assess whether qualified teachers' experiences in the UK, Canada, Hong Kong and Singapore apply to student teachers on teaching practice experiences in Zimbabwean primary schools.

Contradictory to the findings above, failure by school administrators to provide the teaching and learning resources emerged as the most highly ranked concern factor by student teachers in Germany, Australia, Canada, Hong Kong and Singapore (Paseka & Schwab, 2020:135; Sharma et al., 2007:106). Student teachers in the countries above felt that the absence of these needed resources greatly affected their ability to deliver quality instruction during the implementation of inclusive education. The above studies used a quantitative approach which may not give a clear picture of inclusive pedagogical practices in classrooms while the present study employed mixed methods presented in a concurrent design. It used questionnaires, in-depth interviews and non-participant observation concurrently to attain a complete picture of Zimbabwean student teachers' experiences with regards to the provision of teaching and learning resources.

Qualified Zimbabwean teachers' experiences revealed that, while factors that militated against the progress of inclusive education may be varied, the unavailability of resources proved to be the most important (Badza et al., 2008:5). Musengi and Chireshe (2012:162) who investigated the inclusion of deaf students in mainstream rural primary schools in Zimbabwe revealed the inadequacy of equipment, such as hearing aid spare parts and mirrors in schools, but that the failure by administrators to pool resources for inclusive education was a result of a dependence on donors. According to Musengi and Chireshe (2012:162), the donor-driven approach is an indicator that school administrators lack full commitment to inclusion as they are unwilling to use their financial resources to further such causes. Such related experiences were also reported by qualified teachers and school administrators in researches such as Charema (2010:10), Chireshe (2013:226), Mugweni and Dakwa (2013:8), Chimhenga (2014:135), Majoko (2018:14) and Majoko (2019: 10). Failure by administrators to pool resources to facilitate the learning of children with disabilities in inclusive classes is contrary to the theory of inclusive pedagogy that informs this study. The theory purports that school administrators should accept responsibility of all children and provide support for teachers and children with disabilities. The above studies collected data from school administrators, qualified mainstream teachers, university lecturers and B.Ed. in-service teachers, as well as documentary analysis. The population and samples that they used did not provide accurate data on student teachers' experiences with regards to the provision of material and financial resources by school administrators. This study collected data from teachers' college student teachers, teachers' college lecturers and school administrators. This enabled the researcher to yield a depth of information on unique student teachers' experiences relative to the provision of material resources by school administrators in Zimbabwean primary schools.

Mapfumo, Chitsiko and Chireshe (2012:161) established that university and teachers' college student teachers felt that the shortage of teaching and learning aids and textbooks in schools is a source of stress during teaching practice. Shortage of such teaching materials is likely to lead to challenges that may be detrimental to the effective implementation of inclusive education in primary schools and is unlikely to facilitate good student teachers' teaching practice experiences. The above quantitative study focused on teaching practice generated stressors and coping mechanisms among student teachers in Zimbabwe. The present study investigated student teachers' experiences relative to the provision of teaching and learning materials that facilitate the implementation of inclusive education in Zimbabwean primary schools.

2.3.3 Levels of support from Schools Psychological Services and Special Needs Education personnel and the implementation of inclusive education

According to Forlin and Chambers (2015:19), support from educational psychologists, occupational therapists as well as speech therapists is essential to the success of the inclusion of children with disabilities. Shelvin, Winter and Flynn (2013:1128) reveal that access to professional support, such as National Educational Psychological Services for assessment and support/advice, assisted Irish teachers in creating a more inclusive learning environment. Irish principals, class teachers and support staff also noted that assessment of children with disabilities was the key to obtaining additional resources and special needs assistants as support for students with special needs (Shelvin et al., 2013:1128; Rouse, Shelvin, Twomey & Zhao 2017:390). In the same vein, Forlin (2010:623) established that Hong Kong educational psychologists provided support and consultation services to schools about the provision of appropriate intervention strategies for children with disabilities. The provision of educational psychological support services in the countries discussed above is in tandem with the theory of inclusive pedagogy that informs this study. The theory emphasises the importance of making use of specialised knowledge from educational psychologists in ways that facilitate learning and participation for everyone (Rouse & Florian, 2012:1). Student teachers in the above countries are likely to benefit from their teaching practice as these services would help them to deal with the human difference in ways that include rather than exclude children with disabilities in their classes (Rouse & Florian, 2012:1; Florian & Linklater, 2010:370). This study sought to assess if student teachers on teaching practice receive comprehensive support services from SPS/SNE personnel who should assist them in helping children with disabilities in primary schools.

Oommen and McCarthy (2015:72) established that successful service delivery for children with speech and communication difficulties requires speech-language therapists to manage interventions around improving natural speech collaboratively with class teachers. Their research confirmed that speech therapists collaborate and assist student teachers to specify classroom routines and curriculum needs that incorporate the child's participation as they communicate using natural speech and augmented alternative communication (Oommen & McCarthy, 2015:72). This is consistent with the theory of inclusive pedagogy that underpinned this study, which stipulates that student teachers should work collaboratively with specialists, such as speech therapists, to find ways of providing learning experiences for children with

disabilities in inclusive scenarios. Student teachers who receive such specialised support are likely to explore a new inclusive pedagogical approach to support children with disabilities. This study sought to find out if Zimbabwean student teachers have access to speech therapist support in primary schools during teaching practice.

Silverman and Millspaugh (2006:11) note that collaborations between occupational therapists and teachers have positive effects on the inclusion of children with disabilities in Philadelphia. According to Chambers (2015:19) and Winter and Bunn (2019:70), UK therapists are involved in supporting children with disabilities in inclusive classes. They provide ongoing consultations and intervention strategies through collaborative meetings with school personnel. Therapists in the UK also assist by ensuring that student teachers have the necessary information and access to clear induction processes which include all staff and joint training. The provision of such services in the UK is likely to facilitate meaningful inclusion of children with language and speech disabilities; hence student teachers are likely to have good experiences when including these children in their classes. This study sought to find out if the UK scenario is experienced in Zimbabwe.

Rothi, Leavey and Best (2008:139) conducted a qualitative study, which focused on qualified teachers' perspectives on their professional involvement with educational psychologists in the UK. Their findings communicated severe shortages of educational psychologists and that there was substantial underfunding which restricted educational psychologists' duties to observation, assessment and recommendation that was unlikely to enhance the learning and success of children with disabilities in inclusive schools. Without proper assessment and recommendations from education psychologists, student teachers are unlikely to develop meaningful instructional procedures for children with disabilities. The above qualitative study is subjective in nature, therefore the opinions of qualified teachers may not be generalised to Zimbabwean student teachers' experiences with precision. The present study sought to establish whether the scenario prevailing in the UK applies to Zimbabwe using a mixed methods concurrent design.

Robinson and Holt (2013:574) researched licensed school psychologists in Texas and established that school psychologists in that state differed in their diagnosis decisions. Texan school psychologists made decisions according to their perceptions about a particular disability. As a result, they gave diagnoses that were not the best for the child with a disability

in an inclusive class. Related to the above, Engelbrecht (2004:21) and Engelbrecht, Nel, Smith and Van Deventer (2016:520) noted that South African educational psychologists still subscribe to the medical model of diagnosis which has led to doubtful identification criteria, hence direct educational psychological support service delivery benefits only a few advantaged schools. Therefore, South African children with disabilities may experience anxiety and poor self-image as a result of wrong diagnosis (Mohangi & Archer, 2015:5). This is inconsistent with the theory of inclusive pedagogy that underpinned this study and clearly emphasises the importance of proper diagnosis by educational psychologists that should be provided without perpetuating the segregation practices. Thus student teachers practising in a country which exhibits such challenges, with regards to the proper diagnosis of children with disabilities by educational psychologists, are unlikely to have pleasant experiences during their implementation of inclusive education. Without a proper diagnosis of children with disabilities, student teachers may face challenges in differentiating inclusive pedagogies to accommodate all learners. Most of the studies above were conducted using a psychological perspective, of which the results might not be generalised to the education setting and student teachers' experiences with accuracy and precision. This study intended to use an educationist lens in establishing student teachers' experiences relative to levels of support from SPS/SNE personnel and the implementation of inclusive education.

In Zimbabwe, Oakland, Mpofu, Glasgow and Jumel (2003:71) posited that, by 2004, most psychologists would be working in urban rather than rural schools. The study further revealed that there were insufficient Zimbabwean psychologists for twelve million people. Inversely, Choruma (2006:16) noted that Zimbabwean schools' psychological services are generally unable to assess the level of impairment for deaf children, so they are unable to know whether to make use of hearing aids or not. The above studies were carried out more than a decade ago, consequently, the results may not be generalised to student teachers in this era because a lot of professional development on the implementation of inclusive education has taken place since that time. The present study sought to assess whether the situation that prevailed more a decade ago with regards to the unavailability of Schools Psychological Services in Zimbabwe schools apply to student teachers' experiences currently.

Ncube, Tshabalala and Gazimbe (2015:14) investigated school heads and teachers in Nkayi, Zimbabwe, and revealed that officers from SPS/SNE that has the primary responsibility for supporting schools in inclusive education practices rarely visited schools to assess the

processes of teaching and learning of children with disabilities. A lack of monitoring by SPS/SNE personnel is likely to defeat the whole purpose of inclusive education. The study sought to assess the extent to which observations made by school heads and qualified teachers in Nkayi apply to student teachers' experiences during teaching practice in Zimbabwean schools in Masvingo.

Communication and collaboration between SPS/SNE personnel are vital to the success of inclusive education. Davies Howes and Farrell (2008:415) revealed that UK teachers perceived themselves as solely responsible for the classroom and, as a result, were reluctant to engage in reflection and dialogue about their practice and wanted a psychologist's expertise to align their role perception. This is against the requirements of inclusive pedagogy which encourages teachers to engage in collegial relationships with other experts during the implementation of inclusive practices in schools (Black-Hawkins, 2017:250; Pantic & Florian, 2015:343) to facilitate full inclusion. Badza et al. (2008:57) and Nkoma and Hay (2018:850) observed that, in Zimbabwe, collaboration among professionals was hindered by subtle rivalry as each of the players tried to protect their turf. For example, school psychologists would want to have ultimate decisions on the school placement of children with disabilities without due regard of other professionals (Nkoma & Hay, 2018:850; Badza et al., 2008:57). A lack of collaboration by SPS/SNE personnel is contradictory to the theory of inclusive pedagogy that informs this study. The theory emphasises the need for SPS/SNE personnel to develop skills of working collaboratively with school personnel to support the learning and participation of children with disabilities in inclusive schools. The study sought to find out if Zimbabwean student teachers engage in a collegial relationship with the SPS/SNE personnel to support children with disabilities in their classes. In the following sub-section, related literature on levels of support by parents and the implementation of inclusive education is presented.

2.3.4 Levels of support by parents and the implementation of inclusive education

UNESCO (2020:183) postulates that the most important partners during the implementation of inclusive education are parents. Parental involvement in decisions about the education of their children with disabilities can significantly contribute to the improvement of their children's inclusivity (Pantic & Florian, 2015:340). Hornby and Witte (2010:28) and George and Kanupka (2019:51) conducted interviews with school principals and fathers on the practice of parental involvement in New Zealand inclusive primary schools and revealed that New Zealand

parents showed support by providing information about their children's special needs at parents' assemblies and during individual education programme meetings (Hornby & Witte, 2010:28; George & Kanupka, 2019:51). This level of parental support has been viewed as a major strategy for effective inclusive education and is vital for the education of children with disabilities. Student teachers who are doing teaching practice in countries with such high levels of parental support are likely to comfortably explore inclusive pedagogies in their classrooms. The above study focused on principals experiences in New Zealand, therefore the results might not be generalised to the Zimbabwean situation with precision. The present study sought to investigate student teachers' experiences with regards to the levels of support by parents during the implementation of inclusive education in Zimbabwean primary schools.

Wong, Poon, Kaur and Ng (2015:85) reveal that Singaporean parents would seek beyond school to enhance their child's academic and social competencies. For example, they would hire private tutors for their children. This is evidence that parents are worried about their children's futures and, as such, are valuable advocates (Ford, Vakil & Boit, 2016:850). Wong et al. (2015:85) used an independent qualitative approach which may be subjective as it focused on parents' experiences and perceptions, hence the results cannot be generalised to student teachers with accuracy. The present study focused on student teachers' experiences using mixed methods. The approach helped the researcher to gather in-depth data on student teachers' experiences relative to parental support given to children with disabilities in Zimbabwean primary schools, with a few individuals and then to expand the findings to the larger population.

In Ghana and Uganda, poor progression of children with disabilities in inclusive classes was attributed to limited parental support and collaboration (Annor, Opoku, Dogbe, Nketsia & Hammond, 2019:33; Moyi, 2012:11). Without parental support and collaboration, Ghanaian and Ugandan children with disabilities are unlikely to succeed in school. Related to the above, South African and Finnish studies revealed that shared ownership and collaboration between parents, teachers and children with disabilities were critical elements of inclusive education (Engelbrecht, Savolainen, Nel, Koskela & Okkolin, 2017:700; Engelbrecht Nel, & Van Deventer, 2016:525; Engelbrecht et al., 2005:459). However, South African parents failed to establish this kind of relationship with teachers. Failure to establish collaborative trusting relations between South African teachers and parents with regards to the inclusion of their children with disabilities poses a major challenge and has serious impacts on the outcomes of inclusive education and student teachers' experiences (Engelbrecht et al., 2017:700;

Engelbrecht et al., 2016:525; Engelbrecht et al., 2005:459). Consequently, student teachers in the above countries are unlikely to have good experiences during their teaching practice. The current study sought to find out the extent to which the situation in Uganda and South Africa and Finland is experienced in Zimbabwe.

Zimbabwean studies have revealed that parents who have children with disabilities and have little knowledge about their children's special needs were often not allowed to make important decisions about their children's education (Magumise & Sefotho, 2020:560; Majoko, 2019:920). Failure by Zimbabwean parents to be fully involved in the education of their children with disabilities may hinder student teachers from providing comprehensive assessments and evaluation reports of children disabilities in their classes, thereby resulting in student teachers' unpleasant experiences of inclusive pedagogical strategies during their employment. The current study sought to find out from student teachers' experiences whether parents of children with disabilities provide support to their children in inclusive classes.

As presented above, levels of support from stakeholders contribute immensely to student teachers' experiences during teaching practice. However, stakeholders' attitudes also influence student teachers teaching practice experiences during teaching practice. The following section discusses stakeholders' attitudes and the implementation of inclusive education.

2.4 STAKEHOLDERS' ATTITUDES AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

In addition to effective teacher preparation and different levels of support, stakeholders' attitudes are also key elements to successful inclusion (Vlachou, Karadimou & Koutsogeorgou, 2016:385; Avramidis, Bayliss & Burden, 2000:192). Priyadarshini and Thangarajathi (2016:3) postulate that an attitude means a tendency to respond positively or negatively towards a certain idea, object or a person, while Srivastava, De Boer and Pijl (2017:562) extended the definition of attitude to include the conceptually distinguishable components towards certain objects or phenomena, that is, cognitive, affective and behavioural. The cognitive component refers to the beliefs about a concept or object. The affective component refers to the feelings towards any situation. The behavioural component refers to the intention to act in a certain way. This section presents a review of related literature on stakeholders' attitudes and the implementation of inclusive education as well as attitudes of peers with and without disabilities.

2.4.1 Teachers' attitudes and the implementation of inclusive education

According to Yeo et al. (2016:69), teachers' positive attitudes are consistently associated with successful inclusion. UNESCO (2008:28) asserts that, in an inclusive education system, all teachers need to have positive attitudes towards learner diversity and an understanding of inclusive practices. In Australia (Main, Chambers & Sarah, 2016:1277), in Ireland (Saloviita, 2020:222; Shelvin et al., 2013:1130), in Finland (Savolainen, Engelbrecht, Nel & Malinen, 2012:64) and in the Netherlands (Pijl & Frostad, 2010:199) mainstream teachers were perceived to have positive views of inclusive education. The researchers also revealed that educating students with significant disabilities in mainstream classrooms resulted in positive changes in teachers' attitudes. The present study sought to establish whether the above pertains to Zimbabwean student teachers' experiences.

Main et al. (2016:1274) argue that Western Australian teachers' beliefs and attitudes towards the inclusion of children with disabilities have an impact on their perceived self-efficacy for inclusive practice and subsequently their willingness to include children with disabilities. Inversely, teachers in Hong Kong were willing to accept children with disabilities in their classes, if others did (Zhu, Li & Hsieh, 2019:215; Leung & Ma, 2010:837). Qualified teachers with positive attitudes are likely to assist student teachers in implementing curriculum differentiation as this is in line with the theory of inclusive pedagogy that underpinned this study, which proposes that teachers should have positive attitudes so that they can accept responsibility for all pupils in ways that do not marginalise or stigmatise. The present study sought to find out if attitudes of qualified teachers documented in Australia and Hong Kong were experienced by Zimbabwean student teachers on teaching practice.

A cross-cultural study by Mónico, Mensah, Grünk, Garcia, Fernández & Rodríguez (2020:540) found that Ghanaian, German and Spanish teachers with positive attitudes and knowledge of inclusion performed more teaching behaviours/practices congruent with effective teaching in inclusive classrooms. In the same vein, a quantitative study by Ojok and Wormnaes (2013:101) revealed that Ugandan teachers in Karamoja district were slightly more likely to support than to oppose the inclusion of pupils with intellectual disabilities in regular schools because they held positive attitudes. The above authors also established that an increase in positive attitudes in teachers corresponded with an increase in their willingness to include children with disabilities and that this indicated a likelihood that the majority of teachers in the above

countries were ready to get involved in the practical implementation of inclusive education in their schools. The above findings are in line with the theory of inclusive pedagogy that informs this study. The theory maintains that it is how teachers address the issue of inclusion in their daily practices reflected in their knowledge, attitudes and beliefs about learners and learning (Black-Hawkins, 2017:248; Florian & Black-Hawkins, 2011:826). The above authors add that it is what teachers do and the responses they make when children they teach encounter barriers to learning that determines their inclusive pedagogical approach. Thus, student teachers attached to mentors with positive attitudes are likely to have good experiences during their teaching practice and are likely to employ inclusive pedagogical approaches in their classes. The above studies have limitations in that they used quantitative approaches which may not give thick description and richness of data generated from knowledgeable informants with regards to teaching practice experiences. The present study combined both quantitative and qualitative approaches by applying classroom observations and interviews to observe the classroom pedagogical interactions and qualified teachers' attitudes as they occur. This was combined with questionnaires to collect objective first-hand information of student teachers' perceived experiences on qualified teachers' attitudes towards the implementation of inclusive education in Zimbabwean primary schools.

In Bangladesh, Ahsan and Sharma (2018: 81) and Ahmmed et al. (2012:138) revealed that the experience of educating children with a range of disabilities was associated with positive attitudes. Teachers who had previous contact with a student with a disability in the classroom were perceived to hold more positive attitudes towards the inclusion of children with disabilities in their classes than those who did not have such exposure. The positive influence of the above variable on the implementation of inclusive education is likely to influence positive student teachers' experiences during teaching practice. The present study sought to assess the extent to which the above variable influences perceived teachers' attitudes towards the implementation of inclusive education in Zimbabwean primary schools.

Fakolade, Adeniyi and Tella (2009:163), Mukhopadhyay, Mangope and Moorad (2019:240) and Mukhopadhyay (2014:166) established that qualified teachers in Ghana and Botswana displayed positive attitudes towards the implementation of inclusive education. The studies also established that completion of pre-service training had a positive influence on the attitudes of teachers towards the inclusion of children with disabilities after qualifying. The positive qualified teachers' attitudes as a result of their qualification in the countries above are in tandem

with the theory of inclusive pedagogy that underpinned this study. The theory emphasises that positive attitudes should be developed by qualified teachers to deal with the human difference in ways that include rather than exclude children with disabilities from the culture, curricula and community of inclusive classes. Student teachers who are mentored by teachers who have positive attitudes towards the inclusion of children with disabilities are likely to have pleasant experiences during teaching practice. This study intended to find out if the completion of an inclusive course had an influence on student teachers' teaching practice experiences. Following is a presentation on student teachers' attitudes and the implementation of inclusive education.

2.4.2 Student teachers' attitudes and the implementation of inclusive education

Attitudes of student teachers were a critical component of the inclusion of children with disabilities in Australian, Canadian and the USA regular schools (Goddard & Evans, 2018:122; Paris, Nonis & Bailey, 2018:15; Specht & Matsala, 2018:75). According to Kasaru, Akalm and Demiris (2013:120), student teachers' attitudes towards inclusive education can determine the success or failure of inclusive education. Therefore teacher preparation should shape student teachers' positive attitudes towards children with disabilities in their classes.

Research, such as in Bangladesh (Ahsan & Sharma, 2018:80), in the UK (Avramidis et al., 2019: 50, Sosu et al., 2010:389) and in the Pacific and Canada (Sharma, Forlin, Morella & Jitoko, 2017:730; Tindall, MacDonald, Carroll & Moody, 2015:212), reveals that a course on special needs/inclusive education during the initial training influenced the student teachers' perceived attitudes. Furthermore, Lucas and Frazier (2014:119), who investigated student teachers' attitudes, established that North Carolina student teachers improved their attitudes towards inclusive education as a result of an introductory course on inclusive education during their training, as the course facilitated a better understanding of inclusive practices. This is in line with the theory of inclusive pedagogy that guides this study. The theory purports that the development of inclusive practice should be facilitated by positive student teachers' attitudes developed during teacher preparation. The present study sought to find out if the experiences in Bangladesh and North Carolina presented above relate to Zimbabwean student teachers' experiences during teaching practice.

Studies by Mukhopadhyay, Mangope and Moorad (2019:232), Nketsia et al. (2020) and Kuyini and Mangope (2011:33) established that Ghanaian student teachers were perceived to have

more positive attitudes towards inclusive education than their counterparts in Botswana who were not exposed to the inclusive education courses. It then follows that student teachers who develop positive attitudes during their preparation in the above countries are likely to have positive experiences during teaching practice, and are more likely to adjust their instruction and curriculum to meet individual needs of children with disabilities. The studies above have limitations in they have incomparable units belonging to different countries with different educational contexts. This comparative study used a few cases conveniently sampled therefore the results may be generalised to Zimbabwean student teachers' experiences. The present study intended to find out the extent to which inclusive education courses influence Zimbabwean student teachers' attitudes towards the implementation of inclusive education during teaching practice.

Forlin and Chambers (2011:30) argue that, although providing Western Australian student teachers with opportunities for teaching experiences with children who have disabilities has raised student teachers' awareness of the need for inclusivity, it has not improved their attitudes towards inclusion. In Bangladesh (Ahsan & Sharma, 2018:81), Singapore (Thaver & Lim, 2014:1047), Pakistan (Sharma et al., 2015:102) and Brunei (Haq & Muatidia, 2012:2), student teachers did not have favourable attitudes towards the inclusion of children with sensory, behavioural and communication multi-disabilities. Student teachers with negative attitudes are unlikely to provide the requisite support to facilitate the implementation of inclusive education (Majoko, 2018:90) and are unlikely to have good teaching practice experiences. Most of the above studies used non-probability sampling and probability sampling schemes independently to select units and cases. This has limitations in meta-inferences and the degree to which findings can be generalised. The present study employed both non-probability and probability sampling concurrently to enable the researcher to make overall conclusions, explanations or understanding of student teachers' attitudes and experiences towards the inclusion of children with sensory, behavioural and multiple disabilities in Zimbabwean primary schools.

Zimbabwean research by Majoko (2018), Majoko (2016:1), Chireshe (2012:162), Mafa & Makuba (2013:31) and Ngwarai and Ngara (2013:323) reveals that Zimbabwean student teachers' negative attitudes have impacted on the implementation of inclusive education in primary schools. Chireshe (2013) also established that the challenges that were experienced during the implementation of inclusive education included the existence of negative attitudes among some student teachers that are unlikely to facilitate the exploration of inclusive

pedagogical skills during teaching practice, hence exposing them to bad experiences. The studies above employed independent qualitative and quantitative approaches with either subjective or objective results. Data from the above studies therefore may not have given a complete picture of student teachers attitudes towards children with disabilities in inclusive classes. The present study used both qualitative and quantitative approaches concurrently to gain insights about student teachers' experiences of attitudes towards the implementation of inclusive education. The following subsection presents parents' attitudes and the implementation of inclusive education.

2.4.3 School administrators' attitudes and the implementation of inclusive education

Previous research on stakeholders' experiences has shown that the attitudes of school administrators affect the implementation of inclusive education (Paseka, & Schwab, 2020:254; Hadjikako & Mnasonos, 2012:79). Motala, Govender and Nzima (2015:528) studied the attitudes of district administration officials' attitudes towards the inclusion of children with learning difficulties in mainstream primary schools and established that South African district administrators held positive attitudes towards inclusion. According to Kuyini and Desai (2007:10) and Wanda (2016:35), administrators' attitudes are predictive of effective implementation of inclusive education. South African student teachers supervised by administrators who hold positive attitudes are likely to also have positive attitudes towards the implementation of inclusive education as administrators are likely to take a lead in assessing the school climate concerning the inclusion of children with disabilities and initiating interventions or advocating for change when appropriate. Motala et al. (2015:45) sampled district administration officials in their study. The present study sampled the student teachers, college lecturers and school administrators to get in-depth data on student teachers' experiences during the implementation of inclusive education.

Studies in Lebanon and the USA revealed that school administrators held negative attitudes about including children with social, emotional and behavioural disabilities and children described as having mental difficulties, as well as those with low incidence disabilities, that is, visual impairment/blindness hearing impairment/deafness as well as developmental delays (Khochen & Radford 2012; Boyle & Hernandez, 2016:210). Negative attitudes by school administrators in Lebanon and the USA could derail the inclusion process thereby exposing student teachers to bad experiences. This study intended to find out if the situation in Lebanon

relates to Zimbabwean experiences. The next section discusses parents' attitudes and the implementation of inclusive education.

2.4.4 Parents' attitudes and the implementation of inclusive education

Apart from teachers and student teachers' attitudes, Lui, Sin, Yang, Forlin and Ho (2015:1052) and Paseka and Schwab (2020:254) observe that Hong Kong parents were key stakeholders in inclusive education and that their attitudes were pivotal to the implementation of inclusive education. According to De Boer, Pijl, Post and Minnaert (2012:334), parents' attitudes have a significant positive effect on the implementation of inclusive education. Positive parental attitudes towards inclusion can make it easier for schools to accommodate and support student teachers during the implementation inclusive education (De Boer et al., 2012:388), hence producing good experiences for student teachers practising in the schools.

Previous research on perceived parents' attitudes in the USA (Yu, 2019:12: 11, Leyser & Kirk, 2004:28), in Portugal (Albuquerque, Pinto & Ferrari 2019:369), in the Netherlands (De Boer & Munde, 2015: 183), in Scotland (Sosu & Rydzewska, 2017:15), in Hong Kong (Lui et al., 2015:1062), and in Jordan (Al-Dababneh, Al-Zboon & Baibers, 2017:375; Abu-Hamour & Al-Hmouz, 2014:574) revealed that parents were perceived to have fairly positive attitudes towards the inclusion of children with disabilities. Parents of children with disabilities had a tendency to agree on the core perspectives of inclusion from both legal and philosophical standpoints, therefore they held positive attitudes. Parents in Jordan believed that their children with disabilities would benefit from inclusion and were able to make progress ranging from limited to good depending on their nature, degree of disability and motivation in the inclusive set up (Al-Dababneh et al., 2017:375). Perceived positive attitudes by parents are likely to positively impact on the implementation of inclusive education in the above countries and student teachers are likely to have positive experiences during teaching practice. The present study sought to find out from Zimbabwean student teachers' experiences if parents hold positive attitudes towards the inclusion of children with disabilities in Zimbabwean primary schools.

Qualitative research by Majoko (2017:9; 2019:909), which examined parents' perspectives regarding the inclusion of their children with Autism Spectrum disorder, communicated that Zimbabwean parents held positive attitudes and were committed to the inclusion of their

children with Autism Spectrum Disorder. Kuyayama (2011:159) also reveals that the majority of Zimbabwean parents who are primary caregivers were perceived to hold positive attitudes towards children with disabilities, as they allowed their children without disabilities play, study, bath, and share facilities with children who had disabilities. Zimbabwean parents' positive attitudes towards the inclusion of children with disabilities are likely to enhance student teachers' experiences in the inclusion of children with disabilities. The current study found out from student teachers' experiences if Zimbabwean parents are committed to the inclusion of their children with disabilities

Majoko (2019:909) and Kuyayama (2011:159) employed non-probability sampling techniques. The choices of units included in their samples were purposively selected based on subjective judgement. Therefore, the results may not be generalised to student teachers with accuracy and precision. Hence, the present study sought to use both non-probability and probability sampling techniques which focused on cases that provided rich information about student teachers' experiences relative to parents' attitudes and units that allowed for the generalisation of the findings.

Zimbabwean studies, such as Magumise and Sefotho (2020:552) and Chimhenga (2014:2014), established that Zimbabwean parents held negative attitudes towards the inclusion of children with learning disabilities, thereby militating against good teaching practice experiences by student teachers. According to Chimhenga (2014:117), parents with negative attitudes were unlikely to collaborate and support other stakeholders, such as school heads, in pooling resources for the implementation of inclusive education. This is inconsistent with the theory of inclusive pedagogy that guides this study. Inclusive pedagogy must enable student teachers to work in partnership with parents who have positive attitudes towards the inclusion of their children with disabilities (Rouse & Florian, 2012:40). Hence, the negative attitudes of Zimbabwean parents are unlikely to facilitate good student teachers' experiences of teaching practice. The present study sought to investigate student teachers' experiences on the attitudes of parents with regards to collaboration and pooling of resources that facilitate the implementation of inclusive education. Chimhenga (2014:117) focused on perceived parents' attitudes by primary school teachers, education officers and college/university lecturers. Student teachers on teaching practice from the teachers' college were left out. Therefore, the results may not be generalised to Zimbabwean student teachers' experiences with accuracy and precision. The present study sought to establish student teachers' experiences on the parents'

attitudes towards the inclusion of children with disabilities in Zimbabwean primary schools. This was done through observing classroom practices, interviewing school administrators and administering questionnaires to get a complete picture of student teachers' experiences. What follows is a discussion on children's attitudes and the implementation of inclusive education.

2.4.5 Peers' attitudes and the implementation of inclusive education

Olsson, Dag and Kullberg (2017:14) carried out a survey on deaf and hard-of-hearing adolescents' experiences of inclusion and exclusion, and revealed that attitudes and behaviours of Swedish children with disabilities have a significant impact on their ability to get support from their counterparts without disabilities in inclusive environments. The survey further revealed that Swedish children without disabilities held positive attitudes towards their counterparts that are deaf or hard of hearing. They indicated that their counterparts, who are deaf or hard of hearing, showed positive attitudes and a strong work ethic, and received help from their teachers. Student teachers who teach inclusive classes of children who hold positive attitudes towards each other are likely to have good teaching practice experiences, as they are likely to create conditions that support children working in different groups (Florian & Black-Hawkins, 2011:821). Whilst the above study focused on the deaf and hard of hearing adolescent experiences, the present study focused on student teachers' experiences relative to the attitudes of peers without disabilities towards their counterparts with disabilities in Zimbabwean primary schools.

Research, such as that carried out by Asbjornslett, Engelsrud and Helseth (2015:207), which used the Norwegian version of a self-description questionnaire, communicated that Norwegian children with disabilities in regular schools were participating and were included. Norwegian children with disabilities had a strong desire to be included in learning activities with their peers without disabilities and they saw this as a form of participation. The positive attitudes exhibited by children with disabilities towards their inclusion in regular schools are likely to facilitate the implementation of inclusive education in Norway, resulting in student teachers having good experiences. Furthermore, the same study revealed that Norwegian children with disabilities, who were not accepted by peers in regular classrooms, ran the risk of developing low self-concept (Pijl & Frostad, 2010:93). Low self-esteem and self-concept of peers with disabilities have negative impacts on their inclusion and contribute to student teachers' bad experiences. Researchers in the above study used complicated statistical analysis which may

be difficult to interpret by people who are not comfortable with numbers. The present study employed simple statistics, such as frequencies and chi-square tests, to establish the significant relationship between item responses of student teachers, school administrators and teachers college lecturers.

De Boer et al. (2012:388) and Katja (2018:254) revealed that Dutch and Finnish children without disabilities held positive attitudes towards their peers with disabilities. Furthermore, positive attitudes towards inclusion by children without disabilities were positively related to the social participation of their peers with disabilities, as children without disabilities showed more willingness to interact in free play with peers who had disabilities. Children without disabilities with positive attitudes were likely to develop a greater understanding of and develop more sensitivity towards their peers and therefore perceive their friends with disabilities positively (Sagun-Ongtango et al., 2018:102; Mukopadyay, 2018:232; De Boer et al., 2012:388). Student teachers teaching in the above countries were likely to provide a range of play activities intended to encourage the participation of all children, including those with disabilities (Florian & Black-Hawkins, 2011:824). This is in line with the theory of inclusive pedagogy that informs this study, which encourages student teachers to create a play zone where a range of active play choices is made. The present study sought to assess whether the experiences in Greece, Western Australia and the Netherlands and Finland are obtainable in Zimbabwe.

In addition to stakeholders' attitudes, availability and clarity of policy/legislation have a direct impact on student teachers during teaching practice (Kaplan & Lewis, 2019:1). The next section presents literature on the availability and clarity of policy/legislation and the implementation of inclusive education.

2.5 AVAILABILITY AND CLARITY OF POLICY/LEGISLATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

According to UNESCO (2017:20), legislation articulates principles and rights of persons with disabilities to create a framework for inclusion and mandates fundamental inclusive educational practices. The Salamanca Statement (UNESCO, 1994:29) stipulates that educational policies at all levels, from the national to the local, should stipulate that a child with a disability should attend a neighbourhood school, that is, the school that would be

attended if the child did not have a disability. Therefore, the availability of legislation and policy on inclusive education establishes procedures and practices throughout the education system to facilitate the inclusion of children with disabilities (Majoko, 2018:58). This section discussed experiences on the availability and clarity of policy and legislation and the implementation of inclusive education.

2.5.1 Availability of legislation/policies and the implementation of inclusive education

Research, such as in Italy (Ferri, 2017:15), Spain (De Luis, 2016:165), Ireland (Smyth, Shelvin, Buchner, Biewer, Flynn Latimer, Siska, Toboso-Martin, Diaz & Ferreira, 2014:433, Smyth et al., 2014:3982), England (Ainscow, 2020:14; Norwich, 2014:404) and Canada (Thompson, Lyons & Timmons, 2015:123), revealed comprehensive legislation and policies with regards to the inclusion of children with disabilities in regular schools. From a legal perspective, the countries above may be the closest in terms of meeting the obligations of facilitating full inclusion in tandem with the theory of inclusive pedagogy which informs this study. The theory contends that educational legal instruments should facilitate a context where each individual is valued and is actively engaged in what is learnt and what is taught (Florian & Black-Hawkins, 2017:65). Student teachers in the above countries are likely to have pleasant experiences during their teaching practice as a result of comprehensive legal instruments on inclusive education. The present study sought to find out if observations in Italy, Spain, Ireland, England and Canada, presented above, on the availability of policy and legislation is obtained in Zimbabwe and to establish how the scenario influences Zimbabwean student teachers' experiences.

According to Thompson et al. (2015:123), Canadian provincial-territorial teacher association leadership reported that their teacher membership was aware of and supportive of inclusive education policies. This implies that student teachers who are knowledgeable about policies and legislation related to inclusive education are likely to effectively cater for children's diversity in their classrooms in line with the inclusive pedagogy that informs this study. The theory affirms that the success of inclusive education depends on teachers' knowledge of policy and legislation issues (Florian & Spratt, 2013:122) hence the importance of establishing student teachers' experiences of the availability of policy and legislation (Thompson et al., 2015:123) focused on provincial/territorial teacher association leadership personnel. Student teachers, school administrators and lecturers did not take part in the studies above. The present study sought to investigate student teachers' experiences as perceived by student teachers

themselves, school administrators as well as college lecturers who supervise student teachers whilst on teaching practice.

Sharma et al. (2007:108) conducted a comparative study and revealed that student teachers from Australia and Canada were less concerned about the inclusion of children with disabilities compared to their counterparts from Hong Kong and Singapore. They were more aware of the legal implications of denying legally entitled educational services to children with disabilities than their counterparts in Hong Kong and Singapore. Knowledge about legislation on inclusive education in Australia and Canada is likely to inform student teachers about extra funding that is available when including children with disabilities in the classroom thereby facilitating good student teachers' experiences. According to Sharma, Armstrong, Merumeru, Simi and Yared (2019:70), such information about the local policies and acts must be imparted to pre-service teachers during teacher preparation as this is likely to enhance student teachers' positive experiences during teaching practice and after qualifying. The present study sought to find out if Zimbabwean student teachers on teaching practice are aware of the legal frameworks that guide the inclusion of children with disabilities in Zimbabwe.

Research by Sharma et al. (2017:737) established that key stakeholders who had a direct role in implementing or monitoring disability-inclusive education in Fiji, Samoa and the Solomon Islands felt that there was an overall lack of knowledge about inclusive education policies within schools in those countries. Norwegian and Indian teachers revealed that they did not have adequate knowledge of various government policies and programmes for children with disabilities and that government white papers were rarely read by teachers and did not constitute formal steering documents for the schools (Bjornrud & Nilson, 2014:278; Bhatnagar & Dias, 2013:112). Ignorance about such policies and legislations associated with inclusive education in the above countries is likely to militate against the implementation of inclusive education and unlikely to expose student teachers to good experiences during teaching practice in schools. The present study sought to find out from student teachers' experiences if a lack of knowledge about inclusive education legislation and policies by stakeholders cited above applies to Zimbabwe. The section below discusses clarity of policy/legislation and the implementation of inclusive education.

2.5.2 Clarity of policy/legislation and the implementation of inclusive education

Teodorovic, Stankovic, Bondroza, Milin and Deric (2016:356) opine that successful implementation of inclusive education depends on a myriad of things including the clarity of policy goals. Loreman (2014:467) and Mosia (2014:296) argue that, while policy specifies underlying legal value systems and sets the direction on the implementation of inclusive education, failure to clearly articulate the intentions of policy at any level can result in a confusing system and inconsistent inclusive education practices which may lead to unpleasant teaching practice experiences. The current study sought to investigate Zimbabwean student teachers' experiences on the clarity of policy/legislation during the implementation of inclusive education in schools they are practising in.

Bjornrud and Nilson (2014:278) analysed Norwegian policies and revealed that educational policy documents were incomplete and unclear. In the same vein, an analysis of inclusive education policies across international and Anglo-American national and provincial/state jurisdictions by Hardy and Woodcock (2015:162) reveals that policies in the USA, Canada, England, and Australia were fragmented, incoherent, inconsistent and overtly discriminatory. Furthermore in Ireland, Austria, Spain and the Czech Republic, specific support for the education of children and young people with disabilities was not included in legislation (Smyth et al., 2014:441). The same scenario was reported in Sweden, and Kenya, where Swedish and Kenyan policies, goals and national guidelines were said to be vague and did not specify the form and content for schools (including special education measures) (Ileri, Kingendo, Wangila, & Thurania, 2020:40; Isaksson & Lindqvist, 2015:1220). Failure of the above countries' policymakers to acknowledge the specific requirements for the inclusion of children with disabilities, such as reasonable accommodations, can limit opportunities for children with disabilities to progress successfully through the education system and are unlikely to result in good student teachers' experiences (Smyth et al., 2014:441). The present study intended to assess whether the above situations are experienced in Zimbabwe. The studies above used document analysis which may have limitations in that it may not be suitable to evaluate user experiences. The present study sought to evaluate student teachers' experiences as inclusive education policy implementers by employing classroom observations, interviews and self-administered questionnaires. This enabled the researcher to generalise or confirm the initial data from interviews and classroom observations to student teachers in Zimbabwean teachers colleges.

Chireshe (2011:162) conducted quantitative research to investigate special needs education in-service teacher trainee views on inclusive education and reported that special needs education trainees felt that Zimbabwe, as a country, was not ready for inclusion which was evidenced by the lack of a binding policy on inclusion. The above study recommends that further studies be carried out on student teachers' experiences of their preparation for inclusive education practice with regards to the impact of policy and legislation (Chireshe, 2011:163). Therefore, the current study was anchored on the above recommendations. Lack of binding policy on inclusive education was further noted by Majoko (2018; 2019; 2020) and Mpofu, Mutepfa, Chireshe and Kasayira (2007:345) where participants felt that successful inclusive education in Zimbabwe is yet to be a common reality due to a lack of commitment by policymakers towards children with disabilities. Participants in the above study cited the Zimbabwean Education Act of 1987, amended in 1991, 1996 and 2006, as an example, claiming that it only assumed that discrimination against children with disabilities exists but is not specifically mentioned. This may explain why, to date, education for children with disabilities is seen more as charity than a rights issue (Badza et al., 2008:55; Chitiyo et al., 2017:20; Chitiyo, Odongo, Itimu-Phiri, Muwana & Lipemba, 2015:56; Chireshe, 2011:158). Chitiyo et al. (2017:20) noted that a lack of specificity in the laws prevents many children with disabilities from accessing an appropriate education as the curriculum is not tailored to meet their needs in line with the inclusive pedagogy that informs this study. It implies that teachers and student teachers implementing the inclusive education policy are unlikely to make informed legally-bound decisions about the way children with disabilities are assisted within inclusive pedagogical practices in Zimbabwean primary schools (Chimhenga, 2014:118). The present study intended to explore student teachers' experiences with regards to the lack of clear inclusive policy and legislation in classroom practice.

2.6 SUMMARY

This chapter has presented related literature on student teachers' experiences on the implementation of inclusive education informed by the theory of inclusive pedagogy. Gaps to be filled in by the study were highlighted. Reviewed literature established that teacher educators in different countries offer a variety of teacher training models with regards to inclusive education and this positively impacted on student teachers' experiences. The chapter has outlined the benefits of including an inclusive education course during training and

engaging student teachers in teaching practice experience. The chapter also highlighted several support services which are given to student teachers during teaching practice. These include mentoring, provision of material and human resources as well as support from parents. Related literature also revealed perceived attitudes towards the implementation of inclusive education by different stakeholders which contributed to student teachers' experiences. Lastly, the chapter established that the implementation of inclusive education was negatively affected by the unavailability and lack of clarity of policy and legislation. The following chapter presents the research methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The study sought to explore student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools to establish strategies for teacher education trainers to effectively prepare student teachers for implementing inclusive education in Zimbabwean primary schools. The previous chapter presented related literature on the experiences in implementing inclusive education whereas the present chapter discusses the research methodology employed in the generation of data on student teachers' experiences in implementing inclusive education in Zimbabwean primary schools. The appropriate research paradigm is explicated for a comprehensive understanding of the design and the methodology. The chapter presents the population and sampling procedures and data collection instruments. Data collection procedures, analysis and ethical issues are also discussed. Below is a discussion of a research paradigm that informed the research methodology.

3.2 RESEARCH PARADIGM

Creswell (2007:19) defines a paradigm as a set of beliefs that guide action, Willis (2007:8) describes it as a comprehensive belief system, world-view or framework that guides research and practice in a field while Mertens (2015: 80) asserts that a paradigm is a way of looking at the world that comprises certain philosophical assumptions that guide and direct thinking and action during research. White and McBurney (2013) describe a paradigm as a belief system that guides a set of practices. Paradigms can be characterised by their ontology (what is reality), epistemology (how one knows something) and methodology (how one goes about finding out) (Creswell 2007:19).

The present study was informed by the post-positivist paradigm. According to Fox (2012:8), post-positivism is a world-view that describes an approach to knowledge and is an implicit assessment of the nature of reality. The ontology of post-positivism claims that social realities are understood from the perspective of a participant and of an observer in their totality rather than in isolation (Fox, 2012:8). Zimbabwean primary schools are the natural environment where inclusive education takes place. Therefore, the school environment provided a fertile ground to investigate student teachers' experiences concerning the implementation of inclusive

education from the participants of inclusive education. The post-positivist paradigm provided an opportunity for the researcher to illuminate pertinent issues relative to the inclusion of children with disabilities in Zimbabwean primary schools in their natural settings.

Ryan (2006:18) propounds that post-positivist values in research are not about being either subjective or objective, nor do they prefer subjectivity to objectivity. This implies that post-positivism is a mixture of objectivity and subjective beliefs. Hence, the post-positivist lens allowed the researcher to use mixed methods research.

One of the most common forms of post-positivism is a philosophy of critical realism (Ryan 2006:18). Critical realists believe that there is a reality independent of thinking. Critical realism recognises that all observations are fallible (capable of making mistakes or being wrong) and that theory is revisable. In the present study, by employing post-positivism, the researcher exposed the phenomenon of inclusive education to constructive criticism by participants that enabled the researcher to develop strategies on how best teacher educators can prepare student teachers for teaching practice experiences in inclusive schools.

Post-positivist ontology claims that post-positivist perspectives are based on the assumption that there are multiple versions of reality and that reality is subjective, socially constructed and interpreted (Stuart, Maynard & Rouncefield, 2015:3). Methodologically, most post-positivists' objectivity and subjectivity are achieved by triangulating across multiple fallible perspectives. In the same vein, Creswell (2007:20) postulates that post-positivist researchers are likely to view inquiry as a series of logically related steps, believe in multiple perspectives from participants rather than a single reality, and espouse rigorous methods of qualitative and quantitative data analysis. In the present study, the paradigm enabled the researcher to explore several perspectives from student teachers. Post-positivism allowed the researcher to employ a triangulation of methods, further meta-analyses and other combinations of quantitative and qualitative methods. The researcher gathered preliminary information about the implementation of inclusive education with a few individuals (subjective lens) and administered a questionnaire to generalise the findings to the larger population (objective lens). By employing methodological triangulation of both qualitative and quantitative approaches (mixed methods), the researcher gained in-depth data on student teachers' experiences from different stakeholders' perspectives.

The present study sought to explore student teachers' experiences in implementing inclusive

education during teaching practice in Zimbabwean primary school from the perspective of student teachers, college lecturers and school administrators, as the implementers of inclusive education in schools and as well as from the researcher's point of view. The post-positivist paradigm was considered appropriate to guide the research process of this study as it enabled the researcher to assess the experiences on the application of inclusive pedagogical practices, bringing out social realities on the implementation of inclusive education from the perspective of the participants.

Howell (2015:33) contends that post positivists believe that scientific laws can be tested because, even though they cannot be proven, they can be falsified. Inversely, Sharma (2010:2) believes that humans are biased in their perceptions of reality and hence we can approach the truth of reality but can never explain it fully. From the post-positivism view, the mixed methodology is about falsifying standing scientific laws and ontology concerned with criticising the existing reality, in this case, the implementation of inclusive education (Popper, 2002:4). According to the falsification theory, if a single case exists that refutes a given law then, as long as the case is reported correctly, the scientific law is refuted. However, the reported case may have been reported incorrectly throwing doubt on the evidence (Howell, 2015:33). The falsification theory enabled the researcher to critically uncover new arguments, perspectives and student teachers' experiences concerning the implementation of inclusive education. In the current study, the post-positivist paradigm guided the researcher in soliciting and aggregating data emanating from student teachers, primary school administrators and teachers' college lecturers providing a fertile ground for constructive criticism relative to student teachers' experiences, using mixed methods. Following is a discussion on mixed methods approach.

3.3 RESEARCH APPROACH

This study employed a mixed-method approach. Tashakkori and Creswell (2007:4) define mixed methods research as a research approach in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative approaches in a single study or programme of inquiry. Also, Johnson, Onwuegbuzie and Turner (2007:118) define mixed methods as an approach that involves both qualitative (open-ended) and quantitative (closed-ended) data in response to research questions. It includes the analysis of both forms of data (Creswell, 2014:217). Johnson et al. (2007:118) reiterate that mixed

methods *inter alia* focus on research questions that call for real experiences. This methodology employs rigorous qualitative research procedures exploring meaning and understanding of constructs and rigorous quantitative research approaches assessing magnitude and frequency of constructs. It is for this reason that the researcher used mixed methods to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools.

According to Creswell (2014:217), the procedures of both qualitative and quantitative data collection and analysis need to be conducted rigorously in a mixed approach that includes adequate sampling, sources of information as well as data analysis. In mixed methods, two forms of data are integrated into the design analysis through merging, connecting or embedding the data (Johnson et al., 2007:118; Creswell, 2014:217). Schram (2014:2620) argues that, because of the rigorous procedures, a mixed-methods approach creates possibilities for a researcher to study diverse issues in the field of education. In the current study, mixed methods provided an opportunity for the researcher to explore in detail diverse issues concerning student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools.

Clark and Ivankova (2016:14) postulate that the mixed method's logics encompass a set of essential decisions that researchers have to make when designing a mixed methods research study that include the timing, integration, and priority of qualitative and quantitative methods. In a mixed-methods approach, a researcher can mix qualitative and quantitative research designs concurrently or sequentially to address specific research purposes in a sound and rigorous way. Each mixed methods approach consists of two strands: a qualitative phase and a quantitative phase (Clark & Ivankova, 2016:14). In a mixed-methods approach, a phase is a component of a mixed-methods study that encompasses the basic process of conducting qualitative or quantitative research: posing a question, collecting and analysing data, and interpreting results (Teddlie & Tashakkori, 2009:26). In the current study, mixed methods were employed concurrently by collecting the qualitative data and the quantitative at the same time.

A mixed methods approach involves collecting both quantitative and qualitative data using multiple sources of data (Creswell & Plano Clark, 2011:5). In mixed-methods, a researcher is mandated to collect and analyse persuasively and rigorously both qualitative and quantitative data based on research questions, mix (or integrate or link) the two forms of data concurrently

by combining them (or merging them, sequentially by having one build on the other, or embedding one within another) (Creswell & Plano Clark, 2011:5). Therefore, Creswell and Plano Clark (2011:179) advise that mixed methods researchers be familiar with an array of qualitative and quantitative data collection procedures and tools. The above authors also encourage mixed methods procedures that involve creative qualitative data collection and the careful selection of quantitative data collection instruments that extend beyond those needed to answer the research questions. In the present study, a mixed-methods approach enabled the researcher to employ a variety of research instruments at her disposal to collect comprehensive data on student teachers' experiences and to generalise the data to the larger population. Data from an array of research tools provided results that had broader perspectives on the implementation of inclusive education than either quantitative or qualitative approaches alone. Below is a discussion on the quantitative approach.

3.3.1 Quantitative approach

According to Chireshe (2020:350) and Babbie (2009:243), a quantitative approach focuses on gathering numerical data and generalising them across groups of people to explain a particular phenomenon. The researcher considered quantitative approach appropriate for the current study because it allowed her to collect data from the generality of student teachers on teaching practice, school administrators, and teachers' college student teachers, using the same topics explored in the qualitative strand.

Bryman and Cramer (2004:18) note that the quantitative researcher is concerned with exploring variations in observed values among units of analysis and the correlates and causes of variations. In the present study, the approach enabled the researcher to explore the same variables in the qualitative strand relative to student teachers' experiences in implementing inclusive education and quantify their relationships. The purpose of the quantitative study is to use numerical data to describe relationships between variables and to predict consequences following these relationships (Chireshe, 2020:350). According to Kothari (2004:3), quantitative research is about quantifying relationships between variables. The quantitative approach was considered appropriate since it enabled the researcher to use quantitative statistical analysis to quantify relationships amongst variables concerning student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean schools.

Leedy and Ormrod (2005:203) and Chireshe (2020:350) postulate that objective and empirical data from the quantitative approach is easy to summarise using descriptive and inferential statistics. Data collection from the quantitative strand was from large numbers of student teachers, school administrators and teachers' college lecturers. The approach enabled the researcher to summarise data using descriptive and inferential statistics. According to Onwuegbuzie and Combs (2010:184), descriptive analysis techniques organise and summarise data for enhancing understanding. The above authors further describe inferential statistics as techniques that make predictions or judgements about a population based on the characteristics of a sample obtained from a population (i.e., making generalisations from a sample to the population from which the sample is collected). In the present study, the quantitative approach enabled the researcher to generalise data to the large population of student teachers in Zimbabwe, teachers' college lecturers, and primary school administrators. Employment of the quantitative approach strengthened the understanding of student teachers' experiences concerning the implementation of inclusive education. The next section presents the qualitative approach.

3.3.2 Qualitative approach

A qualitative approach is a way of knowing in which a researcher gathers, organises and interprets information obtained from human beings using his or her eyes and ears as filters. It often involves in-depth interviews and observations of humans in their natural social settings (Lichtman, 2017:6). A qualitative approach provides detailed narrative descriptions and explanations of phenomena investigated, with lesser emphasis on numerical quantifications. Methods used to collect data include ethnographic practices such as observing and interviewing. Lichtman (2017:6) describes qualitative research as a way to study the social interaction of humans in naturally occurring situations. In this approach, the researcher plays a critical role in the process by gathering data, making sense of or interpreting the phenomena that are observed. The researcher of the present study considered the qualitative approach relevant to the study as it enabled her to study the interactions of student teachers with children with disabilities occurring naturally in schools during teaching practice.

According to Drew, Hardman and Hosp (2008:187), qualitative methods provide a researcher with an opportunity to learn about how people behave in their typical surroundings, i.e. their natural settings. Creswell (2007:18) propounds that qualitative researchers conduct their

studies in a “field” where the participants live and work. The researcher considered the qualitative approach appropriate for the study because it enabled the researcher to investigate student teachers’ experiences in implementing inclusive education during teaching practice in Zimbabwean schools and to record experiences of stakeholders involved in the implementation of inclusive education in the participants’ natural settings.

Creswell (2007:37) explains that qualitative researchers tend to collect data in the field at the site where participants experience the issue or problem under study. Creswell (2007) re-iterates that, in a qualitative approach, natural settings are important contexts for understanding what the participants say. The longer the researchers stay in the field or get to know the participants, the more they “know what they know” from first-hand information. The qualitative approach was suitable as it enabled the researcher to explore student teachers’ experiences in Zimbabwean primary schools, which are their natural settings where children with disabilities interact with their peers without disabilities, the environment and the adults around them. The qualitative approach enabled the researcher to gather data by actually talking directly to student teachers, school administrators and seeing them behave and act within their contexts, because of the need to understand the contexts and settings in which students implement inclusive education during teaching practice.

The qualitative approach allowed the researcher to use multiple sources of data. Creswell (2007:38) says that “[q]ualitative researchers typically gather multiple forms of data, such as interviews, observations ... rather than a single data source ... the researcher reviews all of the data and makes sense of them, organising them into categories or themes that cut across all data sources.” The qualitative approach was suitable because it enabled the researcher to use interviews and observation for data collection which allowed the researcher to build patterns and categories from the “bottom-up” by organising the data into increasingly more abstract units of information. Creswell (2007:38) calls this “inductive data analysis”. Following is a discussion on the research design.

3.4 RESEARCH DESIGN

The present study employed the concurrent mixed methods design to investigate student teachers’ experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. Clark and Ivankova (2016:120) define a concurrent mixed

methods design as a design in which researchers implement the quantitative and qualitative strands concurrently or independently from each other to compare or merge quantitative and qualitative data to produce more complete and validated methods. Bergman (2008:69) identified two concurrent mixed methods designs: the concurrent triangulation design and the concurrent embedded design. The concurrent triangulation design is a one-phase design in which quantitative and qualitative data are collected and analysed in parallel and merged to develop a more complete understanding or to compare the different results. A concurrent embedded design is used when a researcher wants to enhance a study based on one method by including a secondary data set from the other method (Clark & Ivankova, 2016:120). In this case, the quantitative data were collected concurrently with the implementation of the intervention, and the qualitative data focused on exploring how the participants experienced the intervention, while the quantitative arm addressed the outcomes of the trial (Bergman, 2008:69).

The researcher of the present study specifically employed the concurrent triangulation design because it enabled her to address the same questions and concepts in both the quantitative and the qualitative strands. The researcher then merged and corroborated two distinct data sets in a triangulation design. The researcher collected the qualitative and quantitative data during the same time from student teachers on teaching practice, teachers' college lecturers and school administrators to generate in-depth data and to get a complete picture of student teachers' experiences thus saving time in comparison to the sequential design. Clark and Ivankova (2016:120) postulate that a qualitative+quantitative design can produce well-validated and substantiated findings because concurrent triangulation enables the researcher to obtain different but complementary data for the same topic. Then data were merged by triangulation of the two strands. The design finally gave a complete picture of student teachers' experiences.

The concurrent design has limitations as it requires the researcher to have both quantitative and qualitative research skills. To overcome this limitation, Creswell and Plano Clark (2011:80) advise that the researcher train research assistants in both quantitative and qualitative approaches. The researcher of the present study engaged and trained research assistants who are proficient in both qualitative and quantitative research approaches for the design to yield valid results.



Figure 1.1: Procedural diagram for the concurrent triangulation design

Figure 1.1 above provides a summary of the concurrent design procedure that was followed during the study. The next part presents the population of the study.

3.5 POPULATION

Van Zyl (2014:95) posits that a population is a group of potential participants to whom to generalise the results of a study. The target population for the study comprised all student teachers on teaching practice in inclusive regular schools (approximately 3200), from 13 Zimbabwean primary teachers' colleges, all college lecturers involved in teaching practice supervision (approximately 720) and all primary schools' administrators where student teachers are practising in all 10 provinces in Zimbabwe (approximately 5753) (*The Herald* [online] 21st August 2016). Factors, such as expense, time, and accessibility, prevented the researcher from gaining information from the whole population (Cohen, Manion & Morrison, 2007:100). Therefore the population was scaled down to student teachers who were enrolled in three primary teachers' colleges in Masvingo Province (approximately 1500), an approximate number of 300 lecturers and school administrators from Masvingo's five districts where primary teachers' colleges deploy their student teachers for teaching practice (approximately 720). The next section presents the sample and the sampling procedure.

3.6 SAMPLE AND SAMPLING PROCEDURE

The sample for the qualitative phase comprised nine student teachers, nine school administrators and nine lecturers to explore student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. For the quantitative phase, the sample comprised 375 student teachers, 60 teachers' college lecturers and 180 school administrators.

In the qualitative strand, the researcher conveniently selected student teachers on teaching practice who had children with disabilities in their classes. Creswell (2007:119) argues that, in a qualitative study, participants must be sampled as having experienced the phenomenon being

explored and their ability to articulate their lived experiences. The student teachers were enrolled in the three colleges in Masvingo Province. School administrators were selected by having enrolled children with disabilities and being student teachers' supervisors in practicing schools. The school administrators were drawn from urban, peri-urban and rural schools. Nine lecturers were selected who were involved in teaching inclusive education courses in teachers' colleges and supervising student teachers on teaching practice, and were drawn from the three colleges in Masvingo. The choice of the sampling procedure was based on the researchers' perception that the selected participants would yield a depth of information or unique experiences relative to the implementation of inclusive education under study.

The researcher used stratified purposive sampling for the qualitative strand to select the student teachers, school administrators and teachers' college lecturers. Within the qualitative strand, the researcher subdivided a sampling frame into strata to obtain relatively homogeneous groups, that is, student teachers, school administrators and college lecturers. Furthermore, the researcher purposefully drew a sample from each stratum and conducted comparative analyses across cases to find common experiences, themes, and the overall essence of student teachers' experiences relative to the implementation of inclusive education.

Table 3.1: Distribution of the selected cases and their strata for the qualitative phase

Name of college	Number of lecturers	Number of student teachers
Bondolfi Teachers College	3	3
Masvingo Teachers College	3	3
Morgenster Teachers College	3	3
School administrators		
Urban schools		3
Peri-Urban schools		3
Rural schools		3

Table 3.1 presents the sampling scheme of the qualitative strand, which helped the researcher to achieve saturation, which is the standard rule for purposive sampling. According to Collins (2015:11), to achieve saturation, a researcher collects and analyses cases to the point that sampling additional cases provides informational redundancy.

For the quantitative strand, the researcher employed probability-sampling schemes to randomly select the sampling units that were representative of the population involved in the implementation of inclusive education in Zimbabwean primary schools. Stratified random sampling was employed to select lecturers and third-year student teachers from three teachers' colleges as well as school administrators. Sixty lecturers were randomly sampled from a population of 300 lecturers as well as 180 out of 720 school administrators. Twenty-five per cent of 1500 student teachers were selected randomly as the larger the sample, the greater is its chance of being representative (Cohen et al., 2011:154; Van Zyl, 2014:101). Thus, the number of student teachers was 375. Below is a summary of biographical variables of student teachers N=375, college lecturers N=60 and primary school administrators N=180.

Table 3.2: Biographical variables of participants N=615

STUDENT TEACHERS		
BIOGRAPHICAL VARIABLE	VARIABLE DESCRIPTION	FREQUENCES
GENDER	FEMALE	239 (65%)
	MALE	136 (35%)
	TOTAL	375 (100%)
AGE	20-30 years	209 (56%)
	31-40years	145 (39%)
	41-50years	19 (5%)
	50+years	2 (0.5)
	TOTAL	375 (100%)
TEACHING EXPERIENCE	1 term	59 (16%)
	2 terms	72 (19%)
	3 terms	145 (39%)
	4 terms	99 (26%)
	TOTAL	375 (100%)
COLLEGE LECTURERS		
GENDER	FEMALES	28 (47%)
	MALES	32 (53%)
	TOTAL	60 (100%)
AGE	20-30 years	5 (8%)
	31-40 years	24 (40%)
	41-50 years	30 (50%)
	Over 50 years	1 (2%)
	TOTAL	60 (100%)

QUALIFICATIONS	BA	3 (5%)
	BEd	5 (8%)
	MA	1 (2%)
	MEd	47 (78%)
	PhD	4 (7%)
	TOTAL	60 (100%)
LECTURING EXPERIENCE	0-10 years	28 (47%)
	11-20 years	24 (40%)
	21-30 years	5 (8%)
	31 +	3 (5%)
	TOTAL	60 (100%)
SCHOOL ADMINISTRATORS		
GENDER	FEMALE	96 (53.33%)
	MALE	84 (46.67%)
	TOTAL	180 (100%)
AGE	30-40 years	36 (20%)
	41-50 years	69 (38%)
	50-60 years	39 (22%)
	60+	36 (20%)
	TOTAL	180 (100%)
QUALIFICATIONS	DipEd	30 (17%)
	BA	114 (63%)
	BEd	15 (8%)
	BEd SNE	18 (10%)
	PhD	3 (2%)

	TOTAL	180 (100%)
	1-10 years	99 (55%)
	11-20 years	31 (17%)
	21-30 years	25 (14%)
	30+	25 (14%)
	TOTAL	180 (100%)

Table 3.2 above reveals that there are more female student teachers (65%) than males (35%) who participated in the present study. The majority of student teachers were in the age range 20-30 years (56%) and 31-40 years (39%). A few were in the age ranges of 41-50 (5%) and 50+ (5%). The table above also reveals that most of the student teachers who participated in the study were in their third term of teaching practice (38.7%). Twenty-six point four (26.4%) were in their final term, while the rest (15.7%) and (19.2%) were in their first and second terms respectively.

Table 3.2 also reveals that more male college lecturers participated in the study (53%) than females (47%). This is an indication that teachers' colleges have more male lecturers than females. Half of the college lecturers were in the age range of 41-50 (50%). Some were in the age range of 31-40 years (40%). The rest were between 20 and 30 years (8%) and 50+ (2%). Most college lecturers who participated in the study held Master's Degrees in education (78%). Other lecturers held qualifications such as Bachelor of Arts (3%) and BEd (8%). Only two college lecturers had PhDs (7%). It is also revealed in the table above that the majority of college lecturers (47% and 40%) had lecturing experience of between 0 and 10 years and 11 to 20 years. A few had lecturing experience of 21-30 years (8%) and 31 plus (5%).

Table 3.2 further shows that more female (53%) than male (47%) administrators participated in the study. Most of the school administrators who participated in the study held qualifications such as Bachelor of Education (63%). Only 10% held a BEd in special needs education. Others (17%) held a Diploma in Education, Bachelor of Arts (8.3%) and Masters in Education (1%) respectively. It is revealed that 39% of school administrators had administration experience of 11-20 years, while (22%) had 21-30 years of experience. Twenty per cent of school

administrators (20%) had 0-10 years of experience. The remaining 20% had 31+ years' experience in school administration. Next is a discussion on instrumentation.

3.7 INSTRUMENTATION

Informed by the post-positivist paradigm, the researcher collected data using instruments based on measures completed by the participants or by observations recorded by the researcher (Phillips & Burble, 2000:106). The present study, therefore, employed questionnaires, interviews and observations.

3.7.1 Observation Checklists

According to Drew et al. (2008:196), observations in qualitative research are often divided into participant and non-participant observations. In participant observation, the individual conducting investigation participates in the setting or activity being observed. In non-participant observation, the investigator plays an outsider role and does not actively participate in the setting or activity. The present study employed a non-participant observation role, which include nonreactive and unobtrusive observation strategies. In these strategies, the observer is acknowledged by participants but not involved. According to Drew et al. (2008:197), research using non-participant observation includes studies of behaviour in natural settings, such as classroom interactions and descriptions of social behaviour in a variety of settings. Hence, the strategy was considered for data collection of the qualitative strand.

In the present study, the researcher first observed the school environment, student teachers and their learners as well as their learning environments in inclusive classes. This was done with the help of observation guides to assess the extent to which student teachers applied the teaching pedagogies that they learnt in college. Observations enabled the researcher to explore the physical environment of the schools and classrooms, as well as the use of resources and their organisation, pedagogic styles, curricula and their organisation (Cohen et al., 2007:397). [The observation where then captured on video camera. Captions of pictures where then turned into photographs for easy presentation.](#)

The observation was called the "Observation guide for classroom teaching and learning environment" (see Appendix G) and contained the following:

SECTION A

Observations focused on the availability of teaching and learning materials/equipment suitable for the development of all children inclusive of children with disabilities, classroom adaptation as well as the provision of assistive technology.

SECTION B

Section B of the observations focused on the use of diverse teaching strategies by student teachers. Thus, use of differentiated instruction that facilitated learning for all learners.

SECTION C

The section enabled the researcher to record indicators that show support levels given to children with disabilities in inclusive classes such as assistance given by student teachers and mentors during the teaching and learning process and support levels by peers without disabilities relative to completion of learning tasks.

3.7.2 Interviews

The interview is the most prominent data collection method in qualitative research. It is an effective way of exploring people's perceptions, meanings, definitions of situations and constructions of reality (Punch & Oancea, 2014:182). Ritchie, Lewis, Nicholls and Ormston (2013:52) define an interview as a one-to-one interaction between the researcher and the respondent. Interviews provide an opportunity for detailed investigation of each person's individual perspectives for an in-depth understanding of the personal context within which the research phenomenon is located (Ritchie et al., 2013:52). In the current study, the researcher explored and probed participants' responses to questions about student teachers' experiences in implementing inclusive education during teaching practice in schools through in-depth interviews.

Lichtman (2017:241) maintains that an in-depth interview one gets information from a participant that is not biased towards what a researcher wants. The purpose of this style of interviewing is to hear what the participant has to say in his or her own words, language or narrative. In the qualitative phase of this study, the interviews with student teachers, school administrators, and teachers' college lecturers were conducted as a follow up of observations.

The interviews were carried out in schools where observations were made.

The interview guide had Section A on demographic data and Sections B to E. The interview guide consisted of open-ended questions that were used to solicit data for the qualitative strand to answer five research questions (see Appendix D).

The in-depth interview schedule had five distinct sections:

SECTION A

Demographic data

SECTION B

Questions on the nature of teacher preparation training and how it impacts on student teachers' experiences during the implementation of inclusive education.

SECTION C

Questions about student teachers' experiences on levels of support provided by mentors, school administrators and SPS/SNE personnel.

SECTION D

Questions that dealt with stakeholders' attitudes towards the implementation of inclusive education.

SECTION E

Questions to do with student teachers' experiences on the availability and clarity of policies and legislation and the implementation of inclusive education.

SECTION F

Questions to do with strategies on how teacher educators can effectively prepare student teachers for the implementation of inclusive education during teaching practice.

3.7.3 Questionnaire

As part of the rigorous data collection of the quantitative strand, the researcher employed a questionnaire. A questionnaire is a document containing a paper-and-pencil set of structured and focused questions. De Vos (2011:172) defines a questionnaire as a set of questions on a form, which is completed by a respondent in respect of a research project. According to Van Zyl (2014:147) and Babbie (2009:244), a questionnaire is a research instrument consisting of a series of questions for gathering data from respondents about their attitudes, knowledge, beliefs and feelings. A questionnaire may include both closed and open questions.

In the current study, a self-administered questionnaire with only closed-ended items was considered appropriate for data collection of the quantitative phase because Johnson and Turner (2003:305) believe that questionnaires can measure attitudes and elicit other content for research participants. The closed structured questionnaire items were developed from the literature search and research questions of the study. These only allowed the respondents to provide responses that fitted into pre-determined categories. The questionnaire items addressed issues about student teachers' levels of preparedness, levels of support, perceived stakeholders' attitudes towards inclusive education, as well as the availability and clarity of policy/legislation. All the participants filled out the same questionnaire. The responses of the questionnaire took the form of a Likert scale (Chireshe, 2020:353; Johnson & Turner, 2003:304). A Likert scale comprises one or more statements about a specific variable used to assess a respondent's level of agreement on a uniform and symmetric numeric scale (Frey, 2018:1375). In the quantitative phase of this study, the Likert scale was appropriate because it can be used to measure a variety of phenomena, for example, attitudes, personality characteristics and perceptions. The respondents were required to agree or disagree with given statements on a 5-point Likert scale, that is, 1= strongly agree; 2=agree; 3= don't know; 4=disagree; 5=strongly disagree. The Likert scale enabled the researcher to calculate the degrees of association and differences among student teachers' responses, primary school administrators' responses and college lecturers' responses relative to the implementation of inclusive education.

Phellas, Bloch, and Seale (2012:184) posit that a questionnaire allows for greater geographical coverage without incurring the additional costs of time and travel. Thus, they are particularly useful when researching with a geographically dispersed population. It is for this reason that

the researcher employed a questionnaire to collect data from a geographically dispersed population of student teachers, primary school administrators and college lecturers in Masvingo Province. According to Singh (2006:193), closed structured questionnaires are simple to administer and relatively inexpensive to analyse (Cohen et al., 2007:317). The use of a questionnaire as a data collection instrument allowed the researcher of the present study to use the SPSS statistical package to analyse data.

The self-administered questionnaire used the same topics explored in the qualitative phase. Items on the questionnaire were obtained from the reviewed literature. Three questionnaires were used. The first questionnaire was developed for teachers' college student teachers and was called: "Student teachers' experiences during the implementation of inclusive education in Zimbabwean primary schools. Questionnaire for student teachers" (see Appendix A). The second questionnaire was designed for college lecturers and was named: "Student teachers' experiences during the implementation of inclusive education in Zimbabwean primary schools. Questionnaire for college lecturers" (see Appendix B). The third questionnaire was designed for school administrators and was called: "Student teachers' experiences during the implementation of inclusive education in Zimbabwean primary schools. Questionnaire for school administrators" (see Appendix C).

Table 3.3: A grid showing examples of items for the questionnaire from the literature review by authors

Author(s)	Items
McCrimmon (2015:236); Amr (2011:399); Dube (2015:96); Kurniawat et al. (2017:290); Majoko (2020:19); Nkestia et al. (2016:2).	Teacher preparation issues and their relevance to inclusive education
Browell et al. (2005:243); Forlin (2006:271) Magudu & Gumbo (2018:5); Sharma & Furlonger (2019:24).	Issues to do with the structure of teacher education programmes
Finkelstein et al. (2019:24); Yada & Savolainen (2017:225); Gehrke & Cocchiarella (2013:20); Peebles & Mendaglio (2014:1331); University of Zimbabwe, (2015:7); Chireshe (2011:154).	The structure of teacher educators programmes and its relevance to student teachers' teaching practice experiences
Mackay (2016:393); UNESCO (2020:50); Angelis & Mylordou (2011:539); AuCoin & Porter (2013:2271).	Student teachers' access to mentoring and coaching by qualified teachers and special needs educators concerning the application of inclusive education
Avramidis et al. (2020:20); Avramidis (2000:209); Avramidis & Norwich (2016:130); Sharma et al. (2007:106); Musengi & Chireshe (2012:162); Forlin (2017:248).	Provision of support by administrators
Olsson et al. (2017:4); Aucoin & Porter (2015:207); Pijl & Frostad (2010:93).	Stakeholders' attitudes towards the implementation of inclusive education
Ferri (2017:15); Thompson et al. (2015:123); Sharma et al. (2007:108); Sharma et al. (2017; 723); Bjornrud & Nilson (2014:278); Ainscow (2020:14); Chitiyo et al. (2015:56).	Issues about knowledge on the availability of policy and legislation on inclusive education, as well as its clarity and precision

Table 3.3 presents examples of issues addressed by the literature search. The next section discusses the trustworthiness of qualitative data.

3.8 TRUSTWORTHINESS OF QUALITATIVE DATA

Quality indicators for qualitative research are dependent on the approach and purpose of the study. Because the data used in qualitative research come in the form of researchers and

participants' words, some important principles affect the technical soundness of research design using qualitative methods. These principles relate directly to the general trustworthiness of qualitative research. Mertens (2015:353) defines trustworthiness as the term used in qualitative research as a measure of the quality of the research. Creswell (2007:178) purports that trustworthiness of qualitative research can be established by using four strategies: credibility, transferability, dependability and conformability.

3.8.1 Credibility

According to Mertens (2015:271), credibility ensures correspondence between the way the respondent perceives social constructs and the way the researcher portrays their viewpoints. Credibility, which is also called "truth-value", refers to the confidence in the truth of the findings, including an accurate understanding of the context (Ulin, Robison & Tolley, 2005:25; Guest, MacQueen & Namey, 2014:28). According to Mertens (2015:267), to ascertain credibility, the researcher should spend sufficient time in the field to be able to avoid premature closure (i.e., reaching conclusions that are erroneous based on limited exposure to the phenomenon). Mertens (2015:267) adds that claims should be made based on sufficient data to support them and that processes of analysis and interpretation are to be made visible.

To increase credibility, the researcher included member checking into the findings. That is gaining feedback on data, interpretations and conclusions from the participants themselves. According to Mertens (2015:269), member checks involve the researcher seeking verification with respondent groups about constructions that are developed as a result of data collected and analysed. Bergman (2008:106) postulates that member checking is a particularly powerful technique of determining the trustworthiness of interpretation that involves asking respondents and other members in the social scene to check the accuracy of themes, interpretations and conclusions. In the present study, the researcher achieved this by summarising what was said during interviews and asked if the notes accurately reflected the participant's position. An ongoing dialogue regarding interpretations of the informants' reality and meaning will ensure the truth-value of the data (Creswell, 2014:210).

The current research conducted peer debriefing. Doctoral student peer lecturers in the department of special needs education served as peer examiners. Mertens (2015:269) postulates that working with other researchers (peer de-briefers) is a recommended practice to ascertain

the credibility of a study. In the present study, the researcher solicited data from student teachers, lecturers who supervise student teachers on teaching practice as well as school administrators. Triangulation was employed to check the emic, etic and negotiated perspectives to bolster confidence that data are worthwhile and credible.

3.8.2 Transferability

Transferability is another factor that ensures trustworthiness. It refers to the degree to which the findings of the research can be applied to other settings or groups in the population (Holloway & Wheeler, 2002:206; Magwa & Magwa, 2015:94). Magwa and Magwa (2015:94) describe the term “transferability” as a parallel concept that enables readers of the research to make judgements based on similarities and differences when comparing the research situation to their own. In the qualitative strand, the burden of transferability is on the reader to determine the degree of similarity between the study site and the receiving context. The researcher’s responsibility is to provide sufficient detail to enable the reader to make a judgement. In the present study, the researcher provided an extensive and careful description of the time, place and context in which the study was conducted. The thick description provided sufficient details about the context so that readers would be able to understand the complexity of the research setting and participants. The thick description enables readers to make judgements about the applicability of the research findings to their situation (Mertens, 2015:272). In the present study, transferability was ensured by detailing the research methods, contexts and assumptions of the study. The researcher provided a detailed, rich description of the setting studied to provide the reader with sufficient information to be able to judge the applicability of the findings to other settings. A careful sampling of people, events and locations within the study parameters alleviated the novices’ tendency to be overwhelmed by the press of too much information and data during observation research while protecting the reliability of data gathered (Drew et al., 2008:197). The in-depth interview guides and observation checklists were pilot-tested with respondents who had characteristics similar to those of the sample studied. The pilot testing verified the data trustworthiness, checking on the credibility, transferability, applicability and conformability (Cohen et al., 2011:201). This helped the researcher to check the clarity of items, instruction and layout, gain validity of the interview items and eliminate ambiguities in wording. The respondents were allowed to comment and the comments were considered and modifications were made before presenting the main study.

3.8.3 Conformability

Just as post-positivists seek to minimise the influence of the observer's judgement, the researcher sought to confirm that the data and their interpretation are not figments of the researchers' imagination. In this study, the researcher employed a confirmation audit to trace data to their sources and to confirm the process of synthesising data to reach conclusions using a chain of evidence (Mertens, 2015:353). According to Mertens (2015:353), the researcher should constantly use the resources and knowledge of people within the research setting to make sure people with important information or representing important points of view are included. The researcher sought a variety of perspectives, deliberately searched for outsiders who represent important points of view or power sources and sought multiple sources for the same information to check for its conformability (Drew et al., 2008:191). To protect the reliability of the data, the researcher was careful to ask the respondents only for data about which they have first-hand knowledge and that they can provide freely and candidly.

3.8.4 Dependability

Holloway and Wheeler (2002:206) postulate that dependability implies that the findings of a study are consistent. Consistent with the above, Ulin et al. (2005:26) postulate that dependability refers to "whether the research process is consistent and carried out with careful attention to the rules and conventions of qualitative methodology". It refers to the degree to which the procedures give almost similar findings under constant conditions. In the qualitative strand, the researcher used two instruments to confirm the emerging findings. Member checks were employed where the researcher took data and tentative interpretations back to the participants from whom they were derived and asked the respondents if the results were plausible and the participants confirmed this. The following section presents the validity and reliability of the quantitative data.

3.9 VALIDITY AND RELIABILITY OF THE QUANTITATIVE DATA

Cohen et al. (2007:367) purport that a lack of validity and reliability renders any quantitative study null and void. Therefore, the present study employed various measures to address validity and reliability.

3.9.1 Validity

Validity is an important key to effective research. If a piece of research is invalid, then it is worthless. Validity is a demonstration that a particular instrument is measuring what it purports to measure. The validity of data collection instrument refers to the extent to which the question items in the instrument adequately reflect the real meaning of the concept under consideration (Babbie, 2009:146; White & McBurney, 2013:141). Monette, Sullivan and DeJong (2011:115) also describe validity as whether a measuring device covers the full range of meanings or forms that are included in a variable measure. They further allude that content validity involves a detailed analysis of the breadth of the measured concept and its relationship to the measuring device. This, therefore, implies that the researcher should be concerned about the extent to which variables cover the whole content or all major dimensions of the concept being measured (Alston & Bowles, 1998:47). To ascertain validity, the researcher used the criteria jury opinion to validate the self-administered questionnaire for third-year student teachers in Zimbabwean primary teachers' colleges, lecturers and school administrators. The questionnaire was presented to authorities in inclusive education in Zimbabwean universities and primary teachers' colleges to scrutinise the relevance of the questionnaire items against the objectives of the study. Finally, the supervisor of the present study also scrutinised the relevance of the questionnaire items against the objectives of the study. The experts ensured that readability levels were appropriate and checked for the ambiguity of instruction, terms and questions (Cohen et al., 2007:144). Monette et al. (2011:116) explain that one way to strengthen confidence in content validity is to gather the opinions of other research experts, especially those who are knowledgeable about the variables involved, regarding whether particular operational definitions are logical measures of the variables.

3.9.2 Reliability

Howell (2015:12) defines reliability in relation to stability, internal validity and inter-observer consistency and opines that reliability determines whether the measure is stable over time, which provides confidence that the measure for a sample is consistent. In concurrence with the above, Chireshe (2020:356) postulates that reliability has to do with the consistency and dependency of a measure. Van Zyl (2014:115) maintains that reliability occurs when a test measures the same thing more than once and reaches the same outcome. Reliability also provides the assurance that subjectivity, judgement and the recordings and categorisations of

data are consistent (Chireshe, 2020:356). Reliability is realised when a structured, positivist approach to a research programme is prioritised. In the present study, the reliability of the questionnaire was assessed to establish the standardisation on the instrument by pilot testing (Abbott & McKinney, 2013:45; Babbie, 2009:146). Following is a presentation of the correlation results of test-retest scores.

Table 3.4: Student teachers' test-retest scores

STUDENT TEACHERS	TEST (X)	RE-TEST (X)
1.	173	169
2.	148	152
3.	124	120
4.	113	155
5.	161	165
6.	220	218
7.	124	120
8.	182	179
9.	115	111
10.	140	141
11.	164	159
12.	152	148
13.	152	147
14.	116	118
15.	159	150
16.	164	160
17.	152	153
18.	163	160
19.	189	185
20	185	181

The results of the test-retest scores for student teachers on table 3.4 show a correlation of 0.93 indicating that the instrument was highly reliable (see Appendix P for calculation detail).

Table 3.5: College lecturers' test-retest scores

COLLEGE LECTURERS	TEST (X)	RE-TEST (Y)
1.	186	183
2.	165	162
3.	184	182
4.	187	185
5.	204	200
6.	234	230
7.	217	220
8.	208	205
9.	218	220
10	230	225

Results of the test-retest scores indicated on Table 3.5 show a correlation of 0.99, which is an indication that the questionnaire for college lecturers was highly reliable (see Appendix P for calculation details).

Table 3.6: School administrators' test-retest scores

SCHOOL ADMINISTRATORS	TEST (X)	RE-TEST (Y)
1.	166	168
2.	137	135
3.	140	135
4.	194	196
5.	177	175
6.	150	153
7.	116	115
8.	152	155
9.	165	168
10	143	145

Table 3.6 reveals a correlation of 0.99 indicating that that the questionnaire for school administrators was highly reliable (see Appendix R for calculation details). The following presents the pilot study.

3.10 PILOT STUDY

Before conducting research, Kothari (2004:101) advises that a pilot study be conducted for testing the research instruments. A pilot study is a replica and rehearsal of the main study (Kothari, 2004:101). Turner (2010) defines a pilot study as a mini-version of research or trial run conducted in preparation of a full-scale study. The pilot study is conducted in a manner that replicates how the data collection sessions will be introduced and what type of materials will be administered (for instance, consent forms, interviews and observation questionnaires) as part of the process. Dikko (2016:521) describes a pilot study as a small study to test protocols, data collection instruments, sample recruitments, sample strategies and other

research techniques. In the present study, the researcher conducted pilot studies for both the qualitative and the quantitative studies to determine the construct and content validity of the interviews and reliability of the questionnaire. Tashakkori and Teddlie (2003:671) note that pilot studies are useful in both qualitative and quantitative studies. Hence the importance of piloting all the instruments in a mixed methods research. Piloting the instruments will occur chronologically following the sequential exploratory design, starting with observations and interviews followed by questionnaires.

3.10.1 Piloting observations and interviews

Piloting observations and interviews is useful in the process of conducting qualitative research as it highlights the improvisation to the major study (Dikko, 2016:522). In the current study, piloting of interviews enabled the researcher to test the questions and to gain some practice in interviewing. The pilot study was conducted to highlight ambiguities and difficult and unnecessary questions and to modify them. It enabled the researcher to record the time taken to complete the interview, determine whether it is reasonable and determine whether each question elicits an adequate response. Finally, the researcher determined whether the interview had incorporated all questions necessary to measure all concepts (Dikko, 2016:522) regarding student teachers' experiences in implementing inclusive education. Through pilot testing, the researcher adjusted the interviews before embarking onto the major study. The observation guide was modified to focus only on classroom experiences rather than the schools' environment as planned since it was noted that it was not viable during the pilot study. The interview questions were re-structured to capture issues interrogated by the research questions considering recommendations by the participants and the supervisor of the study.

The approved questions were then pilot tested using a sample that shared the same characteristics with the participants of the main study. Turner (2010:757) suggests that the participants of a pilot study should share similar characteristics with the group of participants for the major study. Therefore, the participants of the pilot study were drawn based on purposive sampling and willingness to participate. They included one student teacher on teaching practice, one primary school administrator and one teachers' college lecturer. The respondents were asked the same questions that the respondents in the main study were asked. The participants were allowed to comment and evaluate the clarity of questions. The comments were then used to make modifications of the interview questions before presenting the

interview items to the participants in the main study.

3.10.2 Piloting the questionnaire

According to Cohen et al. (2007:321), a questionnaire needs to be piloted and refined so that the final version contains a full range of possible responses as can be reasonably foreseen. Piloting a questionnaire increases its reliability, validity and practicability. Cohen et al. (2011:639) suggest that a questionnaire be pre-tested through a pilot study to increase reliability and validity. In the current study, the three questionnaires were pilot tested.

In this study, the researcher employed test-retest reliability to establish psychometric characteristics, that is, reliability, validity and practicality of the three questionnaires. Van Zyl (2014:119) describes test-retest reliability as a measure of how stable a test is over time. According to Van Zyl (2014:119), one way to measure the reliability of a test is to give the test to a group of people at one point in time and then give the same test to the same group of people at the second point in time, thus ending up with two scores for each person. In the present study, the researcher pre-tested the questionnaire with 20 third-year student teachers from one teachers' college, 10 lecturers and 10 school administrators to get the first set of scores and re-administered the same questionnaires to the above sample after two weeks to get the second set of scores. The retest scores were correlated to establish the reliability of the questionnaire. A reliability coefficient was calculated using the Pearson product-moment correlation coefficient. The statistical significance of the correlation coefficient should be 0.5 or higher if reliability is to be guaranteed (Cohen et al., 2007:146). Next is the data collection procedure of the pilot study.

3.10.3 Data collection procedure: Pilot study

The pilot study was conducted with the sample that exhibited the characteristics of the sample in the main study. The researcher sought permission from the Ministry of Higher and Tertiary Education Science and Technology Development that has the authority to grant permission for researchers to conduct studies with student teachers and teachers' college lecturers and the Ministry of Primary and Secondary Education that has the authority to grant permission for researchers to research in schools (see Appendices J and M for the requests and Appendices L and N for permission granted). Next is the discussion on data collection procedure of the main study.

3.11 DATA COLLECTION PROCEDURE: MAIN STUDY

The researcher sought permission from the Ministry of Higher and Tertiary Education Science and Technology and Development and the Ministry of Primary and Secondary Education. Letters of these two were handed to principals of colleges and heads of schools to obtain permission to conduct research with their student teachers and lecturers.

In the present study, data collection occurred concurrently. For the initial qualitative phase, the researcher visited schools and obtained a list of student teachers from the headmaster's office who are teaching inclusive classes. The researcher then verbally explained the purpose of the study and asked the participant to give consent by signing a consent form. The observations were then conducted using observation guides and the proceedings were captured by a video camera. Thereafter, face-to-face, in-depth interviews were held for student teachers immediately after observation. The researcher made appointments with school administrators to conduct interviews after observations had been done with student teachers.

In the quantitative strand, questionnaires were administered to student teachers, teachers' college lecturers and school administrators by the researcher and research assistants to ensure 100% return rate and enabling any uncertainties to be addressed immediately (Cohen et al., 2007:344). Next is a discussion on data analysis

3.12 DATA ANALYSIS

In the current study, quantitative and qualitative data were analysed independent of each other (Clark & Ivankova, 2016:40). The quantitative data were analysed using SPSS statistical package.

3.12.1 Coding of the qualitative data

A code in qualitative research is most often a word or short phrase that symbolically assigns a summative, salient, essence or evocative attribute for a position of language-based or visual data. In the present study, the coding of qualitative data from observation and interviews was guided by research questions referred by Brown (2014:84) as Etic. Coding began by reading through the qualitative data, identifying chunks of text that convey similar meanings, grouping these chunks of text together and then assigning them to categories (Creswell, 2014:198). These categories (or open access codes) framed the concepts that were used to label the analysis. This

led to a series of themes and subthemes presented at an analysis of data (Brown, 2014:84; Mouton, 2011:108).

3.12.2 Coding of the quantitative data

As noted in section 3.6.3, the self-administered questionnaire contained pre-coded questions. Coding then became a process of designating on the questionnaire which code an answer denoted (Bryman & Cramer, 2004:20). Coding was such that the list of categories was mutually exclusive so that a code only applied to one category. The list of categories was comprehensive so that no category or categories were omitted. The researcher devised a coding frame which pinpointed the allocation of numbers. Each respondent was termed a unit of analysis, therefore each unit of analysis was assigned a unique serial code which represented the individual respondent's score for each variable. Data gathered from the questionnaire were compiled and coded to enable the researchers to employ statistical quantitative analysis. Next is a discussion on the statistical analysis.

3.12.3 Statistical analysis

According to Bryman and Cramer (2004:20), a key step in the preparation of data processing by computer is coding. Coded data were analysed using the Statistical Package for Social Sciences (IBM SPSS) statistics 20-package software. A non-parametric chi-square test was used to calculate the degrees of association and difference among student teachers' responses to the Likert scale. According to Cohen et al. (2011:651), the Chi-square test is a test of difference that can be conducted for a univariate analysis (one categorical variable and between two categorical variables). The Chi-square test measures the generated expected result and actual (observed) result to see if there is a statistically significant difference between them (Chireshe, 2020:364). That is, to see if the frequencies observed are significant. The Chi-square test was considered appropriate since data were categorical.

Ratios were computed for each questionnaire item to identify items rated positively and negatively. The quantitative results were presented using frequencies and percentages as well as ratios in cross-tabulation. The next section discusses ethical considerations.

3.13 ETHICAL CONSIDERATIONS

Ethical standards were adhered to in order to ensure that the rights and welfare of all the lecturers, students in Zimbabwean teachers' colleges and school administrators who participated in the study were observed, respected and protected and that they were not harmed or hurt in any way during and after the research process.

3.13.1 Permission

The researcher first sought and secured ethical clearance from the University of South Africa to secure the approval of the research participants (see Appendix O, for Ethical Clearance Certificate). The researcher also secured clearance from the Ministry of Higher, Tertiary Education, Science, Technology Development as well as the Ministry of Primary and Secondary Education.

3.13.2 Informed consent

Freely given consent is central to research involving human participants (Matthews & Ross, 2010:75). This is because it is essential to ensure that those who participate in research understand exactly what the research involves for them (Matthews & Ross, 2010:75). In this study, the researcher ensured informed consent by informing the respondents about the purpose of the study as well as making them aware of the risks of participating in the study (see Appendix H). The respondents gave their informed consent to take part in the research. The participants signed the informed consent return slip (see Appendix I). [Consent to take videos was sought from the parents of children who were observed during the parents' assembly meetings in which the researcher visited before the observations, guaranteeing that participants' faces would not appear. This was achieved by blurring their faces, names and any inscription associated with the of their institution as advised by Mitchell \(2011:16\)](#)

3.13.3 Anonymity

According to Drew et al. (2008:190), anonymity refers to keeping the identity of the respondent from being known by the researcher and the general public. This could be important if the respondent is acquainted with the researcher and there is the potential for negative consequences. The researcher assigned pseudonyms to the participants. [All the learners, teachers' faces, names on their uniforms were blurred for the participants to remain](#)

anonymous.

3.13.4 Confidentiality

Confidentiality is important, especially when discussing topics that are sensitive or may have repercussions or negative consequences (Drew et al., 2008:191). Patton (2002:412) propounds that confidentiality means that no one has access to the participants' data or names in the possession of the researcher and that no one can match research information with that of a participant. In the present study, confidentiality was guaranteed by making sure the names of participants and the colleges they belong to were not linked to individual respondents. Codes, such as letters of the alphabet, were used to break obvious connections between data, individuals and institutions (UNISA, 2012:16).

3.13.5 Harm to participants

College lecturers, student teachers and administrators in Zimbabwean teachers' colleges, who responded to observations, interviews and questionnaires, were not exposed to irritation, anger, negative labelling, and invasion of privacy or damage to personal dignity. This was achieved by the disposition of personal records and data under their control (UNISA, 2012:16). All participants and colleges were assigned pseudonyms in place of real names so that the colleges to which they belong would not be identified.

3.14 CONCLUSION

This chapter presented the research paradigm, mixed-methods design, population and sample, instrumentation, trustworthiness, validity and reliability issues. Data collection procedures and analysis as well as ethical consideration were discussed. The next chapter focuses on data presentation, analysis and discussions.

CHAPTER 4: DATA PRESENTATION, ANALYSIS, AND DISCUSSIONS

4.1 INTRODUCTION

The present study sought to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. The preceding chapter presented the research methodology. This chapter presents, analyses and discusses data solicited from student teachers, college lecturers and school administrators using self-administered questionnaires, individual interviews, and non-participant observations. The data from both the quantitative and qualitative strands are presented and analysed around the sub-research questions of the study. The subheadings derived from the sub-research questions were: student teachers' preparation and the implementation of inclusive education; levels of support from stakeholders and the implementation of inclusive education; stakeholder's attitudes and the implementation of inclusive education; availability of policy/legislation and the implementation of inclusive education; and strategies that can be employed for teacher education trainers to effectively prepare students for the experiences in implementing inclusive education in primary schools. The following section presents results on teacher preparation and the implementation of inclusive education.

4.2 TEACHER PREPARATION

Sub-research question 1 presented under section 1.4.1 in Chapter 1 sought to determine the extent to which student teachers are prepared for the implementation of inclusive education in Zimbabwean primary schools. The present section presents results on the content taught during teacher preparation and the structure of the teacher education programme. Table 4.1 below presents the results.

Table 4.1: Student teachers, college lecturers and school administrators’ perceptions of the content taught during teacher preparation (N=615)

Respondents	Statements	Opinion on component					Total	Ratio	Chi-square		
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree					
Student teachers	Student teachers learnt adequate content in inclusive education	54 (1.6%)	179 (5.3%)	63 (1.9%)	70 (2.1%)	9 (0.3%)	375 (11.1%)	2.9	X ² =398.72 df32 P value <0.001 (highly significant)		
	Student teachers are taught the following:										
	Behaviour and emotional disabilities	59 (1.7%)	192 (5.7%)	41 (1.2%)	46 (1.4%)	37 (1.1%)	375 (11.1%)	3			
	Hearing impairment	74 (2.2%)	158 (4.8%)	48 (1.4%)	55 (1.6%)	40 (1.2%)	375 (11.1%)	2.4			
	Intellectual challenges	74 (2.2%)	158 (4.8%)	48 (1.4%)	55 (1.6%)	40 (1.2%)	375 (11.1%)	2.4			
	Physical and motor disabilities	77 (2.5%)	187 (5.5%)	37 (1.1%)	35 (1%)	39 (1.2%)	375 (11.1%)	3.6			
	Visual impairment	86 (2.9%)	187 (6.2%)	37 (1.1%)	31 (0.9%)	34 (1%)	375 (11.1%)	4.2			
	Student teachers taught how use braille	27 (0.9%)	63 (1.9%)	40 (1.2%)	144 (4.3%)	101 (3%)	375 (11.1%)	0.4			
	Student teachers are taught how to use sign language	52 (1.7%)	167 (5.6%)	50 (1.5%)	52 (1.5%)	54 (1.6%)	375 (11.1%)	2			
	Student teachers are taught differentiated instruction	43 (1.4%)	154 (5.1%)	67 (2%)	56 (1.7)	55 (1.6)	375 (11.1%)	1.8			
	TOTAL	546 (16.2)	1445 (42.8)	431 (12.8)	544 (16.1%)	409 (12.1%)	3375 (100%)				
	College lecturers	Student teachers learnt adequate content in inclusive education	2 (0.4%)	14 (2.6%)	9 (1.7%)	34 (6.3%)	1 (0.2%)	60 (11.1%)		0.9	X ² = 143 df32 P value <0.001 (highly
		Student teachers are taught the following:									
Behaviour and emotional disabilities		3 (0.6%)	29 (5.4%)	5 (1%)	21 (3.9%)	2 (0.4%)	60 (11.1%)	1.4			
Hearing impairment		4 (0.8%)	39 (7.2%)	8 (1.5%)	7 (1.3%)	2 (0.4%)	60 (11.1%)	4.7			

	Intellectual challenges	5 (1%)	21 (3.9%)	9 (1.7%)	22 (4%)	3 (0.6%)	60 (11.1%)	1	significant)
	Physical and motor disabilities	5 (1%)	23 (4.3%)	6 (1.1%)	24 (4.4%)	2 (0.4)	60 (11.1%)	1	
	Visual Impairment	4 (0.8%)	35 (6.5%)	6 (1.1%)	11 (2.1%)	4 (0.8.%)	60 (11.1%)	2.6	
	Student teachers taught how use braille	3 (0.6%)	3 (0.6%)	6 (1.1%)	37 (6.8%)	11 (2.1%)	60 (11.1%)	0.1	
	Student teachers are taught how to use sign language	3 (0.6%)	3 (0.6%)	6 (1.1%)	37 (6.8%)	11 (2.1%)	60 (11.1%)	0.1	
	Student teachers are taught differentiated instruction	4 (0.8%)	35 (6.5%)	6 (1.1%)	13 (2.4%)	2 (0.4%)	60 (11.1%)	2.6	
	TOTAL	33 (6.1%)	202 (37.4%)	61 (11.3%)	206 (38%)	38 (7.1%)	540 (100%)		
School administrators	Student teachers learnt adequate content in inclusive education	70 (4.3%)	59 (3.6%)	20 (1.2%)	26 (1.6%)	5 (0.3%)	180 (11.1%)	4.2	X ² =203.44 df=32 P- value<0.001 (highly significant
	Student teachers are taught the following:								
	Behaviour and emotional disabilities	51 (3.2%)	100 (6.2%)	16 (1%)	11 (0.7%)	2 (0.1%)	180 (11.1%)	12	
	Hearing impairment	43 (2.7%)	84 (5.2%)	20 (1.2%)	30 (2.1.9%)	3 (0.2%)	180 (11.1%)	3.8	
	Intellectual challenges	39 (2.4%)	97 (6%)	17 (1%)	25 (1.5%)	2 (0.1%)	180 (111%)	5	
	Physical and motor disabilities	46 (2.8%)	89 (5.5%)	23 (1.4%)	19 (1.2%)	3 (0.2%)	180 (11.1%)	5	
	Visual impairment	74 (4.6%)	75 (4.6%)	12 (0.7%)	17 (1%)	2 (0.1%)	180 (11.1%)	7.8	
	Student teachers are taught how to use braille	30 (1.9%)	56 (3.5%)	16 (1%)	593.6	19 (1.2%)	180 (11.1)	1	
	Student teachers are taught how to use sign language	33 (2%)	93 (5.7%)	13 (0.8%)	31 (1.9%)	10 (0.6%)	180 (11.1%)	3	
	Student teachers are taught differentiated instruction	75 (4.6%)	58 (3.6%)	29 (1.9%)	17 (1%)	1 (0.1%)	180 (1%)	7	
TOTAL	461 (28.5%)	711 (45.5%)	192 (10.4%)	235 (12.3%)	44 (1.7%)	1620 (100%)			

The first column of Table 4.1 above presents the respondents, the second, statements concerning the adequacy of content on inclusive education and specific disability categories. Thirdly, the rating scale showing the level of agreement on statements concerning the adequacy of content on specific disability categories is shown. Thus, the levels of agreement range from “strongly agree” to “strongly disagree”, thus a 5 point Likert scale which allowed the respondent to express how to much he/she agreed or disagreed with a certain statement. All statements were scored from maximum to minimum, which is from a score of 5 “strongly agree to a score of 1 “strongly disagree”.

The fourth column presents the ratios that were calculated to identify items that were rated as negative or positive. Ratios were calculated for each item to establish which item was rated more positively of more negatively.

The number of responses observed for each questionnaire item has been indicated and the percentage each cell contributes towards the total frequency is provided in brackets. To come with the total percentage for agreement on a statement, the researcher added strongly agree and agree together to make a total of those who were agreeable. The same was done to those who were disagreeable. Therefore, table 4.1 above reveals that most student teachers (59.2%) and school administrators (74%) agreed that student teachers had learned adequate content of inclusive education and specific disability categories whilst, college lecturers (45.1%) did not agree with this statement.

The Chi-square results show significant differences in student teachers, college lecturers and school administrators’ perceptions concerning content taught during teacher preparation. The calculated ratios revealed that student teachers rated the adequacy of content, physical and motor disabilities and behavioural emotional disabilities more positively than braille, sign language and differentiated instruction. Ratios for college lecturers revealed that visual impairment, hearing impairment and differentiated instruction were rated more positively than other disability categories, while school administrators rated behaviour and motor disabilities, visual impairments and differentiated instruction more positively than other components. The following section presents results on the structure of teacher preparation.

4.2.1 The structure of teacher preparation

The section below presents results on the structure of teacher preparation.

Table 4.2: Student teachers, college lecturers and school administrators’ opinions regarding the structure of teacher preparation (N=615)

Respondents	Statements	Opinion on component					Total	Ratio	Chi-square
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Student teachers	Teacher education curriculum addresses the needs of children with disabilities	73 (4.85%)	199 (13.2%)	35 (2.3%)	41 (2.7%)	27 (2%)	375 (25%)	4	X ² = 272.53 df 32 p <0.001 (highly significant)
	Time spent in resident is enough to prepare student teachers for teaching practice experiences in inclusive classes	43 (2.86%)	190 (12.7%)	82 (5.47%)	53 (3.5%)	7 (0.5%)	375 (25%)	4	
	Interacting with children who have disabilities by student teachers increases knowledge on the pre-requisite of inclusive education	96 (6.38%)	226 (15.1%)	36 (2.4%)	10 (0.7%)	7 (0.5%)	375 (25%)	0.1	
	Student teachers find it easy to implement theory learnt at college during teaching practice	74 (4.92%)	222 (14.8%)	42 (2.8%)	25 (1.7%)	12 (0.8%)	375 (25%)	0.1	
	TOTAL	286 (19%)	837 (55.8%)	195 (13%)	129 (8.6%)	53 (4%)	1500 (100%)		
College lecturers	Teacher education curriculum addresses the needs of children with disabilities	3 (1.2%)	20 (8.34%)	8 (3.5%)	29 (12%)	(0%)	60 (25%)	0.8	X ² = 110.41 df 32 p <0.001 (highly significant)
	Time spent in resident is enough to prepare student teachers for teaching practice experiences in inclusive classes	5 (2%)	31 (13%)	1 (0.4%)	20 (8.3%)	3 (1.25%)	60 (25%)	0.6	
	Interacting with children who have disabilities by student teachers increases knowledge on the pre-requisite of inclusive education	20 (8.2%)	29 (11.9%)	2 (0.8%)	9 (3.7%)	0 (0%)	60 (25%)	0.2	
	Student teachers find it easy to implement theory learnt at college during teaching practice	6 (2.8%)	20 (8.34%)	12 (5%)	19 (7.9%)	3 (1.25%)	60 (25%)	0.8	
	TOTAL	34 (14.2%)	100 (42%)	23 (10%)	77 (32%)	6 (2.5%)	240 (100%)		
School administrators	Teacher education curriculum addresses the needs of children with disabilities	36 (5%)	86 (12%)	20 (2.8%)	37 (5.1%)	1 (0.1%)	180 (25%)	3.2	

	Time spent in resident is enough to prepare student teachers for teaching practice experiences in inclusive classes	29 (4%)	78 (10.8%)	27 (3.7%)	38 (5.3%)	8 (1.1%)	180 (25%)	2.3	$X^2 = 110.41$ df 32 P :<0.001 (highly significant)
	Interacting with children who have disabilities by student teachers increases knowledge on the pre-requisite of inclusive education	56 (7.8%)	100 (13.9%)	14 (1.9%)	9 (1.2%)	1 (0.1%)	180 (25%)	0.1	
	Student teachers find it easy to implement theory learnt at college during teaching practice	41 (5.7%)	91 (12.6%)	12 (1.7%)	32 (4.4%)	4 (0.6%)	180 (25%)	3.7	
	TOTAL	162 (23%)	355 (49.3%)	73 (10.1%)	116 (16.1%)	14 (1.9%)	720 (100%)		

Information on Table 4.2 reveals that the majority of student teachers (75%), college lecturers (56%) and school administrators (72%) were generally agreeable on opinions concerning the following statements: teacher education curriculum addressing the needs of children with disabilities; time spent in residence was enough to prepare student teachers for teaching practice; interacting with children who have disabilities by student teachers increases knowledge on the pre-requisites of inclusive education and that student teachers find it easy to apply theory into practice.

The calculated Chi-square results reveal significant differences in student teachers, college lecturers and school administrators' opinion regarding the structure of teacher education. Computed ratios in Table 4.2 show that the statements: teacher education curriculum addresses the needs of children with disabilities; and time spent on residents was adequate, were rated more positively by student teachers, college lecturers, and school administrators. They agreed that student teachers' interactions with children with disabilities increases knowledge of inclusive education, as this was rated positively. Unlike student teachers and college lecturers, school administrators rated the application of theory into practice more negatively. The following section presents results on levels of support.

4.3 LEVELS OF SUPPORT

Sub-research question 2 (see section 1.4.1) sought to assess the levels of support rendered to student teachers during the implementation of inclusive education in primary schools. The current section presents results on levels of support rendered by school administrators, college lecturers, mentors, parents and school psychological services, and special needs education personnel to student teachers during teaching practice.

Table 4.3: Student teachers, college lecturers, and school administrators’ perceptions on the extent to which student teachers are rendered support (N =615)

Respondents	Stakeholders	The extent to which stakeholders give student teachers support during teaching practice					Total	Ratio	Chi-square
		Very often	Often	Seldom	Very seldom	Never			
Student teachers	School administrators	119 (23%)	164 (21.8%)	44 (18.25%)	38 (16.5%)	10 (7.2%)	375 (20%)	0.2	X ² = 244 df 16 P <0.001 (highly significant)
	College lecturers	165 (32%)	133 (17.7%)	29 (12%)	39 (16.9%)	9 (6.6%)	375 (20%)	0.2	
	Mentors	98 (19%)	135 (18%)	75 (31%)	36 (15.6%)	31 (22.63%)	375 (20%)	0.3	
	Parents	56 (10.8%)	125 (16.6%)	57 (23.6%)	62 (27%)	75 (54.7%)	375 (20%)	0.6	
	SPS/SNE personnel	78 (15.11%)	194 (26%)	36 (14.9%)	55 (23.9%)	12 (8.7%)	375 (20%)	0.2	
	TOTAL	516 (27.52%)	751 (40.0%)	241 (12.8%)	230 (12.3%)	137 (7.3%)	1875 (100%)		
College lecturers	School administrators	5 (1.7%)	24 (7.9%)	24 (7.9)	6 (10%)	1 (0.3%)	60 (20%)	0.2	X ² =48.28 df 16 P value<0.001 (highly significant)
	College lecturers	5 (1.7%)	25 (8.3%)	25 (8.3%)	4 (6.7%)	1 (0.3%)	60 (20%)	0.2	
	Mentors	17 (5.6%)	13 (4.3%)	25 (8.3%)	3 (10%)	2 (0.7%)	60 (20%)	0.2	
	Parents	7 (2.3%)	13 (4.3)	25 (8.3%)	6 (10%)	9 (3)	60 (20%)	1.3	

	SPS/SNE personnel	7 (2.3%)	13 (4.3)	25 (8.3%)	6 (10%)	9 (3%)	60 (20%)	1.3	
	TOTAL	41 (13.6%)	88 (29.3%)	124 (41.3%)	25 (8.3%)	22 (7.3%)	300 (100%)		
School administrators	School administrators	48 (5.3%)	89 (11.3%)	28 (3.12%)	12 (1.3%)	3 (0.3%)	180 (20%)	0.1	$\chi^2=$ 244 dof =16 <0.001 (highly significant)
	College lecturers	85 (9.42%)	70 (8.9%)	10 (1%)	13 (1.4%)	2 (0.2%)	180 (20%)	0.1	
	Mentors	35 (3.9%)	61 (7.6%)	29 (3.2%)	38 (4.2%)	17 (2%)	180 (20%)	0.7	
	Parents	25 (2.8%)	77 (9.8%)	29 (3.2%)	34 (3.7%)	15 (1.7%)	180 (20%)	2.1	
	SPS/SNE personnel	54 (6%0	79 (10%)	29 (3.2%)	16 (1.78%)	2 (0.22%)	180 (20%)	7	
	TOTAL	247 (27.4%)	376 (47.7%)	96 (10.7%)	113 (12.6%)	39 (4.3%)	900 (100%)		

Information on Table 4.3 reveals that the majority of student teachers (79%), college lecturers (45.6%) and school administrators (75%) generally agreed that student teachers were often given support by different stakeholders during teaching practice. The obtained Chi-square results in Table 4.3 reveals significant differences in student teachers, college lecturers and school administrators' perceptions concerning the extent to which stakeholders gave student teachers support during teaching practice.

A closer look at the computed ratios reveals that student teachers were rarely rendered support by parents, school administrators, college lecturers and SPS/SNE, as these were rated more negatively by student teachers, whilst support rendered by parents and mentors was rated more positively. Unlike student teachers, college lecturers and school administrators revealed that student teachers were often given support by parents and SPS/SNE personnel, as this was rated more positively. However, they rated the other stakeholders' support more negatively. The following section presents results on levels of support and the implementation of inclusive education.

Table 4.4: Student teachers, college lecturers and school administrators’ levels of agreement statements regarding the levels of support and the implementation of inclusive education (N=615)

Respondents	Statements	The extent of agreement or disagreement					Total	Ratio	Chi-square
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Student teachers	School administrators support student teachers	103 (3.4%)	170 (5.6%)	32 (1%)	63 (2.1%)	7 (0.2%)	375 (12.5%)	3.9	X ² = 244 Def. 16 P<0.001 (highly sign)
	Mentors assist and advice student teachers	93 (3%)	166 (5.5%)	52 (1.7%)	59 (2%)	5 (0.2%)	375 (12.5%)	4	
	Mentors guide student teachers	65 (2.2%)	127 (4.2%)	69 (2.3%)	75 (2.5%)	39 (1.3%)	375 (12.5%)	1.7	
	Specialist teachers assess children with disabilities	60 (2%)	109 (3.6%)	59 (2%)	86 (2.9%)	61 (2%)	375 (12.5%)	1	
	Specialist teachers guide student teachers in drawing lessons plans that cater for children with disabilities	56 (1.9%)	133 (%)	58 (1.9%)	65 (2.2%)	63 (2%)	375 (12.5%)	1.5	
	SPS/SNE and school administrators work together	46 (1.5%)	128 (4.3%)	73 (2.4%)	102 (3.4%)	26 (1%0	375 (12.5%)	1.4	
	Parents provide assistive devices	44 (1.5%)	117 (3.9%)	66 (2.2)	118 (3.9%)	30 (1%)	375 (12.5%)	1	
	Parents make decisions	36 (1.2%)	102 (4%)	79 (2.6%)	105 (3.5%)	53 (1.8%)	375 (12.5%)	0.9	
	TOTAL	503 (16.7%)	1052 (35%)	488 (16.2%)	673 (22.4%)	284 (9.5%)	3000 (100%)		
	College lecturers	School administrators support student teachers	1 (0.2%)	23 (4.8%)	12 (2.5%)	21 (4.4%)	3 (0.6%)	60 (12.5%)	
Mentors assist and advice student teachers		5 (1%)	22 (4.6%)	7 (1.5%)	26 (5.4%)	0 (0%)	60 (12.5%)	1	
Mentors guide student teachers		2 (0.4%)	14 (2.9%)	17 (3.5%)	27 (5.6%)	0 (0%)	60 (12.5%)	0.6	
Specialist teachers assess children with disabilities		4 (0.4%)	12 (2.5%)	15 (3.1%)	28 (15.8)	1 (0.2%)	60 (12.5%)	0.6	
Specialist teachers guide student teachers in drawing lessons plans that cater for children with disabilities		2 (0.4%)	12 (2.5%)	14 (2.9%)	29 (6%)	3 (0.6%)	60 (12.5%)	0.4	

	SPS/SNE and school administrators work together	1 (0.2%)	16 (3.3%)	10 (2%)	22 (4.6%)	11 (2.3%)	60 (12.5%)	0.5	
	Parents provide assistive devices	3 (0.6%)	19 (4%)	8 (1.7%)	23 (4.8%)	7 (1.5%)	60 (12.5%)	0.7	
	Parents make decisions	3 (0.6%)	10 (2.1%)	9 (1.9%)	33 (6.9%)	5 (1%)	60 (12.5%)	2.9	
	Total	21 (4.4%)	128 (26.7%)	92 (19.1%)	209 (43.5%)	30 (6.5%)	480 (100%)		
School administrators	School administrators support student teachers	64 (4.4)	85 (5.9%)	17 (1.2%)	14 (1%)	0	180 (12.5%)	0.09	X ² = 163.7 Df 20 P- value <0.001 highly significant
	Mentors assist and advice student teachers	59 (4%)	71 (4.9%)	26 (1.8%)	18 (1.2%)	6 (0.6%)	180 (12.5%)	5.4	
	Mentors guide student teachers on	51 (3.5%)	97 (6.7%)	18 (1.2%)	10 (0.7%)	4 (0.3%)	180 (12.5%)	0.09	
	Specialist teachers assess children with disabilities	34 (2.3%)	86 (6%)	24 (1.7%)	26 (1.8%)	10 (0.7%)	180 (12.5%)	3.3	
	Specialist teachers guide student teachers in drawing lessons plans that cater for children with disabilities	23 (1.7%)	89 (6%)	33 (2.3%)	26 (1.8%)	9 (0.6%)	179 (12.4%)	3.2	
	SPS/SNE and school administrators work together	53 (3.7%)	71 (4.9%)	22 (1.5%)	26 (1.8%)	8 (0.6%)	180 (12.5%)	0.3	
	Parents provide assistive devices	31 (2.1%)	67 (4.6%)	33 (2.3%)	26 (1.8%)	22 (1.5%)	179 (12.4%)	2	
	Parents make decisions	18 (1.3%)	68 (4.7%)	29 (2%)	52 (3.6%)	13 (0.9%)	180 (12.5%)	1.3	
	Total	333 (23%)	634 (43.7%)	202 (14%)	198 (13.7%)	72 (4.6%)	1438 (100%)		

Information on Table 4.4 reveals that the majority of student teachers (51.7%) and school administrators (66.6%) were generally agreeable that student teachers received support from different stakeholders. On the other hand, half of the college lecturers (50%) generally disagreed. The Chi-square results of Table 4.4 show significant differences in student teachers, college lecturers and school administrators' responses on the levels of support given to student teachers and the implementation of inclusive education.

The ratios in Table 4.4 reveal that student teachers received support from mentors and school administrators as these were rated more positively by student teachers and school administrators, unlike college lecturers. The ratios revealed that specialist teachers and SPS/SNE personnel were not providing assessment services to children with disabilities as this was rated more negatively by all the respondents. Although student teachers and school administrators acknowledged parental support, college lecturers did not agree that parents made decisions about the education of their children with disabilities. What follows is the presentation on results on the provision of material resources provided to student teachers in schools.

Table 4.5: Student teachers, college lecturers and school administrators' satisfaction with the provision of the following material resources provided to student teachers in schools (N= 615)

Respondents	Material resources	Satisfaction on the provision of material resources					Total	Ratio	Chi-square
		Very satisfied	Satisfied	Marginally satisfied	Dissatisfied	Strongly dissatisfied			
Student teachers	Provision of adequate assistive devices	33 (1.3%)	114 (4.3%)	59 (2.2%)	99 (3.8%)	70 (2.7%)	37 (14.3%)	0.9	$X^2 = 134.7$ df 24 p-value <0.001 (highly significant)
	Large print materials	33 (1.3%)	51 (1.9%)	52 (2%)	135 (5%)	104 (4%)	375 (14.3%)	0.4	
	Braille machines	33 (1.3%)	76 (2.9%)	62 (2.4%)	107 (4%)	97 (3.7%)	375 (14.3%)	0.5	
	Hearing aids	99 (3.8%)	133 (5%)	42 (1.6%)	38 (1.4%)	63 (2.4%)	375 (14.3%)	2.3	
	Charts	86 (3.3%)	138 (5.2%)	43 (1.6%)	39 (1.5%)	69 (2.6%)	375 (14.3%)	2	
	Writing tools	60 (2.3%)	94 (3.6%)	69 (2.6%)	55 (2%)	97 (3.7%)	375 (14.3%)	1	
	Computers	108 (4.1%)	167 (6.4%)	36 (1.4%)	38 (1.4%)	26 (1%)	375 (100%)	4.3	
	TOTAL	452 (17.2%)	773 (29.4%)	363 (13.8%)	511 (19.4%)	526 (20%)	2625 (100%)		
College Lectures	Provision of adequate assistive devices	0 (0%)	2 (0.5%)	12 (2.8%)	41 (9.7%)	5 (1.2%)	60 (14.3%)	0.04	$X^2 = 134.7$ df 24 P- Value <0.001 (highly significant)
	Large print materials	0 (0%)	3 (0.7%)	9 (2%)	43 (10.1%)	5 (1.2%)	60 (14.3%)	0.06	
	Braille machines	0 (0%)	3 (0.7%)	6 (1.4%)	40 (9.5%)	11 (3%)	60 (14.3%)	0.05	
	Hearing aids	0 (0%)	0 (0%)	6 (1.4%)	44 (10.4%)	10 (2.4%)	60 (14.3%)	0	
	Charts	3 (0.7%)	10 (2.4%)	15 (3.6%)	29 (6.9%)	3 (0.7%)	60 (14.3%)	0.4	
	Writing tools	3 (0.7%)	11 (2.6%)	16 (3.9%)	28 (6.6%)	2 (0.5%)	60 (14.3%)	0.4	

	Computers	0 (0%)	8 (1.9%)	12 (2.8%)	28 (6.6%)	12 (2.9%)	60 (14.3%)	0.2	
	TOTAL	6 (1.4%)	37 (8.8%)	76 (18%)	253 (60%)	48 (11.4%)	420 (100%)		
School administrators	Provision of adequate assistive devices	27 (2.2%)	82 (6.2%)	37 (2.9%)	27 (30.7%)	7 (0.5%)	180 (14.3%)	3.2	$X^2=163.7$ df28 p-value<0.001 (highly significant)
	Large print materials	34 (2.8%)	70 (9.2%)	21 (1.7%)	39 (3%)	16 (1.2%)	180 (14.3%)	1.9	
	Braille machines	43 (3.6%)	65 (5%)	24 (1.9%)	29 (3.3%)	19 (1.5%)	180 (14.3%)	2.3	
	Hearing aids	49 (4%)	87 (6.9%)	28 (2.2%)	13 (1%)	3 (0.2%)	180 (14.3%)	8.5	
	Charts	39 (3.2%)	82 (6.5%)	33 (2.6%)	18 (1.4%)	8 (0.63%)	180 (14.3%)	4.7	
	Writing tools	16 (1.3%)	75 (6%)	33 (2.6%)	37 (2.9%)	19 (1.5%)	180 (14.3%)	1.6	
	Computers	64 (5.3%)	68 (5.4%)	21 (1.7%)	19 (1.5%)	8 (0.63%)	180 (14.3%)	4.9	
	TOTAL	272 (22.5%)	529 (42%)	197 (15.6%)	182 (14.4%)	80 (6.3%)	1260 (100%)		

Results in Table 4.5 above reveal that most student teachers (46%) were generally satisfied with the provision of material resources but college lecturers (71.4%) were generally dissatisfied. School administrators (64.5%), like student teachers, were also generally satisfied with the provision of material resources. Computed Chi-square results on the table above reveal that student teachers, college lecturers and school administrators' levels of satisfaction with the provision of material resources provided to student teachers in schools varied significantly.

Ratios on the table above reveal that student teachers were generally satisfied with the provisions of computers, writing tools, and charts as these were rated positively. However, student teachers and college lecturers were not satisfied with the provision of braille machines, large print materials and assistive devices, as these were rated more negatively. Computed ratios reveal that, unlike student teachers and college lecturers, school administrators were not satisfied with the provision of assistive devices. The subsequent section presents results on statements concerning the provision of material resources.

Table 4.6: Student teachers, college lecturers and school administrators' levels of agreements on statements concerning the provision of material resources (N=615)

Respondents	Statements	Levels of agreements					Total	Ratio	Chi-square
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Student teachers	The provision of adequate material resources by schools make student teachers feel comfortable when teaching children with disabilities	111 (14.7%)	192 (25.4%)	26 (3.5%)	22 (2.9%)	24 (3.2%)	375 (50%)	6.6	X ² =73.36 df4 P value< 0.001 (highly significant)
	The absence of teaching and learning resources affects student teachers ability to teach children with disabilities	92 (12.2%)	110 (14.6%)	66 (8.8%)	25 (3.4%)	82 (11%)	375 (50%)	1.9	
	TOTAL	203 (27%)	302 (40%)	92 (12.26%)	47 (6.3%)	106 (14.1%)	750 (100%)		
College lecturers	The provision of adequate material resources by schools make student teachers feel comfortable when teaching children with disabilities	18 (15%)	27 (22.3%)	4 (3.4%)	6 (5%)	5 (4.2%)	60 (50%)	4.1	X ² = 134.7 df24 P value<0.001 (highly significant)
	The absence of teaching and learning resources affects student teachers ability to teach children with disabilities	30 (25%)	25 (20.6%)	1 (0.8%)	4 (3.3%)	0 (0%)	60 (50%)	0.07	
	TOTAL	48 (40%)	52 (43%)	5 (4.2%)	10 (8.3%)	5 (4.2%)	120 (100%)		
School administrators	The provision of adequate material resources by schools make student teachers feel comfortable when teaching children with disabilities	52 (26.8%)	73 (20.3%)	14 (3.9%)	21 (5.8%)	19 (5.3%)	179 (49.9%)	3.1	X ² =163.7 df 28 P-value <0.001 (highly significant)
	The absence of teaching and learning resources affects student teachers ability to teach children with disabilities	60 (16.6%)	65 (18%)	26 (7.2%)	25 (7%)	4 (1.1%)	180 (55.1%)	4.3	
	TOTAL	112 (31%)	138 (38.4%)	40 (11%)	46 (12.8%)	23 (6.4%)	359 (100%)		

Data on Table 4.6 reveal that the majority of student teachers (40.1%), college lecturers (83%) and school administrators (69.4%) agreed that the provision of material resources made student teachers feel comfortable when teaching children with disabilities and that the absence of these affected their teaching ability. The Chi-square results on the table above reveal significantly varied perceptions among student teachers and college lecturers' perceptions concerning the provision of material resources. The computed ratios in Table 4.6 reveal that student teachers, and college lecturers generally agreed that the provision of material resources makes student teachers feel comfortable when teaching children with disabilities, as they rated these more positively. They also agreed that the absence of resources affected student teachers' ability in teaching children with disabilities. However, school administrators indicated the absence of resources and the provision of material as a contributing factor to student teachers' comfortability, as these were rated more negatively. Following is a presentation on stakeholders' attitudes.

4.4 STAKEHOLDERS' ATTITUDES

Sub-research question 3 (see section 1.4.3) sought to establish stakeholders' perceived attitudes towards the implementation of inclusive education in primary schools. The present section presents results on perceived teachers, student teachers, parents and peers' attitudes.

Table 4.7: Student teachers, college lecturers and school administrators' perceptions on the extent to which stakeholders' attitudes influence implementing inclusive education (N= 615)

Respondents	Stakeholders	Level of attitude influence					Total	Ratio	Chi-square
		Always	Often	Occasionally	Seldom	Never			
Student teachers	School administrators	80 (3.6%)	124 (5.5%)	61 (2.7%)	37 (1.6%)	73 (3.2%)	375 (16.6%)	1.9	X ² = 649.93 Df 20 P<0.001 (highly significant)
	Qualified teachers	77 (3.5%)	112 (5%)	55 (2.4%)	36 (1.6%)	95 (4.2%)	375 (16.6%)	1.4	
	Peers with disabilities	79 (3.6%)	98 (4.4%)	72 (3.2%)	38 (1.7%)	88 (3.9%)	375 (16.6%)	1.4	
	Peers without disabilities	1 (0.06%)	367 (16.2)	2 (0.09%)	1 (0.04%)	4 (0.2%)	375 (16.6%)	0.01	
	Parents	82 (3.7%)	98 (4.4%)	56 (2.5%)	33 (1.5%)	106 (5%)	375 (16.6%)	0.3	
	Yourself	100 (4.5%)	93 (4%)	45 (2%)	21 (0.9%)	116 (5.1%)	375 (16.6%)	0.4	
	TOTAL	419 (19%)	892 (39.6%)	291 (12.9%)	166 (7.4%)	482 (21.3%)	2250 (100%)		
College Lectures	School administrators	30 (8.3%)	15 (4%) ⁴	9 (2.5%)	6 (1.7%)	0	60 (16.6%)	7.5	X ² = 25.52 df =20 P-value >0.05 (non- significant)
	Qualified teachers	24 (6.6%)	22 (6%)	8 (2.2%)	6 (1.7%)	0	60 (16.6%)	3.3	
	Peers with disabilities	22 (6%)	17 (4.7%) ⁰	17 (4.7%)	4 (1.1%)	0	60 (16.6%)	9.8	
	Peers without disabilities	16 (4.4%)	20 (5.5%)	15 (4.2%)	9 (2.5%) ⁰	0	60 (16.6%)	4	
	Parents	19 (5.2%)	16 (4.4%)	18 (5%)	5 (1.4%)	2 0.5	60 (16.6%)	5	
	Yourself	16 (4.4%)	19 (5.3%)	13 (3.6%)	8 (2.2%)	4 (1.1%)	60 (16.6%)	2.9	
	TOTAL	127 (35%)	109 (30.2%)	80 (22.2%)	38 (10.5%)	6 (1.6%)	360 (100%)⁰		
School administrators	School administrators	54 (5%)	73 (6.8%)	27 (2.5%)	23 (2%)	3 (0.3%)	180 (16.6%)	4.9	X ² = 57.6 Df 20
	Qualified teachers	45 (4%)	64 (5.9%)	30 (2.8%)	29 (2.6%)	12 (1%)	180 (16.6%)	2.7	

	Peers with disabilities	44 (4%)	63 (5.8%)	29 (2.7%)	25 (2.3%)	19 (1.7%)	180 (16.6%)	2.5	P-value <0.001 (highest significant)
	Peers without disabilities	62 (6%)	55 (5%)	39 (3.6%)	16 (1.4%)	8 (0.7%)	180 (16.6%)	4.9	
	Parents	71 (6.6%)	71 (6.6%)	21 (2%)	11 (1%)	6 (0.6%)	180 (16.6%)	8.4	
	Yourself	40 (3.7%)	63 (5.8%)	22 (2%)	40 (3.6%)	15 (1.4%)	180 (16.6%)	1.9	
	TOTAL	316 (29.2%)	389 (36%)	168 (15.6%)	144 (13%)	63 (5.8%)	1080 (16.6%)		

Results in Table 4.7 show that the majority of student teachers (58.6%), college lecturers (65.2%) and school administrators (65.2%) generally perceived stakeholders' attitudes as often influencing the implementation of inclusive education. The obtained Chi-square results for student teachers, and school administrators reveal the significant different perceptions regarding the extent to which stakeholders' attitudes influence the implementation of inclusive education, whilst college lecturers were non-significant.

Computed ratios for student teachers, college lecturers and school administrators indicated that the attitudes of school administrators, qualified teachers, peers with disabilities and peers without disabilities always influenced the implementation of inclusive education, as these were rated more positively. However, the attitudes of parents and peers without disabilities were rated more positively by school administrators than other stakeholders. Self-attitudes were perceived as influencing the implementation of inclusive education by all the respondents, as they rated these more positively. The subsequent section presents results on school administrators' attitudes towards the implementation of inclusive education.

Table 4.8: Student teachers, college lecturers and school administrators' agreements on the statements regarding school administrators' attitudes towards the inclusion of children with disabilities (N=615)

Respondents	Statements	Levels of agreement					Total	Ratio	Chi-square
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Student teachers	School administrators hold positive attitudes towards the implementation of inclusive education	64 (5.7%)	147 (13%)	38 (3.4%)	84 (7.5%)	40 (3.5%)	373 (33.2%)	1.7	X ² = 24.62 Df8 P value >0.01 (non-significant)
	School administrators are enrolling children with disabilities in schools	70 (6.2%)	177 (15.8%)	39 (3.4%)	68 (6.1%)	21 (1.9%)	375 (33.4%)	2.8	
	School administrators attitudes have an impact on student teachers attitudes	58 (5.2%)	135 (12.1%)	59 (5.2%)	96 (8.5%)	27 (2.4%)	375 (33.4%)	1.6	
	TOTAL	192 (17%)	459 (41%)	136 (12%)	248 (22%)	88 (7.8%)	1123 (100%)		
College lecturers	School administrators hold positive attitudes towards the implementation of inclusive education	7 (3.8%)	23 (12.8%)	17 (9.4%)	11 (6.1%)	2 (1.1%)	60 (33.3%)	2.3	X ² =28.30 df8 p- value >0.001 (non- significant)
	School administrators are enrolling children with disabilities in schools	5 (2.8%)	37 (20.4%)	11 (6.1%)	6 (3.3%)	1 (0.6%)	60 (33.3%)	6	
	School administrators attitudes have an impact on student teachers attitudes	12 (6.7%)	43 (23.7%)	1 (0.6%)	3 (1.6%)	1 (0.6%)	60 (33.3%)	14	
	TOTAL	24 (13.3%)	103 (57%)	29 (16%)	20 (11%)	4 (2.2%)	180 (100%)		
School administrators	School administrators hold positive attitudes towards the implementation of inclusive education	58 (10.8%)	78 (14.4%)	22 (4%)	19 (3.5%)	3 (0.6%)	180 (33.3%)	6.2	X ² =492.06 df24 <0.001 (highly significantly)
	School administrators are enrolling children with disabilities in schools	63 (11.7%)	72 (13.3%)	15 (2.7%)	23 (4.2%)	7 (1.3%)	180 (33.3%)	4.5	
	School administrators attitudes have an impact on student teachers attitudes	67 (12%)	68 (12.5%)	18 (3.3%)	23 (4.2%)	4 (0.7%)	180 (33.3%)	4.5	
	TOTAL	188 (35%)	218 (40.3%)	55 (10%)	65 (12%)	14 (2.6%)	540 (100%)		

Information on Table 4.8 indicates that most student teachers (58%), college lecturers (70.3%) and school administrators (75%) generally agreed that school administrators held positive attitudes towards the implementation of inclusive education, and that they enrolled children with disabilities in their schools. They also agreed that school administrators' attitudes had an impact on student teachers' attitudes. The Chi-square test for student teachers and school administrators indicates that perceptions concerning school administrators' attitudes towards the inclusion of children with disabilities varied significantly. However, there was no significant difference in college lecturers' perceptions.

The computed ratios on the table reveal that student teachers and college lecturers perceived school administrators' attitudes towards inclusive education as positive, as they rated the statement more positively. College lecturers believed school administrators' attitudes had an impact on student teachers' attitudes. They rated the statement more positively unlike student teachers and school administrators. Next is the presentation of results on student teachers, college lecturers and school administrators' levels of agreements on statements regarding student teachers' attitudes.

Table 4.9: Student teachers, college lecturers and school administrators' levels of agreements on statements regarding student teachers' attitudes (N=615)

Respondents	Statements	Levels of agreement					Total	Ratio	Chi-square
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Student teachers	Student teachers are concerned that their workload will increase if they have children with disabilities in their class	77 (96.8%)	160 (14.2%)	55 (4.9%)	57 (5%)	26 (2.3%)	375 (33.3%)	2.9	X ² =554.42 Df20 P<0.001 (highly significant)
	inclusive education course has positively influenced student teachers attitude towards children with disabilities	91 (8%)	140 (12.4%)	47 (4.2%)	59 (5.3%)	38 (3.3%)	375 (33.3%)	2.5	
	Student teachers' experiences in teaching children with disabilities have developed the need for inclusivity	116 (10.2%)	192 (17%)	35 (3%)	22 (2%)	10 (0.9%)	375 (33.3%)	9.6	
	TOTAL	284 (25.2%)	492 (43.7%)	137 (12.1%)	138 (12.3%)	74 (6.5%)	1125 (100%)		
College lecturers	Student teachers are concerned that their workload will increase if they have children with disabilities in their class	17 (9.4%)	35 (19.3%)	6 (3.3%)	1 (0.6%)	1 (0.6%)	60 (33.3%)	2.6	X ² =45.07 Df20 P<0.01 (highly significant)
	inclusive education course has positively influenced student teachers attitude towards children with disabilities	8 (4.4%)	13 (7%)	2 (1.1%)	34 (19%)	3 (1.7%)	60 (33.3%)	0.6	
	student teachers' experience in teaching children with disabilities has developed an awareness of the need for inclusivity	11 (6.1%)	39 (21.5%)	5 (2.8%)	4 (2%)	1 (0.5%)	60 (33.3%)	10	
	TOTAL	36 (20%)	87 (48%)	13 (7.2%)	39 (21.6%)	5 (2.8%)	180 (100%)		
School	Student teachers are concerned that	63 (11.7%)	85 (15.7%)	15 (2.8%)	16 (3%)	1 (0.2%)	180 (33.3%)	8.7	X ² =110.8

administrators	their workload will increase if they have children with disabilities in their class								Df8 P<0.001 (highly significant)
	Inclusive education course has positively influenced student teachers attitude towards children with disabilities	48 (9%)	89 (16.5%)	31 (5.6%)	9 (1.7%)	3 (0.5%)	180 (33.3%)	11.4	
	Student teachers' experience in teaching children with disabilities has developed an awareness of the need for inclusivity	44 (8%)	74 (13.7%)	34 (6.3%)	21 (4%)	7 (1.3%)	180 (33.3%)	4.2	
	TOTAL	155 (29%)	248 (46%)	80 (14.8%)	46 (8.5%)	11 (2%)	540 (100%)		

The frequencies in Table 4.9 reveal that the majority of student teachers (68.9%), college lecturers (68%) and school administrators (75.3%) generally agreed that student teachers were concerned about their workload which will increase when they have children with disabilities in their classes. They also agreed that inclusive education courses positively influenced teachers' attitudes, and that teaching children with disabilities developed the need for inclusivity in student teachers. The computed Chi-square results in Table 4.9 show significant differences in the levels of agreement regarding student teachers' attitudes amongst student teachers, college lecturers and school administrators.

The table above shows that student teachers and college lecturers generally agreed that student teachers' experiences in teaching children with disabilities has developed the need for inclusivity, as they rated this statement more positively than other statements. Unlike student teachers and college lecturers, school administrators believed that inclusive education courses have positively influenced student teachers' attitudes towards children with disabilities, as they rated this more positively. The next section presents results on student teachers, college lecturers and school administrators' perceptions of the extent of student teachers' comfortability in teaching children with disabilities.

Table 4.10: Student teachers, college lecturers and school administrators’ perceptions on the extent of student teachers’ comfortability in teaching children with disabilities listed (N=615)

Respondents	Types of disabilities	Levels of comfortability					Total	Ratio	Chi-square
		Very comfortable	Comfortable	somewhat	uncomfortable	Very uncomfortable			
Student teachers	Hearing impairment	136 (6%)	179 (8%)	28 (1.3%)	17 (0.8%)	15 (0.7%)	375 (1.6.6%)	9.8	X ² =554.42 Df12 P<0.001 (highly significant)
	Visual impairment	70 (3%)	138 (6%)	49 (2.2%)	81 (3.7%)	37 (1.6%)	375 (1.6.6%)	1.8	
	Behavioural and emotional disabilities	54 (2.4%)	131 (6%)	63 (2.8%)	85 (3.8%)	42 (1.9%)	375 (1.6.6%)	1.5	
	Intellectual challenges	51 (2.3%)	133 (5.9%)	63 (2.8%)	82 (3.7%)	46 (2%)	375 (1.6.6%)	1.4	
	Gifted and talented	220 (10%)	148 (6.6%)	2 (0.1%)	2 (0.1%)	3 (0.1%)	375 (1.6.6%)	73	
	Physical and motor disabilities	50 (2.2%)	90 (4%)	62 (2.8%)	109 (5%)	64 (3%)	375 (1.6.6%)	0.8	
	TOTAL	581 (26%)	811 (36%)	267 (12%)	376 (17%)	207 (9.2%)	2250 (100%)		
College lecturers	Hearing impairment	3 (0.8%)	9 (2.5%)	12 (3.3%)	31 (8.6%)	5 (1.4%)	60 (1.6.6%)	0.3	X ² =28.30 Df=8 p-value <0.001 (significant)
	Visual impairment	0	7 (2%)	13 (3.6%)	30 (8.3%)	10 (2.8%)	60 (1.6.6%)	0.2	
	Behavioural and emotional disabilities	1 (0.3%)	11 (3%)	13 (13.6%)	31 (8.6%)	4 (1.1%)	60 (1.6.6%)	0.3	
	Intellectual challenges	5 (1.4%)	14 (3.9%)	8 (2.2%)	27 (7.5%)	6 (1.7%)	60 (1.6.6%)	0.6	
	Gifted and talented	8 (2.2%)	14 (3.9%)	11 (3%)	22 (6.1%)	5 (1.4%)	60 (1.6.6%)	0.8	
	Physical and motor disabilities	5 (1.4%)	20 (5.5%)	9 (2.5%)	23 (6.4%)	3 (0.8%)	60 (1.6.6%)	10	

	TOTAL	22 (6.1%)	75 (20.8%)	66 (18.3%)	164 (45.6%)	33 (9.2%)	360 (100%)		
School administrators	Hearing impairment	38 (3.5%)	65 (6%)	38 (3.5%)	33 (3%)	6 (0.6%)	180 (1.6.6%)	2.6	$X^2=291.18$ Df20 <0.001 (highly significant)
	Visual impairment	32 (3%)	88 (8%)	28 (2.6%)	26 (2.4%)	6 (0.6%)	180 (1.6.6%)	3.8	
	Behavioural and emotional disabilities	32 (3%)	64 (6%)	33 (3%)	38 (3.5%)	13 (1.2%)	180 (1.6.6%)	1.9	
	Intellectual challenges	96 (8.8%)	51 (4.8%)	15 (1.4%)	13 (1.2%)	5 (0.5%)	180 (1.6.6%)	8.2	
	Gifted and talented	63 (5.8%)	81 (7.6%)	20 (1.8%)	12 (1.1%)	4 (0.4%)	180 (1.6.6%)	9	
	Physical and motor disabilities	44 (4%)	68 (6.4%)	24 (2.2%)	37 (3.4%)	7 (0.6%)	180 (1.6.6%)	2.5	
	TOTAL	305 (28%)	417 (39%)	158 (14.6%)	159 (14.7%)	41 (3.8%)	1080 (100%)		

Frequencies in Table 4.10 reveal that the majority of student teachers (62%) and school administrators (67%) perceived student teachers as generally comfortable teaching children with disabilities listed. However, college lecturers (54.8%) generally felt students were not comfortable in teaching children with disabilities. The calculated Chi-square in Table 4.10 indicates that student teachers, college lecturers and school administrators' perceptions on the extent of student teachers' levels of comfortability in teaching children with disabilities varied significantly. Ratios computed for student teachers and school administrators reveal that student teachers and school administrators believed that student teachers were generally comfortable teaching children with hearing impairments, visual impairments, behaviour and emotional impairments, intellectually gifted and talented as well as physical and motor disabilities, as they rated these more positively. Unlike the above respondents, college lecturers generally felt student teachers were not comfortable teaching the listed disabilities, except the gifted and talented children and those with physical and motor disabilities, as they rated them more positively. The following section presents results on student teachers, college lecturers and school administrators' levels of agreements on statements regarding parents' attitudes and the inclusion of children with disabilities in schools.

Table 4.11: Student teachers, college lecturers and school administrators' levels of agreements on statements regarding parents attitudes and the inclusion of children with disabilities (N=615)

Respondents	Statements	Levels of agreement					Total	Ratio	Chi-square
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Student teachers	Parents hold negative attitudes towards the inclusion of children with disabilities in my school	203 (13.5%)	105 (7%)	20 (1.3%)	35 (2.4%)	12 (0.8%)	375 (25%)	6.6	X ² =309 Df12 P <0.001 (highly significant)
	Most parents do not feel informed about inclusive education	68 (4.5%)	155 (10.4%)	64 (4.3%)	64 (4.3%)	24 (1.6%)	375 (25%)	2.5	
	Parents of children with disabilities with positive attitudes support their children education	54 (3.6%)	126 (8.5%)	53 (3.5%)	108 (7.3%)	34 (2.3%)	375 (25%)	1.3	
	Parents of children with disabilities do not support their children with disabilities in my school	66 (4.4%)	179 (12%)	40 (2.7%)	61 (4%)	29 (1.9%)	375 (25%)	2.7	
	TOTAL	391 (26%)	565 (38%)	177 (11.8%)	268 (18%)	99 (6.6%)	1500 (100%)		
College lecturers	Parents hold negative attitudes towards the inclusion of children with disabilities in my school	5 (2.1%)	36 (15%)	5 (2%)	13 (5.4%)	1 (0.4%)	60 (25%)	2.9	X ² = 24.25 Df12 P>0.01 (non-significant)
	Most parents do not feel informed about inclusive education	12 (5%)	40 (17%)	3 (1.3%)	5 (2.1%)	0 (0%)	60 (25%)	10	
	Parents of children with disabilities with positive attitudes support their children education	9 (3.8%)	22 (9%)	15 (6%)	13 (5.4%)	1 (0.4%)	60 (25%)	0.9	
	Parents of children with disabilities do not support their children with disabilities in my school	10 (4.2%)	26 (11%)	9 (3.7%)	15 (6.2%)	0 (0%)	60 (25%)	2.4	
	TOTAL	36 (15%)	124 (52%)	32 (13.3%)	46 (19%)	2 (0.8%)	240 (100%)		
School administrators	Parents hold negative attitudes towards the inclusion of children with disabilities in my school	46 (6.4%)	96 (13%)	17 (2.4%)	16 (2.3%)	5 (0.7%)	180 (25%)	2	X ² =31.72

	Most parents do not feel informed about inclusive education	48 (6.6%)	97 (14%)	18 (2.5%)	12 (1.7%)	5 (0.7%)	180 (25%)	8.5	Df12 P>0.001 (non-significant)
	Parents of children with disabilities with positive attitudes support their children education	23 (3.2%)	65 (9%)	32 (4.4%)	48 (6.9%)	12 (1.7%)	180 (25%)	1.5	
	Parents of children with disabilities do not support their children with disabilities in my school	30 (4.2%)	84 (12%)	34 (4.7%)	29 (4%)	3 (0.4%)	180 (25%)	3.6	
	TOTAL	147 (20.4%)	342 (47.5%)	101 (14%)	105 (14.6%)	25 (3.5%)	720 (100%)		

The results in Table 4.11 show that student teachers (64%), college lecturers (67%) and school administrators (67.5%) generally agreed with the statements regarding parents' perceived attitudes. The obtained Chi-square for student teachers in Table 4.11 shows that their perceptions concerning parents' attitudes varied significantly whilst the Chi-square results for college lecturers and school administrators indicated non-significant differences in their perceptions.

The computed ratios on the table above further reveal that student teachers and college lecturers believed parents hold negative attitudes towards the inclusion of children with disabilities as they rated the statement more positively. Unlike student teachers and college lecturers, school administrators rated the statement more negatively, implying that they perceived parents' attitudes as positive. Furthermore, college lecturers and school administrators felt that parents were not informed about inclusive education. On the other hand, the ratios also reveal that school administrators felt that parents of children with disabilities with positive attitudes supported their children, as they rated the statement more positively. However, student teachers and college lecturers believed parents of children with disabilities did not support their children. The following section presents results on the level of agreement regarding children's attitudes and the inclusion of their peers with disabilities.

Table 4.12: Student teachers, college lecturers and school administrators' levels of agreement on statements regarding children attitudes and the inclusion of their peers with disabilities (N=615)

Respondents	Types of disabilities	Levels of agreements					Total	Ratio	Chi-square
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Student teachers	Children without disabilities hold a positive attitude towards their peers with disabilities	129 (11.4%)	171 (15%)	33 (3%)	25 (2.2%)	17 (1.5%)	375 (33.3%)	7.1	X ² =194.88 df8 P<0.001 (highly significant)
	Children without disabilities are willing to make friends with peers with disabilities	43 (3.8%)	106 (9.4%)	48 (4.2%)	105 (9%)	73 (6.5%)	375 (33.3%)	0.8	
	Children with disabilities are willing to participate in classroom activities	98 (9%)	153 (13.5%)	69 (6%)	37 (3.3%)	18 (1.6%)	375 (33.3%)	4.6	
	TOTAL	270 (24%)	430 (38%)	150 (13%)	167 (15%)	108 (9.6%)	1125 (100%)		
College lecturers	Children without disabilities hold a positive attitude towards their peers with disabilities	19 (10.5%)	25 (13.9%)	9 (5%)	7 (3.9%)	0 (5)	60 (33.3%)	6.3	X ² =0 df 8 (non-sign)
	Children without disabilities are willing to make friends with peers with disabilities	27 (15%)	20 (11.1%)	11 (6.1%)	2 (1.1%)	0 (0%)	60 (33.3%)	2.3	
	Children with disabilities are willing to participate in classroom activities	60 (33.3%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	60 (33.3%)	0	
	TOTAL	106 (59%)	45 (25%)	20 (11.1%)	9 (5%)	0 (0%)	180 (100%)		
School administrators	Children without disabilities hold a positive attitude towards their peers with disabilities	17 (3%)	104 (19%)	28 (5.2%)	26 (4.7%)	5 (0.9%)	180 (33.3%)	0.7	X ² =31.73 df 12 P<0.01
	Children without disabilities are willing to make friends with peers with	36 (6.6%)	90 (16.6%)	27 (5%)	21 (4%)	6 (1.1%)	180 (33.3%)	0.7	

	disabilities								(significant)
	Children with disabilities are willing to participate in classroom activities	70 (13%)	57 (10.5%)	20 (3.7%)	25 (4.5%)	8 (1.5%)	180 (33.3%)	3.8	
	TOTAL	123 (22.7%)	251 (46.4%)	75 (14%)	72 (13%)	19 (3.5%)	540 (100%)		

Information on Table 4.14 shows that most of the student teachers (62%), college lecturers (84%) and school administrators (69%) agreed that children without disabilities held positive attitudes towards peers with disabilities and that children were willing to make friends with peers with disabilities. The respondents acknowledged that children with disabilities were willing to participate in classroom activities.

The obtained Chi-square results for student teachers and school administrators reveal respondents' significant differences in perceptions regarding children's attitudes and the inclusion of their peers with disabilities. Inversely, the Chi-square results for college lecturers reveal non-significant differences in their perceptions.

Ratios on the table above indicate that student teachers, college lecturers and school administrators generally felt that children without disabilities held a positive attitude towards their peers with disabilities and that peers with disabilities were willing to make friends as they rated the statement more positively. However, student teachers felt peers without disabilities were not willing to make friends with their peers with disabilities, as they rated the statement more negatively. Teachers' college lecturers' ratio for the statement could not be calculated because they all strongly agreed that children with disabilities were willing to participate in classroom activities. The subsequent section presents results on the availability and clarity of policy and legislation.

4.5 AVAILABILITY AND CLARITY OF POLICY/LEGISLATION

Sub-research question 4 (see 1.4.1) sought to explore student teachers' experiences on the availability and clarity of policy and legislation that influences inclusive education in primary schools. The present section presents results on the availability and clarity of policy and legislation in school.

Table 4.13: Student teachers and college lecturers and school administrators' levels of agreements on statements regarding the availability and clarity of policy and legislation (N=615)

Respondents	Statements	Levels of agreement					Total	Ratio	Chi-square
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree			
Student teachers	Policy and legislation on inclusive education is available at my school	99 (3.7%)	152 (5.8%)	72 (2.7%)	33 (1.3%)	19 (0.7%)	375 (14.%)	4.8	X ² =194.88 Df8 P<0.001 (highly significant)
	Policy and legislation on inclusive education specifies the service provisions for children with disabilities	126 (4.8%)	169 (6.5%)	50 (1.9%)	17 (0.6%)	13 (0.5%)	375 (14%)	9.8	
	The policy of inclusive education is clear to the student teacher	85 (3.2%)	137 (5.2%)	47 (1.8%)	71 (2.7%)	35 (11.3%)	375 (14%)	2.1	
	The policy of inclusive education is clear to the mentor	66 (2.5%)	135 (5%)	77 (2.9%)	67 (2.5%)	30 (1.1%)	375 (14%)	2.1	
	The policy of inclusive education is clear to the college lecturers	67 (2.5%)	116 (4.4%)	70 (2.7%)	68 (2.6%)	54 (2%)	375 (14%)	1.5	
	The policy of inclusive education is clear to the school administrators	72 (2.7%)	109 (4.2%)	57 (2.2%)	68 (2.6%)	69 (2.6%)	375 (14%)	1.3	
	Policy of inclusive education is clear to parents	65 (2.5%)	124 (4.7%)	57 (2.2%)	66 (2.5%)	63 (2.4%)	375 (14%)	1.5	
	TOTAL	580 (22%)	942 (36%)	430 (16.3%)	390 (14.8%)	283 (10.7%)	2625 (100%)		
College lecturers	Policy and legislation on inclusive education is available at my school	5 (1.2%)	16 (3.8%)	8 (1.9%)	25 (5.9%)	6 (1.4%)	60 (14%)	0.7	X ² =101.95 Df=24 <0.001 (non- sign)
	The policy and legislation on inclusive education specifies the service provisions for children with disabilities in schools	3 (0.7%)	15 (3.6%)	10 (2.4%)	25 (5.9%)	7 (1.7%)	60 (14%)	0.6	
	The policy of inclusive education is clear to the student teacher	1 (0.2%)	10 (2.4%)	13 (3.1%)	26 (6%)	10 (2.4%)	60 (14%)	0.3	
	The policy of inclusive education is clear to the mentor	7 (1.6%)	11 (2.6%)	32 (7.6%)	10 (2.4%)	0 (0%)	60 (14%)	1.8	
	The policy of inclusive education is clear to the college lecturers	6 (1.4%)	15 (3.6%)	29 (6.9%)	10 (2.4%)	0 (0%)	60 (14%)	2.1	
	The policy of inclusive education is clear to the school administrators	1 (0.2%)	6 (1.4%)	10 (2.4%)	31 (7.4%)	12 (2.8%)	60 (14%)	0.2	
	Policy of inclusive education is clear to parents	3 (0.7%)	14 (3.3%)	27 (6.4%)	16 (3.8%)	0 (0%)	60 (14%)	1.1	

	TOTAL	26 (6%)	87 (20.7%)	129 (30.7%)	143 (34%)	35 (8.3%)	420 (100%)		
School administrators	Policy and legislation on inclusive education is available at my school	40 (3.2%)	85 (6.8%)	23 (1.8%)	27 (2%)	5 (0.4%)	180 (14%)	3.9	$X^2= 31.73$ Df12 P>0.01 non-significant
	The policy and legislation on inclusive education specifies the service provisions for children with disabilities in schools	33 (2.6%)	82 (6.5%)	27 (2.1%)	29 (2.3%)	9 (0.7%)	180 (14%)	3	
	The policy of inclusive education is clear to the student teacher	30 (2.4%)	99 (7.9%)	28 (2.2%)	17 (1.4%)	6 (0.5%)	180 (14%)	5.6	
	The policy of inclusive education is clear to the mentor	33 (2.6%)	92 (7.3%)	25 (2%)	23 (0.8%)	7 (0.6%)	180 (14%)	4.2	
	The policy of inclusive education is clear to the college lecturers	15 (1.2%)	75 (5.9%)	33 (2.6%)	39 (3.1%)	18 (1.4%)	180 (14%)	1.6	
	The policy of inclusive education is clear to the school administrators	17 (1.4%)	77 (6.1%)	41 (3.3%)	28 (2.2%)	17 (1.3%)	180 (14%)	2.1	
	Policy of inclusive education is clear to parents	7 (0.6%)	5 (0.4%)	58 (4.6%)	3 (0.2%)	107 (8.5%)	180 (14%)	0.1	
	TOTAL	175 (14%)	515 (41%)	235 (18.7%)	166 (13.2%)	169 (13.4%)	1260 (100%)		

Table 4.13 indicates that the majority of student teachers (58%) and school administrators (55%) generally agreed that policy and legislation on inclusive education were available in schools and that they specified the service provisions. However, college lecturers (43%) disagreed with the statements regarding the availability and clarity of policy and legislation. The Chi-square results on the table above reveal that student teachers and college lecturers' perceptions on levels of agreement concerning the availability and clarity of policy and legislation differed significantly whilst a non-significant difference was noted in school administrators' perceptions.

A close inspection of the calculated ratios shows that policy and legislation on inclusive education were not available in schools, as these statements were rated more negatively by college lecturers and school administrators. However, the statements mentioned were viewed positively by student teachers, as they believed the policies were clear for stakeholders. The subsequent section presents the findings for the qualitative strand.

4.6 PRESENTATION AND ANALYSIS OF QUALITATIVE DATA

The present study aimed to explore student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. The preceding section presented and analysed quantitative strand data. As in the quantitative strand, the subsequent section will present findings following the sub-research questions of the study. Findings from student teachers are presented first followed by those from college lecturers and school administrators and non-participant observations.

4.6.1 Participants' codes and their meaning

Codes were used to break obvious connections between data and student teachers, college lecturers and school administrators and their institutions and schools respectively. What follows are codes and their meanings used in the present study: **CCLI1** college lecturer's interview 1, **STI1** student teacher's interview 1 and **SAI1** school administrator's interview 1. The following codes were used for observations: **RR1** rural school, **UB1** urban school, **PRU1** peri-urban school.

The succeeding section presents findings addressing sub-research question 1.

4.7 SUB-RESEARCH QUESTION 1: TO WHAT EXTENT ARE STUDENT TEACHERS PREPARED FOR THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS?

4.7.1 Responses from student teachers

Student teachers who participated in the study revealed that they were taught content on disability categories and basic classroom pedagogical skills, although not adequately. The disability categories identified by student teachers were visual impairment, hearing impairment and sign language. They were not taught physical, emotional and motor disabilities. The findings further revealed that student teachers had learned some pedagogical skills in teaching children with disabilities, as some mentioned that they placed children with visual impairments in front near the chalkboard and they employed mixed grouping strategies and fieldwork during the teaching and learning process. Student teachers indicated they were enrolled in a three-year Diploma in Education course following a 2-5-2 programme and that inclusive education lectures were delivered under the auspices of Professional Syllabus A and the Theory of Education. However, student teachers revealed that content was not adequate as some student teachers lacked inclusive pedagogical skills. The following section presents student teachers' responses on content taught during teacher preparation.

4.7.1.1 Content taught during teacher preparation

Student teacher participants revealed that they were taught basic disability categories but not in detail. Some student teacher participants revealed that they were taught how to sing the national anthem in sign language, about visual and hearing impairment and to be nice to children with disabilities. However, student teachers revealed that they were not taught about those with physical and motor disabilities and those with emotional and behavioural disabilities; the information was not even in their lecture notes. The following verbal quotes illustrate the above:

We were taught basics on disability categories like visual impairment, hearing impairment, learning and intellectual disabilities (STI 4).

We were taught to sing in sign language which I don't know very well. I only know how to sing the national anthem in sign language (STI 5).

Lecturers taught us sign language alphabet and how to sing the national anthem in sign language (STI 7).

At college we learn about visual impairment and hearing impairment (STI 2).

They would just say, 'when you meet children with disabilities in schools, be nice to them'. It's psychology when we do inclusive education we are told but that but not into detail (STI 6).

We did not learn about children with physical and motor disabilities (STI 3).

We did not learn anything about children with behavioural problems like I am meeting here. It is not even there in our lecture notes (STI 1).

4.7.1.2 Application of inclusive pedagogy into practice

Findings from in-depth interviews revealed that student teachers believed that in college they had learned some inclusive pedagogical theory and how to apply it. Student teachers indicated that they taught singing the national anthem in sign language in schools during assemblies. Some placed children with visual impairments in the front near the chalkboard and avoided using bright colours like the red chalk. Other student teachers involved children with disabilities in group work and also took them for field trips even though they experienced difficulties with those who have problems walking. Below are examples of the verbal quotes illustrating the above findings:

I have even taught learners to sing the national anthem in sign language at this school during assembly times (STI 5).

I introduced to sign language with my choir. We sing the national anthem in sign language during assemblies (STI 4).

I place those children with visual impairment in front of the class near the chalkboard and I do not use bright coloured chalks, for example, the red colour (STI 1).

Children with low vision sit in front of the class near the chalkboard (STI 2).

I just put him in groups with others (STI 3).

I use mixed grouping (STI 6)

We were taught how to use field work but it is difficult to use with children who use wheelchairs (STI 7).

Fieldworks are very difficult to do with a child who has such a disability (referring to a child with cerebral palsy) because she does walk (STI 8).

4.7.1.3 The structure of teacher preparation

Findings from student teachers interviewed reveal that student teachers were enrolled in a three-year Diploma in Education course following the 2-5-2 programme, of which two terms were spent in college residence, five terms on teaching practice and the last two terms in college residence to complete the course and write examinations. The student participants further indicated that, during course work, inclusive education was taught on the time table under the Professional Studies Syllabus A and the Theory of Education. The lectures were delivered in mass lectures once a week, sometimes with the assistance of projectors. It was revealed that student teachers were often called by the college for teaching practice workshops where they went back to college residence in school holidays and learnt teaching methods in different subjects and how to teach children with disabilities. The following verbal quotes from student teachers confirm the above findings:

Us, we are doing a three-year Diploma in Education course (STI 3).

By the way, we are doing the 2-5-2 programme. We were in the residence for the first two terms. Now we are on teaching practice. We will go back next year for the last two and write examinations (STI 5).

There is a slot on the time table in Professional Studies syllabus A and Theory of Education where we learn about inclusive education (STI 9).

We learn inclusive education during mass lectures at the hall once a week. They sometimes use projectors (STI 2).

The college calls us for workshops during the school holidays, where we are taught teaching methods in different subjects. They also talk about teaching children with disabilities in these workshops (STI 8).

4.7.2. Responses from college lecturers

As was the case with student teachers, college lecturers also indicated that student teachers were taught basic disability categories and general teaching methodologies. It was revealed that student teachers were taught how to use extension work for gifted learners and remediation for slow learners. As was the case with student teachers, college lecturers also revealed that student teachers were enrolled in a three-year, 2-5-2 programme and were taught inclusive education under the umbrella subjects of Theory of Education and Professional Studies Syllabus A. However, the college lecturers indicated that they taught inclusive pedagogy. Following is a presentation on findings concerning content taught during teachers' preparation.

4.7.2.1 Content taught during teacher preparation

Like student teachers, college lecturers revealed that student teachers were taught the basics of disability categories to enable them to interact with children who have disabilities when they go for teaching practice. The participants indicated that student teachers were taught definitions of inclusive education, disability conditions and basic language used in inclusive education. As was the case with student teachers, college lecturers further revealed that student teachers were taught intellectual disabilities, learning disabilities, hearing impairment, visual impairment, physical challenges and learning disabilities. They were also taught the basics of braille and the sign language alphabet, and teaching methodologies for teaching gifted and slow learners, and the use of extension work and remediation. However, some lecturers indicated that student teachers were not taught teaching methodologies of teaching inclusive classes. The following verbal quotes below confirm the above findings:

We teach them the basics of disability categories for them to interact with children who have disabilities when going out for teaching practice (CCLI 2).

Most of the content on disabilities that we are teaching our students at this teachers college is just basic in nature (CCLI 4).

We just equipped student teachers with the basic skills for them to interact with children with diversity when they go out on TP (CCLI 3).

Definitions of inclusive education, disability conditions and basic language in inclusive education (CCLI 5).

We teach intellectual disabilities, learning disabilities, hearing impairment, visual impairment, physically challenged (CCLI 7).

We just give the basics of braille and sign language alphabet (CCLI 9).

Normally according to our syllabus we cover a variety of disabilities, HI, VI physically challenged and learning disabilities (CCLI 6).

Student teachers are taught basics on the methodology of teaching the gifted learners, the use of extension work and slow learners using the remedial method (CCLI 1).

4.7.2.2 Application of inclusive pedagogy

College lecturers revealed that student teachers were not applying inclusive pedagogy in their teaching. Some college lecturers indicated that student teachers were sometimes failing to individualise their teaching. Student teachers were using the “one size fits all” methodology in class and were just “babysitting” children with disabilities while children with albinism were not attended to at all. The lecturer participants believed that this was because student teachers lacked methodological skills to teach inclusive classes. The following quotes from lecturers illustrate the above findings:

Student teachers are failing to sometimes individualise their teaching. They use the one size fits all (CCLI 6).

Student teachers are just babysitting children with disabilities in their classes (CCLI 4).

I once supervised a student teacher who had a learner with albinism in her class who was not being attended to (CCLI 1).

They lack the methodological skills of teaching children in inclusive classes (CCLI 9).

Student teachers lack the practical side of handling those learners with disabilities in their classes (CCLI 3).

4.7.2.3 The structure of teacher preparation

Findings from the study revealed that the structure of the teacher programme involves coursework and teaching practice in primary schools. As was the case with student teachers’ college, lecturers revealed that student teachers are enrolled in a three-year 2-5-2 programme

which means that student teachers spend the first two terms in residence covering part of the coursework, five terms on teaching practice and the last two terms in residence completing the last part of the coursework and finally writing examinations. Inclusive education is a component in the Theory of Education and Professional Studies Syllabus “A” and not a standalone course which is assessed at the end of the course. College lecturers indicated that inclusive education is taught two hours a week and is delivered through mass lecturers sharing the time either with the Theory of Education or Professional Studies A. Participants revealed that the teacher preparation structure involved teaching student teachers content on all the subjects taught in primary schools and different methodologies of teaching these. The participants further indicated that student teachers were recalled back to college for workshops and were given distance learning assignments and modules on teaching methods. Below are the participants’ representative verbal quotes confirming the above findings:

Student teachers are enrolled in a three-year 2-5-2 teacher training programme, which involves course work and teaching practice in primary schools (CCLI 5).

The 2-5-2 means that student teachers spent the first two terms doing coursework, the five terms which are a year and a half spent on teaching practice, and finally come back for the final course work and examinations for two terms (CCLI 6).

According to our syllabus, inclusive education is embedded in Theory of Education and Professional Syllabus A and is taught during mass lectures. Two hours a week (CCLI 3).

The structure involves teaching student teachers content on all subjects taught in primary schools and methodologies for teaching these (CCLI 9).

Student teachers are sometimes called back for teaching practice workshops during school holidays and are given distance learning assignments, materials and modules on teaching methodologies (CCLI 2).

4.7.3 Responses from school administrators

Like student teachers and college lecturers, school administrators believed student teachers had learned some disability categories and methodological issues at college in preparation for their teaching practice experiences, although inclusive education content was not evident during lesson preparation, they employed them during lesson delivery.

4.7.3.1 Content taught during teacher preparation

School administrators who participated indicated that student teachers have learned about disability. Like student teachers and college lecturers, school administrators revealed that student teachers were taught sign language as this was evidenced by their teaching of it to learners at assemblies. However, the participants were not sure if student teachers were taught braille and equipment for people with other requirements because student teachers appeared not to know how to teach children with disabilities. The verbal quotes illustrating the above findings are cited below:

There is evidence that they (student teachers) learned something on disability categories (SAI 2).

The lecturers are teaching something like sign language. We receive student teachers who come to our schools and even teach sign language to our learners (SAI 9).

I will not know if they are taught some special issues like braille teaching and equipment for people with other special requirements (SAI 3).

These student teachers seem not to have ... adequate knowledge on how to deal with student with disabilities. I cannot confirm that they are taught (SAI 2).

These student teachers seem not to how to deal with students with disabilities (SAI 4).

4.7.3.2 Application of inclusive pedagogy into practice

School administrators revealed that student teachers applied some inclusive pedagogical skills during lesson delivery, although the lesson plans did not show activities that catered for children with disabilities. During lesson delivery, school administrators revealed that student teachers were observed interacting with children who have disabilities and accommodating them. The verbal quotes depicting the above findings are cited below.

During the teaching and learning process, I see them accommodating those learners (referring to learners with disabilities) (SAI 4).

During their teaching I observe including children with disabilities in activities though not planned for (SAI 2).

What I have observed is that most of their lesson plans do not have activities, which cater

to both learners with and without disability (SAI 5).

The methods applied during lesson preparation do not include children with disabilities whereby they show that, in my class, there is a learner with a disability (SAI 8).

In most of their lesson delivery they cater for learners with disabilities (SAI 6).

4.7.3.3 The structure of teacher preparation

Interviewed school administrators' sentiments concurred with student teachers and lecturers' views that student teachers are enrolled in a 2-5-2 programme. Like student teachers and college lecturers, school administrators revealed that student teachers were often called for teaching practice workshops and they were given distance learning materials. Some school administrators believed this was part of the structure of teacher preparation because even the external teaching practice examiner asks for the distance learning materials and modules. However, other school administrators felt the programme did not equip student teachers with the knowledge to teach inclusive classes. The school administrators' verbal quotes confirming the above findings are cited below:

These student teachers do a three-year 2-5-2 programme (SAI 2).

They come to teaching practice after spending two terms at college (SAI 9).

These students are sometimes called back for teaching practice workshops towards the closing or opening of schools (SAI7).

I have seen a lot of distance learning modules, assignment and handouts they bring from the workshops, which I think it is a must that they have them. Even external TP examiners want to see them (SAI 5).

This 2-5-2 does not give student teachers enough knowledge. Worse now they have to teach learners with disabilities in classes as well (SAI7).

The following section presents findings from non-participant observation.

4.7.4 Findings from observations

Data generated from no-participant observations confirm the findings from the interviews that student teachers knew disability categories and the importance of assistive devices for mobility,

though with limitations. Figure 4.1 below indicates the assistive devices placed at the entrance of the classroom for use by the child with a disability. However, it was observed that, during break time, instead of using the wheelchair to go to the toilet, the learner was manhandled by a visitor and peer whilst the student-teacher looked on. Below is a figure confirming the observations:



Figure 4.1: Non-participants observation in PRI

The qualitative data from observations are supported by the quantitative data from non-participant observations, where the researcher ticked “YES” or “NO” for support levels given to student teachers.

Table 4.14: Observation checklist findings on the use of inclusive pedagogy by student teachers

APPLICATION OF INCLUSIVE PEDAGOGICAL SKILLS	YES	NO	TOTAL
Teachers select the appropriate tasks to accommodate all learners	4 (44.5%)	5 (55.6%)	9 (100%)
Teachers use group work and fieldwork	9 (100%)	0 (0%)	9 (100%)
The teacher uses experimentation, dramatisation, and storytelling	2 (22.2%)	7 (77.7%)	9 (100%)
Teacher gives individual help to all learners	4 (44.5%)	5 (55.6%)	9 (100%)

Information in Table 4.16 confirms the findings from school administrators who participated in the interviews, who revealed that student teachers applied some inclusive methodological skills during lesson delivery but not during preparation. The findings reveal that student teachers did not explore other instructional strategies such as experimentation, dramatisation and storytelling which are some of the key tenets of inclusive pedagogy. The subsequent section presents findings on levels of support based on sub-research question 2.

4.8 RESEARCH QUESTION 2: WHAT IS THE LEVEL OF SUPPORT RENDERED TO STUDENT TEACHERS FOR EFFECTIVE IMPLEMENTATION OF INCLUSIVE EDUCATION DURING TEACHING PRACTICE IN PRIMARY SCHOOLS?

4.8.1 Responses from student teachers

Student teachers who participated in the study revealed that they received minimum support from stakeholders in schools where they are practising. Participants indicated that they were given guidance and counselling by mentors. School administrators gave them stationery just like everyone else at the schools. However, there was no mention of the support given by the School Psychological services and Special Needs Education Department.

4.8.1.1 Support from mentors

Student teachers who participated in the study revealed that mentors advised them about children with disabilities, their problems and possible strategies they could use in their classes during the initial days of teaching practice. Some student teachers mentioned that they were counselled by mentors when stressed up and were advised to use demonstrations and physical prompts when giving children with disabilities written work. Others indicated that the mentors helped by attending to children with behavioural problems. It was revealed that mentors assisted children with disabilities in mobility, whilst the student teachers attended to other learners. Student teachers verbal quotes illustrating the above findings are cited below:

The mentor orientated me to the child and her situation during the initial stages of my teaching practice and some strategies I can use with her (STI 3).

The mentor can tell me sometimes that if you feel stressed please calm down. Don't be hash to her (STI 6).

The mentor helps by attending the child with behaviour problems by calming him down when he gets violent (STI 2).

My mentor tells me that when giving this learner (referring to learner with intellectual disabilities) written work I should demonstrate in his exercise book, and help him write physically (STI 5).

The mentor helps a lot when the child with a disability has to visit the toilets. So the mentor takes her to the toilet while I attend to other learners (STI 7).

4.8.1.2 Support from school administrators

The findings of the study revealed that although things were tough, student teachers got exercise books for compiling class records and whatever was there. School administrators gave them emotional support after realising they had difficulties in handling children with disabilities. However, others indicated that they had not realised any meaningful support, as administrators wanted to know from student teachers how they were supporting children with disabilities. School administrators were not even providing large print materials for children with low vision. Below are some of the student teachers verbal quotes confirming the above findings:

Things are very tough now. We are given books for records. We just get what will be there at the time (STI 5).

Sometimes the headmaster comes for supervision and gives me emotional support after realising I had difficulties in teaching the child (STI 8).

I have not seen any meaningful support from school administrators. Since I came here for teaching practice (STI 1).

The head at this school is not supporting much. He is the one who wants to know from me how I deal with this child (referring to a child with a disability) in class (STI 2).

I have 2 children with low vision in this class, there is no provision of large print from the administration. I struggle to prepare large print materials on my own (STI 4).

4.8.1.3 Support from parents

Findings from student teachers revealed that parents of children with disabilities supported

their children by according them the opportunity to attend school, bought uniforms, packed lunch boxes for their children. Parents give their children well-covered books and even gave toys for use at school. A few participants revealed that parents bring and collect their children to and from school. Below are examples of student teachers verbal quotes illustrating the above findings:

They support their children by giving them the room to attend school (STI 6).

The parent brings the child (referring to a child with intellectual disabilities) to school in the morning and collects him when school end (STI 5).

Parents give them adequate clothing, uniforms, books (STI 2).

I think parents of children with disabilities will be struggling but they do pack lunch boxes for their children give them well-covered exercise books (STI 8).

Parents sometimes give her (referring to learner with a disability) toys to play with at school (STI 3).

4.8.1.4 Support from SNE/SPS personnel

The findings of the study indicated that student teachers had never heard or seen any personnel from SNE/SNE Department. Some student teachers only know of personnel from the nearest hospital who came to assist. Below are examples of verbal quotes expressing the findings above:

I have never heard of the department you are talking about. I have never even seen them (STI 3).

I did not see them (STI 6).

I don't know the people you are talking about (referring to the SPS/SNE personnel) (STI 2).

Those I saw came from Mann (pseudonym) hospitals usually come to help us. Not those you are talking about (STI 5).

I once saw people from the hospital who once came to see a child with a physical disability not the ones you asking about (STI 9).

Following is a presentation of responses from college lecturers.

4.8.2 Responses from college lecturers

Although student teachers acknowledged that they got support during teaching practice, college lecturers who participated in the in-depth interviews revealed contradictory findings. Some college lecturers were of the view that student teachers were not getting meaningful support from mentors, school administrators and parents. As was the case with student teachers, college lecturers revealed that SPS/SNE service providers were not available for support. The section below presents college lecturers responses

4.8.2.1 Support from mentors

As student teachers, college lecturers revealed that student teachers did get support from mentors though not specifically for children with disabilities and inclusive education. Some college lecturers indicated that mentors helped student teachers in lesson planning and lesson delivery. Others felt that mentors lacked knowledge and skills on inclusive education, hence, they did not provide meaningful support to student teachers on teaching practice. The following college lecturers' verbal quotes confirm the above findings:

The kind of support they get from these mentors is just general not specific to teaching children with disabilities in inclusive classes (CCLI 9).

They help them by giving them advice during lesson planning and lesson delivery (CCLI 1).

Student teachers do not get any meaningful support in terms of teaching children with disabilities (CCLI 3).

Most of the mentors who receive our student teachers on teaching practice are not well versed with inclusive education, so they student teachers get minimum support (CCLI 7).

The majority of mentors lack skills and knowledge and therefore they cannot adequately support student teachers teaching inclusive classes (CCLI 4).

4.8.2.2 Support from school administrators

As was the case with student teachers, college lecturers revealed that student teachers were

receiving teaching and learning materials though not disability specific from school administrators. Some participants noted school administrators concentrated on the renovation of school infrastructure, leaving student teachers with no meaningful classroom support. While one school administrator felt student teachers were labouring on their own to find teaching and learning materials for their inclusive classes. The section below presents the verbal quotes from some of the lecturers:

Student teachers get materials that is distributed even those who are teaching general classes. It is not specifically for inclusive education purposes (CCLI 8).

Student teachers are given materials like Manilla and markers just like everybody else (CCLI 4).

Some school administrators tend to dwell much on physical environment accessibility at the expense of the teaching and learning children with disabilities leaving student teachers with no meaningful support (CCLI 6).

School administrators seem to focusing of building path ways, but are not providing teaching and learning materials for children with disabilities (CCLI 9).

These student teachers have to see themselves whether it's material or what. He /she has to research for his material (CCLI 3).

4.8.2.3 Support from parents

As is the case with student teachers, college lecturers revealed that parents supported their children by sending them to school. However, parents of children with disabilities did not have money to send their children with disabilities for assessment. Some parents were said to be reluctant to give their children meaning support because they do not realise the benefits of education to their children with disabilities. Below are examples of college lecturers' verbal quotes illustrating the above findings:

Parents of children with disabilities support their children by sending them school (CCLI 3).

I have often met parents of children with disabilities in schools when I go for teaching practice (CCLI 5).

Parents do not have money to send their children with disabilities for assessment (CCLI 2).

Most of the parents do not see anything positive about the education of their child with a disability. So they are reluctant to support their children (CCLI 1).

4.8.2.4 Support from Schools Psychological Services

Like student teachers, college lecturers indicated that SPS/SNE services were not known to student teachers and that they had never seen them therefore their support was not realised. College lecturers indicated that SPS/SNE personnel were not supporting inclusive education in schools. It was revealed in the interviews that when the SPS/SNE personnel visited the schools, it was for the qualified teachers and not for student teachers. The participants indicated that SPS/SNE was not supporting inclusive education in schools. However, one college lecturer indicated that student teachers had heard about SPS/SNE services at college during lectures. Below are examples of college lecturers' verbal quotes confirming the above findings.

Schools Psychological Services are not known by the student teachers let alone the services they provide (CCLI 1).

The SPS/SNE is not supporting inclusive education in schools (CCLI 7).

The SPS/SNE personnel are not reaching out to schools. If ever if they reach, out it is for the mentors; the student teachers are left out (CCLI 2)

Student teachers hear about that area that is manned by the Ministry of Primary And Secondary Education in passing from lectures at college (CCLI 8).

4.8.3 Responses from school administrators

As was the case with student teachers and college lecturers, school administrators who participated in the study revealed that student teachers were getting minimum support from mentors, school administrators, parents and SPS/SNE personnel.

4.8.3.1 Support from mentors

Findings from school administrators contradicted findings from student teachers and college lecturers that student teachers are getting minimum support from mentors. Instead, they

indicated that mentors collaborated with student teachers during teaching and learning of children with disabilities and supported student teachers during lesson preparation. Mentors were said to be helping student teachers in chart making and preparation of learning aids. However, this was minimal because mentors had limitations on inclusive education pedagogy. Like college lecturers, school administrators felt mentors were not giving meaningful support to student teachers. Below are examples of excerpts from school administrators:

At this school, we don't have any problems about student/mentor relationships, they work together. They teach collaboratively (SAI 6).

Mentors support student teachers when they are planning their lessons so that they include activities for those with disabilities (SAI 9).

The qualified teachers help these students in designing proper charts and learning aids (SAI 1).

Student teachers are getting minimal support as they try to teach children with disabilities because mentors have limited knowledge of inclusive education (SAI 3).

Most mentors do not support student teachers adequately. They have no knowledge of disability issues (SAI 4).

4.8.3.2 Support from school administrators

As was the case with student teachers and college lecturers, school administrators indicated that the kind of support they gave to student teachers was in the form of stationery, but nothing in particular for an inclusive class. School administrators gave student teachers manila and pens. A few school administrators indicated that they provided large print examinations for children with low vision. However, some school administrators revealed that they could not provide large print for children with low vision for daily exercises and hearing aids for those with hearing impairment and that student teachers were teaching using ordinary books. The verbal quotes confirming the above findings are cited below:

Student teachers are given support in the form of ordinary stationery, nothing specific to an inclusive class (SAI 7).

We give them manila, pens as administrators (SAI 9).

On material, we give them manila, pens (SAI 5).

Sometimes the school secretary types the exams using font 16 for children with low vision in this school but not daily exercises (SAI 3).

The school cannot provide large print books for those who do not see properly for daily exercises. Neither can it provide things like hearing aids (SAI 4).

We have a child who is almost blind here. We cannot provide braille for him because we do not have money (SAI 2).

4.8.3.3 Support from parents

Like student teachers, school administrators indicated that parents of children with disabilities supported their children with disabilities in schools. Parents of children with disabilities were found to be supporting their children by helping the school build play equipment at the play centres. Parents of children with disabilities provided uniforms as well as covered exercise books for their children consequently their children came to school well dressed. It was also revealed that parents made sure they brought their children with disabilities to school and collected them on time. Examples of verbal quotes from school administrations expressing the findings are cited below:

Sometimes the mother came and helped us built a walking frame for her child at the play centre (SAI 3).

Parents brought equipment to help student teacher in the construction of the ECD play centre (SAI 1)

Parents of children with disabilities provide uniforms for them; children with disabilities come to school well dressed (SAI 9).

Parents give children books; they cover them neatly just like any other (SAI 3).

Her mother always makes sure her child (girl with a disability) is early for school every day by bringing her to school and collecting her on time (SAI 5).

4.8.3.4 Support from Schools Psychological Services and Special Needs Education personnel

As was the case with student teachers and college lecturers, school administrators indicated that student teachers were not getting any support from the school SPS/SNE department. It was revealed that the above support services are not available in primary schools, although student teachers have heard about the SPS/SNE department from college and personnel around the school. If they provided support, the team visited schools once a year for assessment purposes. One school administrator revealed that student teachers are not even aware of the School Psychological Services and Special Needs Education personnel. The following section presents examples of verbal quotes from school administrators confirming the above findings:

The SPS/SNE service providers are not making themselves available to support inclusive education in schools (SAI 4).

Yes, student teachers hear about that department which is manned by the Ministry of Primary and Secondary from college and personnel around the school, but they have not seen them (SAI 2).

So far, since I arrived here, I have never seen them. Even student teachers do not know that there are such services (SAI 3).

They rarely come; student teachers are not aware of these services (SAI 9).

SPS/SNE people sometimes come once a year for assessment purposes (SAI 1).

The following section presents observation findings on levels of support.

4.8.4 Observation findings on levels of support

Findings generated from non-participant observations on levels of support given to student teachers and children with disabilities confirm some of the sentiments echoed by student teachers, college lecturers and school administrators. These revealed that student teachers are given stationery for lesson preparation and classroom displays and that parents of children with disabilities provide neatly covered exercise books for their children. The mentor in Figure 4.2 below was observed assisting a child with a disability to facilitate mobility.



Figure 4.2: Observations at PRU 3

The qualitative data from observations are supported by the quantitative data from non-participant observations, where the researcher ticked “YES” or “NO” for support levels given to student teachers.

Table 4.15: Observation checklist findings on the support given to student teachers and children with disabilities in the classroom

SUPPORT LEVELS	YES	NO	TOTAL
Mentor supports student teachers in classroom management	8 (88.8%)	1 (11.2%)	9 (100%)
Mentor guides student teacher in differentiating instruction	8 (88.8%)	1 (11.2%)	9 (100%)
Children without disabilities making friends with peers who do not have disabilities during playtime	9 (100%)	0 (0%)	9 (100%)
Peers without disabilities help peers with disabilities to complete tasks and improve mobility around the school	6 (66.7%)	3 (33.3%)	9 (100%)

The observation made in schools refutes some of the interview participants’ views that mentors do not offer meaningful support to student teachers on teaching practice. In fact findings from non-participant observation show that they do, although they may have limitations because of a lack of knowledge and specific inclusive pedagogical skills. Information on the table above reveals that peers without disabilities were always willing to support their peers with disabilities.

Another observation from RR2 confirms the findings from interviews that school

administrators provide stationery for student teachers, while parents provide stationery for their children with disabilities. Below is an image showing the above findings:



Figure 4.3: Observations made at RR2



Figure 4.4: Observation made in school PRU 3

The next section presents findings on sub-research question 3.

4.9 RESEARCH QUESTION 3: WHAT ARE STUDENT TEACHERS' EXPERIENCES WITH STAKEHOLDERS' ATTITUDES TOWARDS THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS?

4.9.1 Responses from student teachers

It emerged from the student teachers' responses that qualified teachers and some student teachers' attitudes towards the inclusion of children with disabilities were perceived to be negative. School administrators and parents' attitudes were perceived to be positive because it is now a policy issue. Furthermore, peers' attitudes were said to be generally positive. Student teachers' responses about qualified negative attitudes are presented below.

4.9.1.1 Qualified teachers' attitudes

The study revealed that student teachers perceived most qualified teachers' attitudes as negative, as they did not like teaching children with intellectual disabilities and with behavioural problems. Qualified teachers preferred special schools and special classes for such children. Student teachers revealed that qualified teachers do not want children with disabilities in classes. Consequently, they negatively labelled children with learning disabilities as "useless" and that they were "damaged" by teachers who taught them at the infant level. However, some student teachers perceived qualified teachers' attitudes as positive, as they were believed to welcome the idea of inclusive education because children with disabilities were already enrolled in regular schools and were in their classes. Following are examples of student teachers' quotes that confirm the above findings:

Some mentors have negative attitudes towards a girl in my class with intellectual challenges and a bit violent (STI 1).

Qualified teachers sometimes advise that children with intellectual disabilities be taken to special schools. That attitude is negative (STI 3).

Qualified teachers just pretend to help children with disabilities while they are in special classes; they don't want them in their classes. So it's difficult to say they (qualified teachers) are positive (STI 6).

My mentor would say 'don't worry about him' (child with intellectual disability) nothing

will come out of him. This is very negative according to me (STI 9).

She (mentor) would tell me these (referring to a few grade 5 children who cannot even copy from the board) were damaged by teachers who taught them right from infant. (STI 2).

I think mentors just accept because children with disabilities are already there in ... their classes (STI 5).

4.9.1.2 Student teachers' attitudes

Findings from in-depth interviews revealed that student teachers had mixed feelings about the inclusion of children with disabilities in their classes. It was revealed that they were not comfortable with children who have disabilities during the initial stages of teaching practice. However, their attitudes changed to be more positive as they continued interacting during teaching practice with children who have disabilities. It was revealed that student teachers held negative attitudes towards children who were sometimes violent and always drooling and that this made them uncomfortable teaching. Inversely, one student teacher felt that his/her peer student teachers also had negative attitudes, as they did not make an effort to attend to children with disabilities. The sentiments below reflect the mixed feelings by student teachers:

I used to be bored during my first days of teaching practice in this class. I am used to the situation now (STI 1).

I am now enjoying, I have changed my attitude from the time I came here (STI 5).

These days if Day (referring to a boy with a club foot and cerebral palsy) does not come to school. I find I miss him and become very worried (STI 9).

I kind of appreciate them (children with disabilities) because they are quite a number at this school (STI 2).

I don't like those who are violent and those who are always drooling. They make me not like teaching at all (STI 1).

There was another one who was here (referring to a peer student-teacher) if ever the learner with a disability soiled herself. The student-teacher would simply ignore (STI 7).

4.9.1.3 School administrators' attitudes

Student teachers revealed that generally school administrators' attitudes were perceived to be positive because of their willingness to enrol children with disabilities and that inclusive education has now become a policy issue. School administrators were said to have established special classes and resource rooms in regular schools. Children who are blind were integrated into regular classes and learn with others. The above findings are confirmed by student teachers' verbal quotes below:

I think school administrators want to enrol children with disabilities since it has become a policy issue (STI 2).

In this school, the headmaster has enrolled many children with different disabilities. They say its policy. To me, this is a positive move (SAI 5).

I view the administrators' attitude as positive because there is a special class in school (STI 9).

There are resource rooms for the blind, the deaf and intellectual disabilities at this school. (STI 6).

The blind are integrated into the regular classes and do everything with others (STI 7).

4.9.1.4 Parents' attitudes

Student teachers who participated in the in-depth interviews revealed mixed attitudes of parents towards the inclusion of children with disabilities in schools. Some parents were perceived to be positive whilst others were perceived to be negative. Parents were said to accept children with disabilities in schools because schools have already enrolled them. Inversely, one of the student teachers felt that parents of children without disabilities felt inclusive education was not good, as they believed their children were insecure around their peers with disabilities and that they would always "be in trouble". The following are student teachers' verbal quotes confirming the above findings.

Some parents welcome the idea because that's what it is (STI 3).

Parents believe because the school saw it fit that the child with a disability is enrolled in the school, then it should be. So they are positive (STI 8).

I think that, to some parents, inclusive education is not good. They are just negative about it (STI 7).

Some parents are afraid that he (the child with a disability) will hurt their children. They feel their children are not secure. So I can say they are negative (STI 4).

A parent said their children would be in trouble because of a boy (with physical, emotional and behavioural problems) who had transferred from the neighbouring school to our school (STI 9).

4.9.1.5 Peers' attitudes

Student teachers who participated in the in-depth interviews generally perceived peers' attitudes as positive. Most peers with disabilities were said to have been accepted by their counterparts without disabilities. Peers were said to be helping peers with a disability during playtime and accepted their counterparts with disabilities. However, one student teacher felt peers without disabilities did not want to interact during group work and peers with disabilities were not given the opportunity to participate in group activities. In some instances, peers without disabilities were said to hold negative attitudes because of disruptive behavioural problems displayed by peers with disabilities. The following verbal quotes from student teachers illustrate the above findings:

According to my point of view, peers like her (a child with a disability). Even at the outdoor, if she falls down, peers will rush to help her sit even when they are three (STI 1).

Peers are comfortable with peers who have disabilities (STI 3).

Children label peers with learning disabilities negatively. When given a group task, they don't even give them a chance to contribute anything (STI 6).

Some of them complain about his disruptive behaviour. I am tired of rotating him in groups. Peers will report he has taken my ruler, my pen (STI 7).

The subsequent section presents responses from college lecturers:

4.9.2 Responses from college lecturers

College lecturers who participated in the interviews had mixed feelings about perceived

stakeholders' attitudes. Qualified teachers' attitudes negatively influenced student teachers' attitudes. Next is a presentation on qualified teachers' attitudes.

4.9.2.1 Qualified teachers' attitudes

Some college lecturers perceived qualified teachers attitudes as negative whilst others perceived them as positive. Like student teachers, college lecturers felt qualified teachers were not comfortable with the presence of children with disabilities in their classes because they did not have the skills to handle them, hence they had negative attitudes. Qualified teachers felt teaching children with disabilities was the responsibility of specialist teachers, as they felt these children with disabilities were a burden on regular teachers who have insufficient skills. However qualified teachers who had qualifications in special needs education accepted and had positive attitudes. Below are college lecturers' verbal quotes confirming the above findings:

Most of the qualified teachers are not comfortable with the presence of children with disabilities in their classes because they do not have the skills to manage them (CCLI 3).

Teachers in regular school do not like teaching children with disabilities (CCLI 4).

Qualified teachers feel teaching children with disabilities should be left to specialists. So they are negative (CCLI 7).

It seems in schools it is now a burden to those teachers in regular classrooms to manage learners with disabilities. These have negative attitudes (CCLI 1).

Only those qualified teachers who have done special needs education seem to be positive about inclusive education (CCLI 6).

4.9.2.2 Student teachers' attitudes

Findings from college lecturers concurred with those from student teachers who viewed their attitudes as negative but positive after the interaction and out of sympathy. College lecturers perceived some student teachers' attitudes as negative because of skills deficits they have. It was also noted that student teachers' attitudes were influenced by the attitudes of the mentors, which were also negative. Negative attitudes by student teachers were evident when some of them came back to college for re-deployment if they were given a class with children who have

disabilities. However, student teachers were said to hold positive attitudes because they felt sympathy for children with disabilities. Below are examples of college lecturers' quotes confirming the above findings:

Student teachers tend to have negative attitudes as they lack skills in managing children with disabilities (CCLI 7).

Student teachers' attitudes are influenced by the negative mentors' attitudes in schools. So they also have negative attitudes (CCLI 5).

Student teachers come back from schools for redeployment because they will have been allocated a class with children with disabilities for teaching practice. This is a negative attitude (CCLI 8).

Some student teachers seem to be positive because they feel pity for children with disabilities (CCLI 9).

4.9.2.3 School administrators' attitudes

The findings of the study revealed that college lecturers perceived most school administrators' attitudes as positive, though a minority were negative. Inversely, school administrators seemed to hold positive attitudes towards children with mild disabilities and were increasingly enrolling children with disabilities and building ramps. One participant noted that, although children with disabilities were found in schools, school administrators held negative attitudes as some were roaming around the schools and not being attended to. As a result of negative attitudes, school administrators avoided enrolling children who are deaf, blind and have intellectual disabilities and they were referred to special schools. It was revealed that a few school administrators, who have qualifications in special needs education seemed to welcome the idea of inclusive education and held positive attitudes. Below are examples of verbal quotes from college lecturers confirming the above findings:

Some heads of schools have enrolled a lot of children with disabilities and bought support equipment (CCLI 3).

A lot of schools now have ramps everywhere. This kind of initiative is a reflection of positive attitudes by the school heads (CCLI 7).

School administrators sometimes avoid enrolling children with disabilities and the majority of cases, they prefer mild disabilities (CCLI 5)

Learners with deafness, blindness and ID are normally referred to special schools (CCLI 1).

Some school administrators, I believe, still hold negative attitudes. You see children with intellectual changes roaming around the while others are in class (CCLI 8).

School administrators who hold qualifications in special needs education have positive attitudes (CCLI 6).

4.9.2.4 Parents' attitudes

As was the case with student teachers, college lecturers seemed to believe that the attitudes of parents of children without disabilities were positive because they are already used to these children in their communities, whilst parents of children with disabilities were perceived as negative, as they preferred special schools rather than regular schools for their children. They felt their children are ridiculed and looked down upon in regular schools. It was noted that parents of children with disabilities felt their children were baby sat and treated as objects of pity, hence they were negative towards inclusive education. The section below presents examples of college lecturers' verbal quotes illustrating the above findings:

Generally, parents of children without disabilities do not have problems with children because they are used to them in their communities (CCLI 2).

Parents of children with disabilities tend to prefer special schools to regular schools (CCLI 5).

They fear that their children are ridiculed and looked down upon. Therefore, most parents of children with disabilities don't view inclusive education as a successful provision for their children (CCLI 4).

Parents of children with disabilities have negative attitudes towards the education of their children in regular schools (CCLI 9).

They feel their children with disabilities are just being baby sat in schools and treated as

objects of pity (CCLI 6).

4.9.2.5 Peers' attitudes

Like student teachers, college lecturers believed learners held positive attitudes towards their peers with disabilities, although there were instances where they showed some negative attitudes. Most college lecturers indicated that peers held positive attitudes as they welcomed and interacted with their peers with disabilities amicably and freely. Peers were observed fighting to push wheelchairs for peers who are wheelchair users. However, some peers without disabilities' attitudes were perceived to be negative as they were noted refusing to interact with peers with disabilities. Below are some lecturers' verbal quotes that illustrate the above findings:

Peers without disabilities are welcoming their peers with disabilities through interacting amicably with those with disabilities (CCLI 6).

When I go for teaching practice supervision, I often see peers without disabilities interacting freely with others who have disabilities, showing acceptance and a positive attitude (CCLI 2).

Sometimes you see children fighting to push a wheelchair for a learner with a physical impairment during break time (CCLI 4).

Peers without disabilities sometimes do not want to interact with children with disabilities (CCLI 3).

The following section presents responses from school administrators.

4.9.3 Responses from school administrators

Like the case with student teachers and college lecturers, school administrators perceived stakeholders' attitudes as negative because of the limitation on knowledge regarding inclusive education content and skills. School administrators' attitudes were perceived to be positive because policy mandates inclusive education and sympathy. The following section presents the school administrators' responses.

4.9.3.1 Qualified teachers' attitudes

The findings of the study revealed mixed perceptions about qualified teachers' attitudes. Some school administrators viewed qualified teacher attitudes as positive, as teachers were seen interacting with children who have disabilities in a friendly manner and bringing toys from their homes to give to children with disabilities. However, it was revealed that qualified teachers accepted children with disabilities in their classes because the regulation obliges them to so. Others felt the negative attitude by qualified teachers was evident when they denied children with disabilities the opportunities to participate in school social activities. Below are examples of school administrators' verbal quotes confirming the above findings:

Qualified teachers' attitudes are positive in this school (SAI 2).

Teachers are friendly to our learners with disabilities. They talk to them so motherly, they love them, some bring them [things] from their homes giving them (SAI 5).

They just accept; they know is regulation. It is a policy that there should be inclusive. Teachers are positive (SAI 1).

Some qualified teachers have negative attitudes (SAI 5).

Qualified teachers deny children with disabilities in participating in social activities (SAI 6).

4.9.3.2 Student teachers' attitudes

As is the case with student teachers, school administrators perceived student teachers' attitudes as negative the first time they were given an inclusive class because they did not know how to deal with children with disabilities. Later they changed their attitude to positive as they continued interacting with children with disabilities. Below, are examples of school administrators' representative quotes illustrating the above findings:

When student teachers come for the first time for teaching practice, first they show negative attitudes but, as time goes on, they change to a positive one (SAI 4).

When student teachers come for teaching practice, they refuse to take an inclusive class claiming that they don't know how to deal with learners with disabilities. (SAI 8).

In the beginning, they had negative attitudes. Now they are positive (SAI 1).

We don't have any problems with student teachers. They are positive towards children with disabilities (SAI 5).

The ones we have here seem to like children with disabilities in their classes. An indicator that they are positive (SAI 3).

4.9.3.3 School administrators' attitudes

School administrators who participated in the study revealed that they held positive attitudes towards the implementation of inclusive education because it is a policy issue and is evidenced by an increase in the enrolment of children with disabilities in schools. Furthermore, it was revealed that children who use hearing aids and those with low vision were enrolled in regular schools. Ramps were built on all the doorways, whilst some have adapted ablution block plans in place. However, one participant felt that school administrators held negative attitudes as a result of a lack of support from the Ministry of Primary and Secondary Education. It was also noted that children with disabilities were outgrowing preschools because they were refused entry to regular schools because of negative attitudes by school administrators. Examples of school administrators' verbal quotes confirming the findings are cited below:

School administrators' attitudes are positive because it is a policy issue (SAI 1).

At this school, we already have got children with disabilities who are inclusively in the classes (SAI 8).

I am positive when it comes to inclusive education. I have enrolled children who use hearing aids and those with low vision (SAI 3).

At this school, we have made ramps in all the entrances, showing the school administrators are positive (SAI 4).

We have already made an adapted ablution block plan (SAI 7).

There are no support systems for inclusive education from the ministry. This ends up causing negative attitudes to school administrators (SAI 6).

I believe some heads of schools have negative attitudes. For example, this child here has outgrown preschool but still cannot be enrolled for grade one at the main school or any other neighbouring schools (SAI 9).

4.9.3.4 Parents' attitudes

School administrators in the study revealed mixed views concerning the attitudes of parents of children without disabilities. Some perceived them as negative whilst some perceived them as positive. Parents were said to have acknowledged that their children with disabilities had improved in communication skills, hence their attitude was positive. However, parents of peers without disabilities held negative attitudes towards the inclusion of children with disabilities as they did not want their children with disabilities to interact with those who have disabilities because they believed disability was contagious. The verbal quotes below show some of the school administrators' illustrations of the findings above:

Parents of children without disabilities, I think they have positive attitudes because some were saying they can see a child with a disability now communicating well with others (SAI 6).

A parent of a peer without a disability would say, 'you son of mine or daughter of mine you don't have to play with one who is maybe physically challenged' (SAI 9).

Some parents deny their children from playing with peers who have disabilities (SAI 4).

Parents think if their children play with peers who have a disability, maybe they will catch the disability (SAI 3).

4.9.3.5 Peers' attitudes

Like student teachers and college lecturers, school administrators perceived peers' attitudes as positive. Peers without disabilities were said to be generally comfortable with their peers with disabilities as they were seen playing games and going home together. Peers without disabilities accepted their peers with disabilities because of the moral values instilled in them by the church. Student teachers verbal quotes below confirm the findings:

Yah, at this school, there have been no challenges because peers are comfortable (SAI 3).

Peers without disabilities have no problems because you find them and playing games with them (referring to children with disabilities) even going home together (SAI 2).

At this school, peers accept their counterparts with disabilities because of the moral

values instilled in them by the church doctrine (SAI 6).

4.9.4 Findings from non-participant observation

Observations made in schools corroborate the findings from the in-depth interviews on student teachers' experiences of stakeholders' attitudes. Student teachers' attitudes were perceived as positive after some time of interacting with children who have disabilities but some continued displaying negative attitudes even during observations. Figure 4.5 below is an illustration of negative attitudes by a student-teacher on teaching practice in PRU3.



Figure 4.5: observation at PRU3

Figure 4.5 shows that, although the learner with a disability is included in a regular classroom, the posture of the learner and the position of the student teacher reflects that there is little learning taking place. The fact that the learner is facing away from the teacher reveals that there is no eye contact between the learner and the teacher hence there is limited teacher-pupil interaction. The child is seated at the far corner of the class hence being excluded from classroom activities and interactions with other peers without disabilities, an indicator that student teachers may have negative attitudes towards the inclusion of the learner because the student teacher seems not to be paying attention to the child.

Observation made in RR2 revealed that the school had no ramps. It was observed that even new blocks had no ramps. This may be a result of negative attitudes by school administrators who may channel resources elsewhere other than renovating the infrastructure for inclusivity.



Figure 4.6: Observation at RR2

The succeeding section presents findings for sub-research 4:

4.10 RESEARCH QUESTION 4: WHAT ARE STUDENT TEACHERS' EXPERIENCES ON THE IMPACT OF THE AVAILABILITY AND CLARITY OF POLICY AND LEGISLATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION IN PRIMARY SCHOOLS?

4.10.1 Responses from student teachers

Findings of the qualitative strand revealed that student teachers were not aware of the legislation and policies related to inclusive education available in schools, hence they could not contribute to their clarity. The section below presents the student teachers' responses.

4.10.1.1 Availability and clarity of policy and legislation in schools

The findings of the study reveal that student teachers participants in the in-depth interviews were not aware of the policies and legislation on inclusive education, as one student teacher indicated that, although they had heard about them from lectures at college, they had never seen them. What they knew was the teaching practice policy they were given at college before

teaching practice deployment, which does not address disability issues. Below, are a few student teachers' verbal quotes expressing the findings above:

I don't know what you are talking about (STI 5).

I have never seen them (STI 1).

I think we met it somewhere during our lectures at college but I can't remember the details (STI 9).

What I know is the teaching practice policy I was given at college when I came for teaching practice which does not talk about disability issues (STI 3).

I only know the teaching practice policy which is in my TP file (STI 7).

4.10.1.2 The impact of policy and legislation

Student teachers did not contribute anything to this issue because they indicated that they were not aware of the policies and legislation on inclusive education. Findings from college lecturers are presented below:

4.10.2 Responses from college lecturers

Findings from the study reveal that college lecturers were aware of some legislation and policies available in schools, although they lacked clarity. It was revealed that the availability of policy and legislation had made a positive impact on the implementation of inclusive education. Below are college lecturers' responses:

4.10.2.1 Availability of legislation and policy in schools

College lecturers' revealed that schools had some policies on education and special needs education in the school administrator's offices. The participants mostly cited P36 of (1990) and the Zimbabwean Education Act (Zimbabwe, 1987) (as revised in 1996) which is not comprehensive and the Nziramasanga Commission Report of 1999. As is the case with student teachers, college lecturers also revealed that student teachers were not aware of the legislation and policies. College lecturers revealed that school administrators did not have the Zimbabwe Disabled Persons Act of 1992 in schools. College lecturers' verbal quotes confirming the findings above are cited below:

Schools only make use of P36 which promotes the inclusion of learners with disabilities. This tends to be the basis of their programme. SPS/SNE is not doing much to promote awareness about inclusive education (CCLI 2).

In Zimbabwe, mainly, the provisions of special needs education are marked by the 1987 Education Act (as revised in 1996), which is just a general Act in terms of service provisions (CCLI 8).

We are just relying on policy, on the Nziramasanga Commission of 1999 and the P36 of 1990 (CCLI 5).

Our student teachers may not be aware of these. At college, we just bypass when we are talking about those acts but we don't cover much in terms of the detail of those acts (CCLI 8).

Heads of schools have general education policies. Most of them do not have the Disabled Persons Act of 1992. They don't even know what is in that act (CCLI 3).

4.10.2.2 The impact of policy and legislation on the provision of inclusive education

The findings from in-depth interviews with college lecturers revealed that policy and legislation on inclusive education have led to the acceptance of inclusive education practices in schools, as school administrators were found enrolling more children with disabilities in regular schools than before. It was revealed that policy and legislation have also instilled some positive attitudes amongst stakeholders. Several non-governmental organisations are working collaboratively in schools to renovate infrastructure. Below, are examples of verbal quotes that illustrate the above findings:

Policies have made school administrators enrol children with disabilities in schools (CCLI 3).

When we go for teaching practice supervision, we are seeing more and more children with disabilities being enrolled in ordinary schools (CCLI 9).

Non-governmental organisations have also taken the lead in renovating schools for inclusivity ... because of these policies. Now they are even into colleges. (CCLI 4).

Next is a presentation of responses from school administrators

4.10.3 Responses from school administrators

4.10.3.1 Availability of legislation and policy in schools

As was the case with college lecturers, school administrators confirmed that policies and legislations were available in schools. School administrators mentioned the P 36 of 1990 and the Secretary's number 3 of June 2019 for promoting inclusive education, which they are not familiar with. However, a few were not sure that they had them in their offices because of recent appointments. Some school administrators felt the policies were not made available to stakeholders and not clear, making it difficult to manage inclusive education practices. They did not give the guidelines. However, the school administrators seemed not to be conversant with the policies that they claimed they had in their offices. Below, are some of the verbal quotes from school administrators confirming the findings:

We do have the one that says children must be remediated, various types of remediated, various types of remediation. We do have the P36 of 1990 (SAI 6).

Recently, there is a Secretary's Circular of 2019 on inclusive education. We have not been oriented about it yet. We just heard about it at heads meetings and just given one copy (SAI 1).

In this office, I would not know much because I have just been promoted, but it is supposed to be there because it is government policy (SAI 9).

Policies are not clear, hence it is becoming very difficult to manage those special class children (SAI 2).

Those policies are not being made available to the stakeholders involved (SAI 3)

Policies are there but they do not give guidelines on which materials to use, and where we should get them. They don't even tell us how inclusive education should be done (SAI 5).

4.10.3.2 The impact of policy and legislation on the provision of inclusive education

Like college lecturers, school administrators revealed that Zimbabwe's policies and legislation on special needs education have made a positive impact on schools. They have led to the acceptance of children with disabilities in schools, as regular schools are increasingly enrolling children with disabilities and constructing ramps. Teachers have

also developed positive attitudes. School administrators are increasingly applying for special classes in regular schools. Below, are examples of verbal quotes from school administrators illustrating the above findings:

The policy has made us accept inclusive education. We just accept; we know it's regulation (SAI 4).

The policy has facilitated the enrolment of children with mild, low vision and those who use hearing aids. We do not enrol those with multiple disabilities because we do not have the equipment (SAI 5).

We have constructed ramps all over the school (SAI 9).

Teachers seem to be now positive towards children with disabilities because of its policy (SAI 9).

The policy has made us apply for a special class at this school. We applied but they have not approved it. We have those children at this school ... (SAI 3).

4.10.4 Findings from non-participant observation

Findings from non-participant observations corroborate with findings from in-depth interviews that policy and legislation have led to acceptance and renovation of infrastructure in schools. Data from non-participant observation revealed that, while some schools resisted renovating and restructuring, other schools made ramps around the schools. However, there were no adapted toilets observed. Below is a caption showing some ramps in UB2.

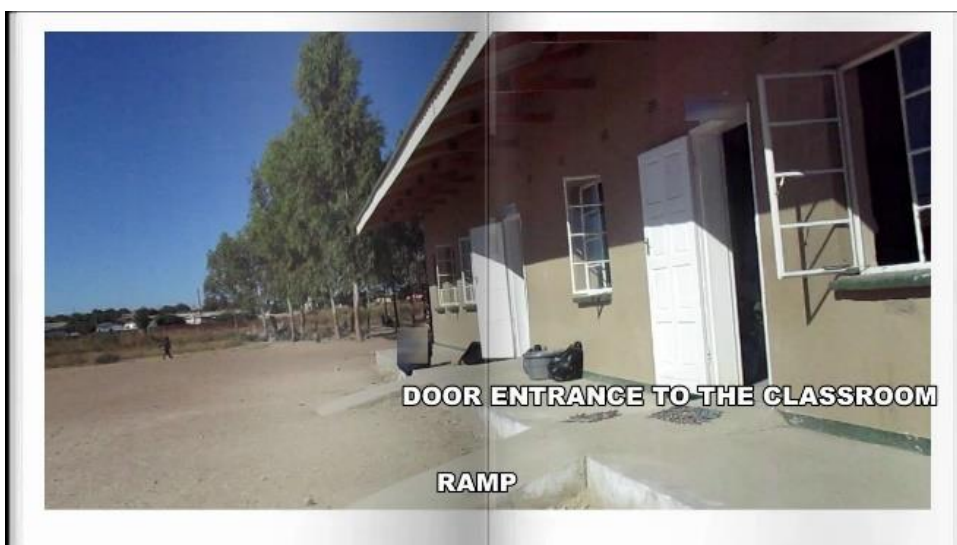


Figure 4.7: Non-participant observation at UB2

In contrast to the above development, a school in RR3 observed that it had a terrain that is not user-friendly for persons with disabilities. In this particular school, it can be presumed that the policy has not made a positive impact. See figure 4.6 below:



Figure 4.8: Observations in RR3

The subsequent section presents findings on sub-research question 5 which sought to establish strategies that can be employed for teacher educators to effectively prepare student teachers for the implementation of inclusive education.

4.11 RESEARCH QUESTION 5: WHAT STRATEGIES CAN BE EMPLOYED FOR TEACHER EDUCATION TRAINERS TO EFFECTIVELY PREPARE STUDENTS FOR IMPLEMENTING INCLUSIVE EDUCATION?

Several strategies were suggested by participants in the study. These include in-depth content knowledge on inclusive education by teacher educators, student teachers' exposure to assistive technology used by persons with disabilities in disability centres and by engaging in visits to special schools, resource units and inclusive classes before teaching practice deployment. Continuous teaching workshops and staff development was done collaboratively during teaching practice. The establishment of disability centres in teachers' colleges was also

recommended. The collaboration of teacher educators and school administrators on student teachers' teaching practice workshops and supervision in inclusive classes were noted as additional strategies.

4.11.1 Responses from student teachers

Some interviewed student teachers indicated that they expected colleges to increase content on inclusive education and pedagogy. They suggested in-depth content on braille practice and teaching children with intellectual disabilities. Student teachers believed they should interact with special equipment used by persons with disabilities before they went for teaching practice and that college lecturers should emphasise that disabilities differ. Below are findings from student teachers.

4.11.1.1 Increase of content on inclusive education

Student teachers who participated in the study revealed that college lecturers should add detail on inclusive education content and that there should be more slots on the college time table for this. It was suggested that the content should be clear and show that disabilities in the same category differ. One of the student teachers suggested more practical braille activities and that equipment be made available in colleges so that student teachers can become comfortable with it before they go for teaching practice. Student teachers' verbal quotes below confirm the findings:

The college should give us more content on disability issues than it is now (STI 2).

They should also highlight those disabilities that differ in types. They should teach us to handle children with different types of disabilities (STI 4).

The content should increase so that I can go for teaching practice knowing how to teach a child like him (learner with visual impairment) (STI 6).

I think they (lecturers) should go more into detail. It is like braille; we are supposed to know how to use the braille machines. So that we practice whilst at college (STI 3).

The equipment should be made available in colleges so that we also use the equipment ourselves before going for teaching practice (STI 9).

Inclusive education is just a slot; it is not enough. There should be more slots on the time

table (STI 5).

4.11.1.2 Workshops and visits

Student teachers indicated they needed to be accorded opportunities to visit inclusive classes, special schools and resource rooms to see how children with disabilities are taught before they go for teaching practice. They suggested that they needed more teaching practice workshops where they would be given more content during the teaching practice workshops on the pedagogy of teaching inclusive classes and updated policies on inclusive education. Below are examples of student teachers' verbal quotes confirming the above findings:

It is good that, before we go for teaching practice, we see how children with disabilities learn in inclusive setups as well as in special schools and resource rooms (STI 6).

We should visit where children with disabilities are learning before we go for teaching practice (STI 4)

We need more teaching practice workshops on inclusive education in particular (STI 5).

The college should give us the policies on inclusive education as they do to the teaching practice policy so that we can keep referring when we are on teaching practice. Especially during teaching practice workshops (STI 2).

The college should give us inclusive education policies so that we keep them in our files (STI 9).

4.11.1.3 Setting up disability centres in colleges

Student teachers who participated in the study revealed the need for a disability centre at the colleges which would enable them to interact with disability equipment and materials before they are deployed for teaching practice. Furthermore, it was suggested that teachers' colleges must have a place where student teachers go to practice braille. One student teacher felt colleges should enrol persons with disabilities so that student teachers get used to disability issues before teaching practice. The participants also felt they needed to know how to construct adaptive material at college for children with disabilities. Some verbal quotes which confirm the above suggestions are cited below:

The college should have a special place or room where there is equipment used by persons with disabilities at college (STI 1).

The college should accord us the opportunity to interact with the materials at the disability centre (STI 7).

We should go for teaching practice knowing how to braille practically (STI 1).

The colleges should enrol ... people with disabilities. So that we get used to people with disabilities right from the start. When I come for teaching practice, I will have already used them (STI 3).

Colleges should teach us how to construct adapted teaching and learning material to use in inclusive classes during teaching practice at a place specifically prepared for that (STI 5).

Following are responses from college lecturers:

4.11.2 Responses from College lecturers

Like student teachers, college lecturers suggested that there should be an increase in inclusive education content and that inclusive education be taken as a standalone subject not included in Theory of Education and Professional Studies as it is now. Participants' college lecturers suggested the establishment of disability centres at colleges as well as workshops for stakeholders involved in teacher preparation. The following section presents the college lecturers' responses.

4.11.2.1 Increase of content on inclusive education

As is the case with student teachers, college lecturers suggested that teachers' colleges give more attention to inclusive education than they are currently doing (at the time of the study) and that inclusive education should be taken as a standalone subject and be assessed at the end of the course. The teaching of inclusive pedagogy during the teaching of lesson preparations was one of the strategies suggested by college lecturers. It was also recommended that all PSB subjects that are taught in regular schools and inclusive pedagogy should cut across the curriculum. Below are examples of lectures' verbal quotes confirming the above findings:

I think inclusive education should be taken as a standalone subject (CCLI 2).

I am of the view that IE should be a standalone subject that is accessed at the end of the course (CCLI 6).

Methodology in Professional Studies should include inclusive pedagogy when teaching lesson preparations for inclusive classes (CCLI 9).

All PSB subjects that are taught in schools should cover inclusive pedagogy (CCLI 2).

I feel, when it comes to teaching, it should cut across the whole teacher education curriculum (CCLI 5).

4.11.2.2 Workshops and visits

Like student teachers, college lecturers suggested that teacher educators and school mentors carry out collaborative workshops on inclusive education that involves supervising student teachers teaching inclusive classes. Below are the verbal quotes confirming the findings:

I think there is a need for workshops, staff development on the part of mentors (CCLI 2).

Teaching practice should be done collaboratively (CCLI 5).

Lecturers need to be workshopped on supervising student teachers who are teaching inclusive (CCLI 3).

4.11.2.3 Setting up disability centres in colleges

Like student teachers, college lecturers revealed the need for teachers' colleges to have disability centres so that student teachers can learn from them. Some college lecturers also indicated that teachers' colleges should enrol people who have disabilities. Below are lecturers' verbal quotes confirming the above findings:

I think there is a need to set up disability centres at teachers' colleges so that those students can access gadgets and devices [that] are mainly for learners with disabilities (CCLI 3).

Student teachers should see things on the ground (CCLI 1).

I feel it is now imperative for teachers' colleges in Zimbabwe to enrol people who have specialised in special needs education.

There should be more recruitment of inclusive education personnel who would be at the

disability centres most of the time (CCLI 5).

Teachers' colleges should improve manpower on inclusive education (CCLI 9).

Next are responses from school administrators.

4.11.3 Responses from school administrators

Like student teachers and college lecturers, school administrators suggested that teachers' colleges work on improving the content delivery of inclusive education and pedagogy. Below are suggestions by school administrators:

4.11.3.1 Increase of content on inclusive education

In concurrence with student teachers and college lecturers, school administrators suggested that teachers' colleges increase content and pedagogy for inclusive education. School administrators indicated that student teachers be taught how to teach the new curriculum using methodologies suitable for inclusive classes. It was stated that student teachers be taught to accommodate individual differences. Examples of verbal quotes concerning the above sentiments are cited below:

Teacher educators should increase the content of inclusive education and pedagogy for student teachers to have confidence in teaching inclusive classes (SAI 3).

Colleges should give student teachers content that will enable them to accommodate individual differences. Not use 'one size fits all' (SAI 1).

Right now, we have a new curriculum, which has 33 papers. Student teachers need to know how to teach all these areas using the methodologies suitable for inclusive classes (SAI 4).

4.11.3.2 Workshops and visits

Like student teachers and college lecturers, school administrators suggested that college lecturers should be holding workshops collaboratively with schools concerning the practice of student teachers in inclusive classes. One of the school administrators suggested that the teaching practice supervision instrument should reflect the results from collaborative workshops. It was suggested that teachers' colleges have databases of children with disabilities

in schools before deploying student teachers for teaching practice and that student teachers continue attending workshops on lesson preparation for inclusivity. The school administrators' verbal quotes below confirm the above findings:

I think there is a need for staff [to] develop ... student teachers, college lecturers and schools on policies on inclusive education (SAI 2).

College lecturers must hold workshops for themselves concerning student teachers' teaching practice in inclusive classes (SAI 3).

I think there should be some kind of a college/school collaboration in terms of workshops to develop each other (SAI 4).

Colleges can get the databases of children with disabilities in schools before they deploy their student teachers into schools during workshops (SAI 7).

Student teachers should continuously be taught how to prepare for those classes (SAI 1).

Student teachers must be taught to how to handle these children during teaching practice workshops (SAI 9).

4.11.3.4 Establishment of disability centres

As is the case with student teachers and college lecturers, school administrators suggested the establishment of disability centres so that student teachers can learn skills there before they are deployed for teaching practice. The above findings concur with those from student teachers and college lecturers. Below are some of the school administrators' verbal quotes confirming the findings:

Teachers' colleges should have a specific place where they even do community service. Where they can assist people with disabilities in and around the colleges (SAI 8).

Teachers colleges should enrol students with disabilities so that student teachers get used to them before they meet them in schools (SAI 5).

The section that follows presents discussions of the quantitative and qualitative results and findings.

4.12 DISCUSSION OF THE FINDINGS

The study sought to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. The discussion was guided by the research questions of the study. The following section discusses the findings on teacher preparation.

4.12.1 Teacher preparation

The present section discusses the extent to which student teachers are prepared for the implementation of inclusive education during teaching practice in Zimbabwean primary schools, as revealed by the study. The ideal teacher preparation entails exposing student teachers to a teacher preparation structure that gives them adequate knowledge and skills on inclusive education such as instructional accommodation and differentiation (Nguyet & Thu Ha, 2010:9). Related literature reviewed revealed different teacher preparation models involving course work, comprising inclusive education content, teaching practice and examinations (Walton & Ruszyak, 2017:237; Sharma et al., 2015:107). Reviewed literature also explained the varied structures of teacher preparation and the application of inclusive pedagogy (Forlin, 2006:271; Rouse & Florian, 2012:5; Kurniawati et al., 2014:319). The following section discusses findings on the content taught to student teachers.

4.12.1.1 Content taught

The study revealed that student teachers were generally taught content on disability categories, such as visual impairment, hearing impairment and sign language, as well as basic classroom pedagogical skills that included placing children with visual impairments next to the chalkboard, making use of mixed ability grouping and field trips. Such results indicate that teacher educators are slowly moving towards equipping student teachers with content on inclusive pedagogy. The findings that student teachers are taught content on disability categories corroborate with the recommendations by inclusive pedagogy proponents that teacher education content was to focus on the characteristics of particular kinds of learners, how they should be identified and specialist strategies (Rouse & Florian, 2012:6). Student teachers who acquire such in-depth content are likely to have good experiences during teaching practice. Content in disability categories and management strategies was reported in previous studies in Europe (Navarro et al., 2016:17), the USA (Gehrke & Cocchiarella, 2013:207) and

the UK (Black-Hawkins & Florian, 2012:575; Florian & Linklater, 2010:17) where student teachers were taught content on disability categories, special needs education and inclusive pedagogy.

The study further established that inclusive education content taught to student teachers was inadequate. Student teachers did not learn about teaching children with physical and motor disabilities, emotional and behavioural differences, braille and curriculum differentiation. Hence, student teachers experienced challenges when teaching children with physical and motor disabilities and those with behavioural and emotional disabilities. Results of the inadequacy of content confirm recent findings where Canadian teacher education programmes were not providing adequate information regarding the specifics of aetiology of child disability. As a result, Canadian student teachers struggled with the application of inclusive pedagogy in their classrooms and found the education of children with exceptional learning needs challenging (McCrimmon et al., 2019:141; 2015:236). Such findings may mean that student teachers are viewing children's difficulties in learning as deficits and not taking dilemmas in learning upon themselves, resulting in unpleasant experiences, contrary to the theory of inclusive pedagogy (Florian & Spratt, 2013:122). Student teachers with such knowledge gaps are likely to struggle with the inclusive pedagogy during teaching practice. According to Rouse and Florian (2012:20), the inadequacy of content on inclusive educations inhibits teaching in inclusive classes. The next section presents discussions on the structure of teacher preparation.

4.12.1.2 The structure of teacher preparation

The study revealed that student teachers were enrolled in a three-year programme following a 2-5-2 model of which the first two terms were spent in college residence doing part of the coursework, then five terms on teaching practice. They then go back to college for the last two terms to complete the course and write the examination. The findings that student teachers do coursework for the first two terms and go for teaching practice for five terms confirm a previous Zimbabwean study by Dube (2015:96). Such a structure allows student-teachers to spend most of the time on teaching practice in schools, giving them adequate time to interact with children with disabilities in schools and communities and experiment with inclusive pedagogy during teaching practice. The Zimbabwean structure of teacher preparation is commensurate with the teacher preparation structure in Ghana to a limited extent (Nketsia et al., 2016:6). The limited time spent by Zimbabwean student teachers at college learning theory is likely to limit their

self-efficacy in the teaching of inclusive classes during teaching practice.

The study further revealed that student teachers learn theories on Professional Studies and inclusive education and later engage in teaching practice in inclusive classes. The combination of theory and practice has a positive impact on student teachers' teaching practice experiences. The combination of theory and practice was reported in a previous study by Khan (2017:64) and Peebles and Mendaglio (2014:1331), where it was noted that a combination of theory and practice improved student teachers' self-efficacy in teaching diverse learners in the UK. The combination of coursework and teaching practice is in tandem with the theory of inclusive pedagogy that stresses the importance of a strong relationship between theory on inclusive education and teaching practice (fieldwork). Teaching practice experiences enable student teachers to apply the principles of inclusive pedagogy in the school contexts in which they are practising thereby exposing student teachers to diverse teaching practice experiences (Florian, 2017:248; 2014:289).

It also emerged from the study that, during coursework, inclusive education was only taught as a slot on the time table under Professional Studies Syllabus A and Theory of Education but was not covered in the whole teacher education curriculum. This deprives student teachers of knowledge of inclusive pedagogy in different subject areas covered in the Zimbabwean primary school national curriculum, which, in turn, may lead to the exclusion of children with disabilities in regular schools and bad experiences for student teachers. Failure of teacher trainers to infuse inclusive pedagogy in all the areas of teacher preparation was noted in the UK by Rouse and Florian (2012:6), where it was reported that the content knowledge of inclusive education was often not well integrated into a broader curriculum and pedagogical practices of mainstream settings. However, the results that inclusive education was not covered in the whole teacher education curriculum are in sharp contrast with the well-organised Columbian, Ghanaian and Nigerian teacher preparation models that offered student teachers coursework entailing exceptionality, special needs education and inclusive education integrated into a broader teacher education curriculum. Such models of inclusive education content which cut across teacher education programmes are likely to equip Columbian, Ghanaian, and Nigerian student teachers with the inclusive pedagogical prerequisite skills to teach "all" children and not "some" during teaching practice (Sharma et al., 2015:107; Nantongo, 2019:6; Nketsia et al., 2016:13; 2020; Oyetoro et al., 2018:132; Agbenyega & Deku, 2011:12). Succeeding is a discussion on the application of inclusive pedagogy.

4.12.1.3 Application of inclusive pedagogy

The study revealed that student teachers used inclusive pedagogies such as fieldwork, mixed group strategies and adaptation of learning material as well as preferential placement for those with low vision during teaching practice. The use of diverse teaching strategies and techniques was regarded as an important competency for teachers in inclusive classes in an earlier study by Majoko (2018:7). The theory of inclusive pedagogy encourages the use of a variety of grouping strategies to support everyone's learning rather than relying on ability grouping to separate "able" from "less able" learners. According to the theory of inclusive pedagogy, the development of inclusive practice is about the things that teachers do in schools which give meaning to the concept of inclusive education (Florian 2017:248; 2009:38; Rouse & Florian, 2012:6).

The study also revealed that student teachers experienced difficulties in applying theory to practice. Student teachers could not differentiate the curriculum to accommodate everyone inclusive of children with disabilities in their classes. The findings that student teachers lack the skills in curriculum differentiation concur with recent findings in Finkelstein et al. (2019:24) and Majoko (2020:45) which means that Zimbabwean school administrators were selective regarding the inclusion of children with disabilities because of limitations in curriculum differentiation and inclusive pedagogy. The study further established that inclusive pedagogy was not reflected in student teachers' lesson planning, but displayed during lesson delivery. This was attributed to the student teachers' zeal to explore possible ways to teach children with disabilities in inclusive classes, thereby finding themselves exploring inclusive pedagogy by default. Such limitations in curriculum differentiation may result in bad student teachers' experiences. Inclusive pedagogy recommends that student-teachers be equipped with inclusive education praxis preparation so that they can put theory into practice comfortably while teaching (Black-Hawkins, 2019:248; Black-Hawkins & Florian, 2012:580). The findings that student teachers were failing to apply theory to practice confirm previous findings by Gehrke and Cocchiarella (2013:207) and Ahsan et al. (2012:249) who reported that American and Bangladeshi student teachers were struggling with the transition from theory into practice.

The study further revealed that student teachers had limitations in classroom management. Learners with disabilities were observed fixed in one position and not rotating into groups. This kind of grouping strategy is against the principle of inclusive pedagogy which purports that

classrooms be organised in ways that offer children with disabilities choices without solely relying on ability grouping (Florian, 2013:123; Florian & Rouse, 2009:600). Such limitations in pedagogy may be exacerbated by the stigma associated with student teachers marking some learners as different. The findings that student teachers have limitations in the management of inclusive classes confirm recent related studies in Canada and Jordan, where it was reported that student teachers in those countries nearing completion of teacher preparation were not commensurately skilled in the management of inclusive classes. (McCrimmon, 2015:236: Amr, 2011:399). Student teachers with such classroom limitations are unlikely to enjoy their teaching practice. Next is a discussion on levels of support.

4.12.2 Levels of support

Mackay (2016:393) postulates that the decisions teachers make as they respond to children's differences are often influenced by how well they are supported in the context of teaching and learning in inclusive setups by the stakeholders. The concept of inclusive pedagogy recognises that, with appropriate support, student teachers can accept with confidence the responsibility for teaching all children in inclusive classrooms during teaching practice (Rouse & Florian, 2012:i; Materecha, 2018:11). The second objective of the study sought to assess the levels of support rendered to student teachers during the implementation of inclusive education during teaching practice in Zimbabwean primary schools. The subsequent section discusses support from mentors.

4.12.2.1 Support from mentors

It emerged from the study that mentors gave student teachers an orientation about children with disabilities in their classes, their problems and possible teaching strategies. The mentors also offered counselling services to student teachers whenever they were stressed. Such levels of emotional support may motivate student teachers to explore inclusive pedagogical skills during teaching practice, resulting in good teaching practice experiences. The above results concur with previous studies by Mackay (2016:394) where Australian student teachers on teaching practice were said to be well supported through mentoring and coaching. Student teachers who get such levels of support are likely to respond to all children in an inclusive class, providing for "all" and not for "some" in line with the theory of inclusive pedagogy which informs this study, resulting in pleasant experiences. According to the theory of inclusive pedagogy, the

availability of mentor support is an important aspect of inclusive education (Rouse & Florian, 2012:9).

The study further revealed that specialist teachers, as the mentors in schools, were not helping student teachers in the assessment of children with disabilities and in drawing up inclusive lesson plans. Lack of support from specialist teachers negatively impacts teaching practice student teachers' experiences. The inclusive pedagogical approach takes the view that, rather than send the learner to a specialist, the specialist is called in to support the student teacher and learner by enabling meaningful learning and teaching experiences (Florian, 2017:248; 2012:6; Rouse & Florian, 2012:11). The findings that specialist teachers were not assisting student teachers in the assessment of children with disabilities and drawing up of lesson plans confirm a recent study in Beijing where most inclusive schools did not have specialist teachers to support student teachers (Xiaoli & Olli-Pekka, 2015:157). A lack of specialist support may hinder meaningful teaching and learning experiences for both student teachers and children with disabilities, resulting in bad teaching practice experiences for student teachers. Next is a discussion on support from school administrators.

4.12.2.2 Support from school administrators

The study revealed that student teachers got teaching and learning material support from school administrators in the form of stationery for compiling class records and class displays, computers and writing tools which were also given to everybody else in the schools. The findings on provision of teaching and learning resources confirm recent findings (Avramidis et al., 2020:135; Holberg & Jeyapathanban, 2016:130) where UK and Australian School administrators provided teaching and learning materials to facilitate the inclusion of children with disabilities. It also emerged from this study that the provision of material resources by school administrators made student teachers feel comfortable when teaching in an inclusive class but, on the contrary, the absence of the materials affected their self-efficacy during teaching practice. The findings that the provision of adequate resources by school administrators made student teachers feel comfortable concur with a recent study by Makoelle (2014:1261).

The study further revealed that student teachers felt that the support from school administrators was not enough as they expected the schools to provide large print materials and materials

especially for children with disabilities and that the lack of these hindered their implementation of inclusive education. Student teachers were forced to find learning materials for their inclusive classes resulting in a lot of stress for them. Student teachers' stress was noted in a previous Zimbabwean study by Mapfumo et al. (2012:16) where student teachers felt that the shortage of teaching and learning materials was a source of stress during teaching practice that led to unpleasant student teachers' experiences. A lack of material resources was reported to be a major barrier to successful inclusion in Germany in a recent study (Paseka & Schwab, 2020:256). In Zimbabwe, Musengi and Chireshe (2012:162) and Chimhenga (2014:135) are in sharp contrast with the previous findings in the UK, Australia, Canada, Hong Kong and Singapore, where it was reported that school administrators were providing assistive devices for children with visual and hearing disabilities and kinaesthetic and tactile materials for children with intellectual disabilities (Avramidis, 2020; Avramidis, 2000:209; Avramidis & Norwich, 2002:140; Sharma et al., 2007:106; Buli-Holmberg & Jeyapathanban, 2016:130). The contrast in results may be a result of clear policies on inclusive education funding in the countries presented above. School administrators' support, in the form of material resources, was likely to motivate UK, Australian, Canadian, Hong Kongese and Singaporean student teachers to explore inclusive pedagogical skills during their teaching practice, resulting in good experiences. Next is a discussion on support from SPS/SNE personnel.

4.12.2.3 Support from SPS/SNE personnel

The study established that student teachers were not getting support from the SPS/SNE personnel and that student teachers did not know about SPS/SNE services. Support from educational psychologists was reported to be essential to the successful inclusion of Australian children with disabilities (Forlin & Chambers, 2015:19). A lack of awareness of SPS/SNE services by student teachers may be attributed to the fact that student teachers are not considered to be key stakeholders in the implementation of inclusive education. Hence, they were deprived of this knowledge and support service by the school administrators and other stakeholders resulting in student teachers experiencing challenges in including children with disabilities during teaching practice. The findings that Zimbabwean student teachers were not supported by the SPS/SNE personnel contradicts the Irish and USA educational psychologists and speech therapist who supported student teachers on teaching practice by providing assessment services, advice and assisting teachers in creating a more inclusive learning environment (Shelvin et al., 2013:112; Oommen & McCarthy, 2015:72). The contradiction in

results can be explained by the fact that the USA and Irish teachers and school administrators may have experience of SPS/SNE services available in their countries hence they can demand these services. This is likely to facilitate the application of inclusive pedagogy by student teachers during teaching practice and the student teachers are likely to have good teaching practice experiences.

The study also established that the SPS/SNE personnel were not working collaboratively with school administrators hence student teachers on teaching practice were not aware of their services. The findings that SPS/SNE personnel were collaborating with schools support recent findings by Nkoma and Hay (2018:850). The failure of collaboration by SPS/SNE department and school administrators deprives student teachers of the knowledge of assessment procedures and expected teaching and learning adaptations for children with disabilities. Such deprivation limits student teachers from strengthening their inclusive pedagogical skills during teaching practice, resulting in unpleasant experiences for them. The findings of a lack of collaboration by SPS/SNE and school administrators are against the principles of inclusive pedagogy which encourage the collaboration of psychologists and school administrators to facilitate the teaching and learning for “all” learners rather than “some” learners (Florian, 2017:248; Wayne, 2014:455; Florian & Black-Hawkins, 2011:814). A lack of collaboration by school administrators and psychologists confirms previous studies in Zimbabwe (Ncube et al., 2015:4). Inversely, a lack of collaboration between schools and educational psychologists contradicts earlier studies in the UK and the USA that are developed countries with well-coordinated and funded SPS and SNE service provisions. The collaboration between UK and USA educational psychologists and therapists facilitated the successful implementation of inclusive education by student teachers during teaching practice (Chambers, 2015:19; Silverman & Millsaugh, 2006:11).

It also emerged from the study that the SPS/SNE personnel rarely visited schools and that this deprives children with disabilities the opportunity of assessment, thereby derailing the implementation of inclusive education by student teachers on teaching practice. Ncube et al. (2015:14) revealed that officers from SPS/SNE rarely visited schools to assess the process of teaching and learning of children with disabilities. This contradicts the principles of inclusive pedagogy which emphasises the importance of making use of specialised knowledge from educational psychologists in ways that facilitate learning and participation for everyone (Rouse & Florian, 2012:1).

Besides the provision of material resources, parents are viewed as the most important partners in the implementation of inclusive education (UNESCO, 2008:27; UNESCO, 2020:183). The subsequent section discusses levels of support from parents.

4.12.2.4 Support from parents

It emerged from the study that parents supported their children with disabilities to a limited extent. Parents of children with disabilities gave general support that they also gave to peers without disabilities, such as the opportunity to attend school, provision of uniforms, packed lunch boxes, and well-covered books. This support is vital for the inclusion of children with disabilities and student teachers' experiences. The findings that parents support their children with disabilities to be included concur with the previous findings by Hornby and Witte (2010:280) in New Zealand that student teachers who do teaching practice with parental support are likely to explore inclusive pedagogies in their classrooms and are likely to have good teaching practice experiences.

The study also revealed that parents could not provide assistive devices for their children with disabilities. Consequently, student teachers faced challenges in teaching children without assistive devices making teaching practice difficult. This confirms a recent study in Ghana, where it was found that Ghanaian parents could not provide assistive devices for children with disabilities in schools (Annor et al., 2019:33). According to Pantic and Florian (2015:340), failure by parents to provide assistive devices for their children is unlikely to motivate student teachers to explore inclusive pedagogy during teaching practice.

The study also established that parents lacked financial resources to send their children for assessment to the SPS/SNE centres at the provincial offices. Such financial challenges faced by parents left student teachers with no choice but to teach "some" and leaving others behind during teaching practice leading to bad experiences. The findings on parents' lack of financial resources contradict previous findings by Wong et al. (2015:85) who revealed that Singaporean parents seek their finances beyond school to enable their children to be assessed to enhance their children's academic and social competencies. The contradiction in findings may be because data from the above study were drawn from parents of children with disabilities who may be aware of their children's needs and expectations, and seek resources for their inclusion. Singaporean student teachers teaching children with disabilities born of parents who have

money to send their children for assessment are likely to have pleasant teaching practice experiences.

This study further revealed that parents of children with disabilities found it difficult to make decisions about the learning of their children. This may be attributed to the fact that Zimbabwean parents of children with disabilities may not be empowered about inclusive education and the rights of their children regarding such services. This confirms an earlier study by Charema (2010:19) where it was reported that Zimbabwean parents who have children with disabilities and had little knowledge about their children's special needs and were often not allowed to make important decisions about their education. Student teachers who teach children whose parents are not empowered regarding the education of their children with disabilities are likely to have bad teaching practice experiences, as a result of parents' reluctance to provide essential information and to help in decision making concerning the education of their children. The failure of parents to decide on the education of their children with disabilities is in sharp contrast with previous studies, where Spanish, Irish and New Zealand parents were empowered and were advocates for their children with disabilities and contributed to the assessment and the education of their children (Arrazona & Bozalongo, 2015:135; Shelvin et al., 2013:1128; George & Kanupka, 2019:63). The sharp contrast of results may be because the studies above were ethnographic in nature and included participant observations and informal conversations with parents. Students doing teaching practice in Spanish, Irish and New Zealand schools with high levels of parental support are likely to have good teaching practice experiences. The subsequent section presents a discussion on stakeholders' attitudes.

4.12.3 Stakeholders' attitudes

The study revealed that school administrators, qualified teachers, peers with and without disabilities, parents and self-attitudes influenced student teachers' implementation of inclusive education during teaching practice. This confirms the findings of a recent study by Vlachou et al. (2016:385), which established that stakeholders' attitudes influenced the inclusion of children with disabilities in schools. This attitudinal influence determines whether children with disabilities are included or excluded in regular schools and are likely to influence student teachers' experiences in the exploration of inclusive pedagogy during teaching practice. A study by Yeo et al. (2016:69) reports that qualified teachers' attitudes were consistently associated with the success of inclusive education. Following is a discussion on qualified

teachers' attitudes.

4.12.3.1 Qualified teachers' attitudes

It emerged from the current study that qualified teachers generally held positive attitudes towards the implementation of inclusive education. Qualified teachers' attitudes were perceived to be positive because children with disabilities were already enrolled in regular schools so they had no choice but to cope with the situation. According to Ojok and Wormnaes (2013:101), qualified teachers with positive attitudes were more likely to support than to oppose the inclusion of pupils with disabilities in regular schools, thereby exposing student teachers to good teaching practice experiences. The findings that qualified teachers held positive attitudes towards inclusion are in tandem with the theory of inclusive pedagogy which views teachers' positive attitudes as an important element in the development of inclusive education (Rouse & Florian, 2012:33). Positive attitudes by qualified teachers were reported in earlier studies in the UK (Avramidis et al., 2019:206; Avramidis & Norwich, 2002:134; Rae, Murray & Mackenzie, 2010:16); in Australia (Main et al., 2016:1277); in Ireland (Shelvin et al., 2013:1130); in Finland (Soloviita, 2019:433; Soloviita, 2020:270); and the Netherlands (Pijl, 2010:199), where mainstream teachers' attitudes towards inclusion were perceived to be positive. A positive attitude by qualified teachers towards the inclusion of children with disabilities has an impact on student teachers' perceived self-efficacy and subsequently their willingness to include children with disabilities during teaching practice (Main et al., 2016:1274).

Inversely, the study also revealed that some qualified teachers exhibited negative attitudes towards children with intellectual, emotional, and behavioural disorders. They were believed to prefer special schools for these children and felt teaching children with disabilities was the responsibility of specialist teachers. These negative attitudes by qualified teachers may be attributed to a lack of knowledge and skills to manage children with disabilities resulting in student teachers' unpleasant teaching practice experiences since the mentor might be ignorant. The link of qualified teachers' negative attitudes and poor pedagogies was reported in a recent study by Sharma et al. (2019:71) who linked poor teaching pedagogies with qualified teachers' negative attitudes. This is against the principles of inclusive pedagogy that advocates for positive attitudes by qualified teachers to develop the head (knowledge), hand (skill, or doing) and beliefs in all learners not just for some (Mukherjee, 2017:542). The findings on negative

attitudes of qualified teachers support an earlier Zimbabwean study by Chireshe (2011:162) where negative attitudes by teachers were reported as a cause of concern. Such negative attitudes by qualified teachers may hinder the progress of implementing inclusive education in schools which can affect student teachers attached to them for teaching practice resulting in student teachers' bad experiences. The following presents a discussion on student teachers' attitudes.

4.12.3.2 Student teachers' attitudes

It emerged from the study that student teachers started with negative attitudes during the initial stage of teaching practice that later became positive after interacting with children with disabilities.

This study also established that the interaction of student teachers with children who have disabilities during teaching practice resulted in positive attitudes and developed the need for inclusivity in student teachers. This finding confirms a previous study (Forlin & Chambers, 2011:30) where it was reported that Western Australian student teachers with opportunities for experiences with children who have disabilities raised student teachers' awareness of the need for inclusivity and developed positive attitudes in student teachers. The findings are in line with the theory of inclusive pedagogy which purports that the development of inclusive practice is facilitated to a large extent by positive student teachers' attitudes developed during teacher preparation.

This study also revealed that inclusive education content taught before student teachers' teaching practice positively influenced student teachers' attitudes during teaching practice (Lucas & Frazier, 2014:119; Forlin & Chambers, 2011:30). Such positive attitudes may result in student teachers developing high levels of comfortability in teaching children with disabilities in their classes during teaching practice in regular schools (Rouse & Florian, 2012:10).

The study further established that student teachers were comfortable and had positive attitudes when teaching children with hearing impairments (using hearing aids), who are gifted and talented and have physical and motor disabilities. Consequently, positive attitudes are likely to enable student teachers to develop self-efficacy in teaching children with disabilities during teaching practice. This confirms earlier studies by Ahsan and Sharma (2018:8), Sharma et al.

(2015:102) and Peebles and Mendaglio (2014:343) where Bangladeshi, Pakistani and Western Canadian student teachers were perceived to hold positive attitudes towards children with mild disabilities. However, comfortability in teaching “some” and not “all” children with disabilities is against the principle of inclusive pedagogy which discourages labelling learners according to their capacities as it would hinder the progress of other learners (Florian, 2014:290).

The study further revealed that, in some instances, student teachers held negative attitudes towards children with emotional and behavioural challenges and those with intellectual disabilities, as they were not comfortable teaching them. This confirms previous findings in Singapore (Thaver & Lim, 2014:1047), in Pakistan (Sharma et al., 2015:102) and in Brunei (Haq & Muatidia, 2012:2) where it was reported that student teachers were not comfortable towards the inclusion of children with sensory, behavioural and communication multi-disabilities. The negative attitudes of student teachers may be exacerbated by limitations in the acquisition of behaviour modification techniques during course work and a lack of learner support services which may cause stress and bad experiences for student teachers on teaching practice. Such results are in sharp contrast with the principles of inclusive pedagogy which advocate for student teachers to be equipped with adequate content on inclusive education and be provided with learner support so that they feel comfortable providing education for everyone and not for some and develop positive attitudes (Florian, 2019:290).

The study also established that, as a result of the student teachers’ negative attitudes, student teachers sometimes came back to colleges after teaching practice deployment for redeployment because they had been given a class with children who have disabilities. Furthermore, the study revealed that student teachers had negative attitudes towards workload increase as a result of having children with disabilities in their classes (Lason, Hirson, MacGraw & Bradshaw, 2020:63). Such negative attitudes by student teachers are likely to lead to the exclusion of children with disabilities in teaching and learning by student teachers during teaching practice. This is in sharp contrast with the theory of inclusive pedagogy that calls for a change in student teachers’ attitudes to avoid labelling some learners (Florian, 2014:287). This concurs with previous findings in Pakistan (Sharma et al., 2015:102), Singapore (Thaver & Lim, 2014:1047) and Pakistan and Brunei (Haq & Muatidia, 2012:2), where student teachers’ practising in mainstream classes were perceived to possess negative attitudes towards the inclusion of children with disabilities in their classes. The next section presents discussions on school administrators.

4.12.3.3 School administrators' attitudes

It emerged from the current study that school administrators were perceived to hold positive attitudes towards the implementation of inclusive education, as they were willing to enrol children with disabilities in studies in Ethiopia (Franck & Joshi, 2017:356), in South Africa (Motala et al., 2015:528) and in Turkey (Hamedoglu & Gungo, 2013:400) where it was reported that school administrators had positive attitudes towards the implementation of inclusive education by student teachers.

The current study further revealed that school administrators enrolled children who used hearing aids and those with low vision in schools and facilitated the building of ramps. This was noted as evidence of positive attitudes by school administrators. According to inclusive pedagogy, it is what school administrators do in schools that give meaning to the concept of inclusive education (Florian, 2009:554; Rouse & Florian, 2012:6) resulting in pleasant experiences for student teachers during teaching practice. Positive administrators' attitudes towards the inclusion of children with disabilities were also reported in earlier studies in South Africa and Ghana (Motala et al., 2015:528; Kuyini & Desai, 2007:10).

It also emerged from the study that some school administrators held negative attitudes towards some children with other disabilities such as deafness but preferred those with mild impairments. It was established that some children with disabilities who were enrolled in regular schools were seen roaming about the school and that school administrators were doing nothing about it. Schools were also not investing in renovating infrastructure that facilitated inclusivity. Such negative attitudes were exacerbated by a lack of support from the Ministry of Primary and Secondary Education. The lack of proper and adequate infrastructure was reported to be a contributing factor to negative attitudes (Sharma et al., 2019:71). Such findings are against the principles of inclusive education which calls for positive attitudes by school administrators so that the schools can provide for all and not for some learners. The perceived negative attitudes by school administrators are likely to derail the process of developing inclusive education practices and deprive student teachers of good teaching practice experiences. The above findings confirm a previous related study by Khochen and Radford (2012) where it was reported that Lebanese school administrators held negative attitudes about including children with social, emotional and behavioural disabilities and children described as having mental difficulties, as well as those with low incidence disabilities.

Besides school administrators' attitudes, Lui et al. (2015:1052) postulate that parents' attitudes are key to the implementation of inclusive education. The subsequent section discusses findings on perceived parents' attitudes.

4.12.3.4 Parents' attitudes

It emerged from the current study that parents held positive attitudes towards the inclusion of children with disabilities in regular schools and that parents of children with disabilities supported their children leading to good teaching practice experiences for student teachers. Earlier Zimbabwean studies by Majoko (2017:9) and Kuyayama (2011:159) reported that Zimbabwean parents, who were perceived to hold positive attitudes, supported the implementation of inclusive education. According to Black-Hawkins and Florian (2012:579), inclusive pedagogy views positive parental attitudes as key to the inclusion of their children with disabilities. Student teachers on teaching practice are likely to work collaboratively with parents who have positive attitudes during the teaching and learning process of children with disabilities. Findings on positive attitudes by parents were reported in recent studies in Hong Kong (Lui et al., 2015:1052), Scotland (Sosu & Rydzewska, 2017:15) the Netherlands (De Boer & Munde, 2015:183) and Jordan (Al-Dababneh et al., 2017:375; Abu-Hamour & Al-Hmouz, 2014:574).

The study further established that parents of children without disabilities were not ready to accept children with behavioural problems and intellectual disabilities because they believed their children without disabilities were insecure around such peers. Such negative attitudes by parents deprive student teachers of exposure to children with different disabilities during teaching practice as a result of parents' refusal of their children from attending schools. Lack of acceptance by parents in the communities may be attributed to their lack of knowledge on inclusive education and its benefits. Parents with such negative attitudes are unlikely to support inclusive praxes in schools, which may lead to labelling and stigmatisation of children with disabilities and is unlikely to encourage student teachers to explore inclusive pedagogy during teaching practice. The findings on parents' negative attitudes concur with previous studies in Kuwait (Mutabbakan & Callinan, 2020:1298), Germany (Angelica & Shwab, 2019:12) and Zimbabwe (Chimhenga, 2014:117) where parents' attitudes towards the inclusion of children with behavioural disorders, intellectual challenges and those with learning disabilities were perceived to be negative. Following is a discussion on peers' attitudes.

4.12.3.5 Peers' attitudes

It emerged from the current study that peers without disabilities generally held positive attitudes towards their peers with disabilities as they were willing to make friends and were observed playing games together and not isolating their peers. Peers with positive attitudes are likely to support their peers with disabilities during their learning process by giving them opportunities to participate meaningfully in learning activities, resulting in positive student teachers' experiences. The findings confirm a recent study by Olsson et al. (2017:14) where positive attitudes and behaviours by Swedish children had a significant impact on their counterparts with disabilities in inclusive environments. Hence, student teachers teaching such classes are likely to enjoy their teaching practice and the exploration of inclusive pedagogy, in line with the theory of inclusive pedagogy which recommends positive attitudes by peers without disabilities (Black-Hawkins & Florian, 2012:576). Findings on positive attitudes held by peers confirm earlier studies in the Netherlands, Norway and Greece where children without disabilities with positive attitudes showed more willingness to interact with peers with disabilities in free play (Asbjornslett et al., 2015:207; Bebetos et al., 2013:215).

The study further revealed negative attitudes by some peers without disabilities towards peers with disabilities participating in group work and class activities, because they believed their peers were less able. Such negative attitudes by peers without disabilities make it difficult for student teachers to explore inclusive pedagogy during teaching practice, contrary to the theory of inclusive pedagogy which calls for positive attitudes from peers to facilitate the implementation of inclusive education by student teachers. The above findings concur with a study in Norway and Finland where the participants reported that peers with disabilities who were not accepted by their peers in regular classes ran the risk of developing low self-esteem (Asbornett et al., 2015:207; Katja, 2018:254; Pijl & Frostad, 2010:93). The subsequent section presents discussions on policy and legislation.

4.12.4 Availability of policy and legislation

According to Majoko (2018:58), the availability of legislation and policy on inclusive education establishes procedures and practices throughout the education system that are likely to facilitate the inclusion of children with disabilities. The fourth objective sought to explore student teachers' experiences on the perceived impact of the clarity of policy and legislation on the implementation of inclusive education in primary schools. The subsequent section

presents a discussion on the availability of policy and legislation in schools.

4.12.4.1 Availability of policy and legislation in schools

It emerged from the study that policies and legislations available in schools comprised the Zimbabwe Education Act of 1987 (as revised in 2006), Nziramanga (1999), Circular P36 of 1990 and the Secretary's Circular 3 of June 2019. The findings on the availability of legislation were reported in previous Zimbabwean studies by Chireshe (2013:118) and Chimhenga (2013:118). The availability of policy and legislation in Zimbabwean schools is likely to expose student teachers to different inclusive practices during teaching practice. According to the principles of inclusive pedagogy, student teachers' knowledge about legislation and policy related to inclusion improves their levels of confidence in becoming an inclusive teacher during teaching practice and after qualifying (Forlin & Chambers, 2011:28).

The study further revealed that, although policies and legislation were available in some schools, student teachers on teaching practice were not aware of these. Consequently, they were likely to find themselves denying educational access to children with disabilities in their classes, resulting in unpleasant experiences by student teachers. Findings of the lack of knowledge about policies and legislation by the student teachers are in sharp contrast with a previous study by Thompson et al. (2015:123) where Canadian student teachers were reported to be aware of inclusive policies in schools. Canadian student teachers who are knowledgeable about inclusive policies and legislations are likely to adhere to the Canadian national policies and legislation of inclusive services and enjoy their teaching practice. This is in tandem with the theory of inclusive pedagogy which postulates that the success of inclusive education depends on knowing policies and legislation during teacher preparation (Florian & Spratt, 2013:122).

The study also revealed that the available policies and legislations were not clear about inclusive education service provisions in regular schools. This is likely to result in student teachers responding differently to the implementation of inclusive education leading to bad student teachers' experiences. Findings on the lack of clarity in legislation and policy on inclusive education confirm recent studies in Zimbabwe (Chitiyo et al., 2017:20; Chireshe, 2011:162) where it was reported that Zimbabwean legislation and policies failed to articulate their intentions which resulted in a confusing system. Inversely, the findings are in sharp

contrast to comprehensive and clear Italian, Spanish, Irish, English and Canadian legislation and policies on inclusive education and its implementation (Ferri, 2017:15; De Luis, 2016:165; Smyth et al., 2014:433; Smith, 2014:3982; Norwich, 2014:404; Thompson et al., 2015: 123). Student teachers on teaching practice in the above-mentioned countries are likely to have good teaching practice experiences as a result of clarity of policies and legislation. Following is a discussion on the impact of policy and legislation.

4.12.4.2 The impact of policy and legislation

It emerged in the study that Zimbabwean inclusive education policies had made a positive impact on the implementation of inclusive education. Stakeholders' attitudes became positive because of the availability of inclusive education policies and schools were enrolling more children with disabilities. This change in attitudes was evidenced by the building of ramps and pathways thereby facilitating the interaction of student teachers during teaching practice with children who have several disabilities. Such positive attitudes developed by stakeholders are likely to influence positive attitudes by student teachers on teaching practice to accept the responsibility for improving learning and participation for all children taking into account there are differences among them, in line with the theory of inclusive pedagogy (Rouse & Florian, 2012:11). The findings on adequate infrastructure, resulting from positive school administrators' attitudes, as a result of policy and legislation, contradict a recent finding where inadequate infrastructure was reported to be the inhibiting factor in the implementation of inclusive education by student teachers (Sharma et al., 2019:71). In this case, student teachers on teaching practice are unlikely to enjoy their teaching practice because of a lack of accessibility for children with disabilities in schools.

It also emerged from the study that, although policy and legislation impacted positively in some urban schools, a negative impact was noted in some rural schools where there are narrow doors and a lack of ramps. Poor physical infrastructure may be the result of poor funding in schools. Student teachers practising in such schools are likely to be deprived of exploring inclusive pedagogy because children with disabilities may fail to access the classrooms and other school facilities. The findings on poor physical infrastructure support a related study by Ackah-Jnr and Danso (2019:201), where it was reported that, in Ghana, the physical environment in inclusive schools did not generally foster free movement for children with disabilities even though policies were available. The physical environment of schools defines whether all

children are physically and functionally included or excluded from school programs by student teachers during teaching practice. The subsequent section presents discussions on strategies that can be employed to improve teacher preparation for inclusive education.

4.12.5 Strategies to improve teacher preparation for inclusive education

The fifth sub-research question sought to establish strategies that can be used by teacher educators to effectively prepare student teachers for the implementation of inclusive education during teaching practice. Student teachers in the study suggested three main strategies: an increase in content on inclusive education, schools' visits and workshops and the setting up of disability centres in teachers' colleges. Next is a discussion on the increase in content.

4.12.5.1 Increase on inclusive education content

It emerged from the study that in-depth content on inclusive education for teacher educators in preparation for student teachers' teaching practice experiences was one of the key strategies. It was advised that student teachers be equipped with the practical skills in braille and sign language (Andre & Danladi, 2016:37) to ensure that their attitudes and approaches do not prevent children with disabilities from gaining equal access to the regular school curriculum. According to Kurniawati (2014:319), student teachers' readiness and willingness to teach inclusive classes are determined by their preparation, hence student teachers' suggestion that they should be accorded with adequate content.

It was further suggested that inclusive education and inclusive pedagogy content be taught across the PSB subjects (a teacher education component responsible for teaching content, syllabus interpretation and methodology of subjects that are in the national curriculum), and that students be taught how to employ inclusive pedagogy in all subjects (Walton & Ruszyak, 2017:237). Chireshe (2011:159) noted that the present Zimbabwean teacher education curriculum did not meet the needs of children with disabilities, that inclusion affected the teaching methods and that not all teachers could handle an inclusive class. Inclusive pedagogy across the teacher education curriculum is likely to enable student teachers to apply inclusive pedagogy in all the subjects they teach in schools during teaching practice, thereby resulting in the inclusion of all children and good teaching practice experiences. Following is a discussion on visits and workshops.

4.12.5.2 Visits and workshops

Engaging student teachers in visits to inclusive classrooms, special classes, resource rooms, and special schools before and during teaching practice was another strategy suggested in the study. Exposure to such inclusive education services would enable student teachers to relate their theory to practice and build their confidence and comfort for teaching children with disabilities during teaching practice. Browell et al. (2005:245) note that carefully planned coursework and fieldwork that emphasises the needs for an inclusive class is in tandem with the theory of inclusive pedagogy which recommends that teacher education programmes be designed to support student teachers engaging in critical and reflective field visits to benefit their experiences in schools (Rouse & Florian, 2012:13).

The study also revealed that student teachers need to continuously engage in teaching practice workshops. It was recommended that the workshops be done collaboratively with school administrators so that the colleges and schools have one voice when supervising student teachers on teaching practice in inclusive classes. This would assist in the monitoring and evaluation of student teachers' experiences by teacher education trainers (Magudu & Gumbo, 2018:120). School administrators added that the workshops should include the content of lesson preparation for inclusivity. Collaborative workshops would enable colleges to deploy their student teachers to schools that have inclusive classes. Next is a discussion on the setting up of disability centres.

4.12.5.3 Setting up of disability centres

It was suggested that teachers' colleges set up well-equipped disability centres, where student teachers would interact with material and equipment used by persons with disabilities to help student teachers acquire skills in the use of assistive devices, develop classroom adaptive skills during teaching practice and prepare them successfully for inclusive education (Zhang et al., 2018:95). Enrolment of more persons with disabilities and recruiting specialist lecturers in special needs and inclusive education to manage disability centres was one of the strategies recommended in line with the theory of inclusive pedagogy which encourages teacher educators to use specialist knowledge in different disability categories to help student teachers acquire inclusive pedagogical skills to respond to individual differences during whole-class teaching (Rouse & Florian, 2012:6).

4.13 CONCLUSION

This chapter presented, analysed and discussed results and findings for a concurrent mixed methods study, guided by the sub-research questions and objectives posed in Chapter 1. The first part presented data from the quantitative strand, the second from the qualitative strand and the third part discussed data from both strands through triangulation and meta-inferences. It emerged in the study that student teachers had limited content on inclusive education as a result of the structure of teacher preparation. Student teachers had very little support from stakeholders but mentor support was more pronounced than SPS/SNE personnel. Stakeholders' attitudes influenced student teachers' attitudes and the implementation of inclusive education. Student teachers were generally not comfortable teaching all children with disabilities. The study revealed that policies and legislation on inclusive education in Zimbabwe were available but not comprehensive and that student teachers were not familiar with them. Student teachers suggested the addition of inclusive education content in teacher education curricula, school visits before teaching practice, continuous workshops during teaching practice and the establishment of disability centres as strategies to improve their teacher preparation. The subsequent chapter presents the summary, conclusions and recommendations of the study.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This study sought to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools to improve student-teacher preparation for inclusive education. In the current chapter, the problem and its context are reiterated. A review of the problem and its context, summary, conclusions and recommendations are given and a model is proposed for teacher education trainers to effectively prepare students for the teaching practice experiences in primary schools. Following is a recap of the problem and its context.

5.2 A REVIEW OF THE PROBLEM AND ITS CONTEXT

Inclusive education is affirmed in the Salamanca statement as the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all (UNESCO, 1994:11; Zimbabwe, 2015:101; UNESCO, 2015c:23; Avramidis et al., 2019:4960). Chapter 1 established that there was a significant number of children with disabilities internationally, in the African sub-Saharan region and Zimbabwe, who are accessing their education in regular schools (Avramidis et al., 2019:4960; UNESCO, 2020:20; Majoko, 2018:344; Chitiyo et al., 2017:45). It was also revealed that Zimbabwe has several pro-inclusion policies and legislation, including the Zimbabwean Education Act of 1987 (as revised in 2006), the Constitution of Zimbabwe Amendment (No. 20) Act of 2013, section 75 (Majoko, 2018:345), and the Zimbabwean Disabled Persons Act of 1996, which have resulted in children with disabilities being educated in regular schools (Ministry of Primary and Secondary Education, 2015:2; Chitiyo et al., 2017:45), where student teachers meet them during teaching practice.

Chapter 1 established that the University of Zimbabwe Department of Teacher Education, in association with teachers' colleges, trains the majority of teachers in Zimbabwe, and that these student teachers engage in teaching practice in regular schools as part of their preparation (Majoko, 2018:3443; University of Zimbabwe, 2015:15; University of Zimbabwe, 2004). Through teaching practice, student teachers teach children with disabilities before entering the

teaching profession (Mangope et al., 2018:20; Forlin, 2012:6; Chireshe & Chireshe, 2010:511). Hence, the study investigated student teachers' experiences in implementing inclusive education during teaching practice.

Previous research studies on student teachers' experiences were carried out in Canada, (Avramidis et al., 2019:4959; Loreman, 2014:469), Australia, Canada, Hong Kong, and Singapore (Sharma et al., 2015:105), Australia (Mackay, 2016:394), the UK (Avramidis et al., 2019:4960; Wilde & Avramidis, 2011:83), Singapore (Yeo et al., 2016:79), Nigeria (Eleri, 2013:12), Columbia (Harvey et al., 2010:30) and South Korea (Kim, 2016:2477). The above studies revealed that bad student teachers' experiences were exacerbated by a lack of self-efficacy in applying inclusive pedagogy during teaching practice. This may be attributed to the limitations in different levels of support, stakeholders' attitudes and availability, and the lack of clarity of policy and legislation.

As indicated in Chapter 1, although Zimbabwean studies focused on the inclusion of children with disabilities (Chimhenga, 2016b:239; Majoko, 2015:1; Majoko, 2018:2; Chireshe, 2011:157), to the best of the researcher's knowledge, they did not investigate student teachers' experiences in implementing inclusive education during teaching practice in regular schools. Hence, the study investigated student teachers' experiences to assist teacher educators in preparing student teachers for teaching experiences in regular schools. The next section presents a summary of the literature review.

5.3 SUMMARY OF FINDINGS FROM RELATED LITERATURE

This section presents the summary of findings from literature on the following subheadings, which were derived from the study's sub-research questions: teacher preparation, levels of support, stakeholders' attitudes and the availability of policy and legislation.

5.3.1 Teacher preparation

This section summarises the review of related literature on the content taught to student teachers and the structure of teacher preparation.

5.3.1.1 Content taught during teacher preparation

Reviewed literature shows that basic knowledge on disabilities, skills on inclusive education,

understanding the needs of children with disabilities and inclusive pedagogical skills, such as UDL and development of inclusive lesson plans including children with disabilities was taught to student teachers globally and in Zimbabwe (Kim, 2016:2477; Walton & Rusyak, 2017:23; Majoko, 2018:7; Mavarro et al., 2016:17; Nkestia et al., 2016:6). It was also revealed in the literature that student teachers' confidence levels in their ability to teach children with disabilities during teaching practice increased as a result of the content on disability issues (Oyetero et al., 2018:132; Kim, 2016:2477; Nketsia et al., 2016:2).

Next is a presentation on the literature summary of the structure of teacher preparation.

5.3.1.2 The structure of teacher preparation

Reviewed literature shows that, globally, student teachers enrol for a three or four-year teacher preparation programme, combining coursework and teaching practice leading to certification by Diploma, Bachelor's degrees or Master's degrees. Student teachers engage in teaching practice concurrently with university coursework which has improved student teachers' self-efficacy during teaching practice (Forlin, 2019:271; Peebles & Mendaglio, 2014:133). The reviewed literature also revealed that, in Zimbabwe, student teachers are engaged in a three-year 2-5-2 programme leading to a Diploma in Education, which includes coursework and teaching practice experiences in inclusive classes (Chitiyo et al., 2017:45; University of Zimbabwe, 2015; Dube, 2015:96).

Following is a presentation on the literature summary on the levels of support and the implementation of inclusive education.

5.3.2 Levels of support and the implementation of inclusive education

The section summarises literature on the levels of support rendered to student teachers during teaching practice by mentors, school administrators, SPS/SNE personnel and parents.

5.3.2.1 Levels of support rendered by mentors

It was revealed in the reviewed literature that student teachers' experiences are affected by different levels of support rendered by qualified teachers and specialist teachers who are student teachers' mentors during teaching practice (Singh et al., 2018:60; Forlin & Chambers, 2011:17). Mentoring relationships helped student teachers become more inclusive and

increased the participation of children with disabilities in regular schools, resulting in student teachers having good experiences in classes (Florian & Black-Hawkins, 2017:230; Angelides & Mylordou, 2011:539).

Next is a presentation on the literature summary on levels of support by school administrators.

5.3.2.2 Levels of support rendered by school administrators

Reviewed international literature revealed the availability of different levels of support rendered to student teachers by school administrators. Though not adequate, the levels of support led to an increase in the enrolment of children with disabilities in regular schools, thereby exposing student teachers to diverse children with disabilities during teaching practice (Holmberg & Jeyapathanban, 2016:130; Paseka & Schwab, 2020:135). The reviewed literature further showed that school administrators could not give meaningful support as a result of a knowledge gap in inclusive education and the ideal support services. This resulted in student teachers having bad experiences during teaching practice (Materecha, 2018:11; Musengi & Chireshe, 2012:22). Zimbabwean literature highlighted the lack of support in terms of material resources by Zimbabwean school administrators during student teachers' teaching practice (Majoko, 2018:14; 2019:10; Chireshe, 2011:162; 2013:8; Musengi & Chireshe, 2012:162).

Next is a literature summary of levels of support rendered by SPS/SNE personnel.

5.3.2.3 Levels of support rendered by SPS/SNE

International literature reviewed revealed that student teachers and schools received support from SPS/SNE personnel, such as the educational psychologist, speech therapist, occupational therapist and remedial tutors. Such SNE/SNE support services were vital in the inclusion of children with disabilities and good student teachers' experiences during teaching practice in tandem with the theory of inclusive education which recommends support of the SPS/SNE in the inclusion of children with disabilities (Rouse et al., 2017:390; Winter & Bunn, 2019:70; Engelbrecht et al., 2016:520; Shelvin et al., 2013:1128). Although literature revealed the availability SPS/SNE services, in Zimbabwe, these services providers were not reaching out to schools and were not known to student teachers (Nkoma & Hay, 2018:554; Ncube et al., 2015:14). A lack of such services deprives student teachers of assessment procedures to

facilitate the inclusion of children with disabilities and the enjoyment of teaching practice. Following is a presentation on the literature summary on levels of support rendered by parents.

5.3.2.4 Levels of support rendered by parents and the implementation of inclusive education

International and Zimbabwean literature reviewed shows that parents are significant in the inclusion of their children with disabilities in regular schools and were empowered to contribute to the assessment of their children with disabilities and provided with assistive devices and other essentials (UNESCO, 2020:183; Yu, 2019:10; Arrazona & Bozalongo, 2015:135; Ford et al., 2016:850). Student teachers teaching children with disabilities with parental support were likely to enjoy teaching practice. Although international literature shows parental support, the literature reviewed from sub-Saharan Africa revealed limitations in parental support regarding the inclusion of their children with disabilities in regular schools (Annor et al., 2019: 33). Such limitations in parental support are likely to lead to bad student teachers' experiences. Next is a presentation on the literature summary on stakeholders' attitudes.

5.3.3 Stakeholders attitudes

This section presents an international and Zimbabwean literature summary on stakeholders' attitudes.

5.3.3.1 Qualified teachers attitudes

Reviewed international and Zimbabwean literature revealed that qualified teachers had positive attitudes towards the inclusion of children with disabilities. This had a positive impact on student teachers' self-efficacy and their willingness to include children with disabilities in their classes during teaching practice (Avramidis et al., 2019:14; Frank & Josh, 2017:3561; Sharma et al., 2017:3561). However, qualified teachers held negative attitudes towards children with intellectual, emotional and behavioural disorders. Such negative attitudes by qualified teachers who are also mentors to student teachers are likely to cascade to student teachers during teaching practice (Mukherjee, 2017:542; Sharma et al., 2019:71; Majoko, 2018:36; Chitiyo et al., 2017:57). Next is a presentation on the literature findings on student teachers' attitudes.

5.3.3.2 Student teachers' attitudes

International and Zimbabwean literature reviewed revealed that student teachers' attitudes were critical in the inclusion of children with disabilities in regular schools (Avramidis et al, 2019:50; Florian, 2019:290; Sokal & Sharma, 2017:753; Tindall et al, 2015:212). The inclusive education course taught during course work resulted in student teachers' positive attitudes and good teaching practice experiences. However, reviewed literature also shows that student teachers in teaching practice held negative attitudes towards children with sensory, behavioural and communication disorders (Florian, 2019:290; Sokal & Sharma, 2017:753; Subban & Mahlo, 2017:441; Majoko, 2016a:1; 2018:12; Chireshe, 2012:162) Following is a presentation on the literature summary on the school administrators' attitudes.

5.3.3.3 School administrators' attitudes

The reviewed related literature revealed that school administrators were key to the inclusion of children with disabilities and student teachers' experiences during teaching practice (Paseka & Schwab, 2020:264; Wanda, 2016:36). Positive attitudes by school administrators led to the improvement of infrastructure and an increase in the enrolment of children with disabilities, thereby exposing student teachers to good inclusive education practices (Wanda, 2016:36). However, literature reviewed also established that school administrators held negative attitudes towards the inclusion of children with severe disabilities, which has a negative impact on student teachers' experiences during teaching practice (Sharma et al., 2019:71; Khochen & Radford, 2012). Next is a literature summary on parents' attitudes.

5.3.3.4 Parents' attitudes

Reviewed related literature revealed that parents' attitudes have a significant role in the inclusion of children with disabilities and student teachers' experiences during teaching practice (Yu, 2019:10; Al-Dababneh et al., 2017:3). Literature reviewed further revealed that, generally, parents held positive attitudes towards the inclusion of children with disabilities as they agreed with the overall perspective of inclusive education and believed children with disabilities would benefit from inclusive education whilst other parents held negative attitudes towards children with severe disabilities (Yu, 2019:12; Albuquerque et al., 2019:369; Sosu & Ryzewska, 2017:15; Al-Dababneh et al., 2017:3 Majoko, 2019:920; Magumise & Sefotho, 2020:552;). Such parents with positive attitudes are likely to support student teachers on

teaching practice, enhancing good teaching practice experiences. Next is the presentation of a literature summary on peers' attitudes.

5.3.3.5 Peers' attitudes

Literature reviewed revealed that peers without disabilities generally held positive attitudes towards the inclusion of their counterparts with disabilities in regular schools as they included them in social play. However, literature revealed that peers without disabilities held negative attitudes towards children with disabilities making it difficult for student teachers to explore inclusive pedagogical skills during teaching practice (Olsson et al., 2017:14; Katja, 2018:254; Sagun-Ongtangco et al., 2019:2; Woodgate, Gonzalez, Demczuk & Snow, 2018:65).

The following section presents the literature summary on the availability of policy and legislation.

5.3.4 Availability and clarity of policy and legislation

It was revealed in the reviewed literature that policy and legislation gave direction to the successful implementation of inclusive education by student teachers during teaching practice (De Bruin, 2019:811; Schuelka, 2018:52; (Ackah-Jnr & Danso, 2019:201; Sharma et al., 2019:71). Studies revealed that the majority of developed countries' inclusive education and policy provisions were clear and specific, hence student teachers practising in such countries had good teaching practice experiences (Woodgate, Gonzalez, Demczuk & Snow, 2018; Hardy & Woodcock, 2015:441). Zimbabwean literature revealed that policies and legislation on the provision of special needs education in schools were available but lacked a binding policy on inclusive education that led to bad student teachers' experiences in implementing inclusive education during teaching practice (Chitiyo et al., 2017:2; 2015:55; Chireshe, 2012:162; 2013:1).

The subsequent section presents a summary of the research methodology.

5.4 SUMMARY OF RESEARCH METHODOLOGY

Informed by the post-positivist paradigm, the researcher used a mixed-methods approach to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. Data were generated using both quantitative and

qualitative approaches, employing a concurrent mixed methods design. A total sample of 642 respondents comprising student teachers, teachers' college lecturers, and school administrators was randomly and purposely selected for the study. Questionnaires, in-depth interviews, and non-participant observations were used to collect data. Descriptive statistics, inferential statistics, content analysis observation checklists, and visual analyses of pictures used in this thesis were used to analyse generated data.

The following section presents a summary of the findings.

5.5 SUMMARY OF THE FINDINGS

This section summarises the research findings in light with the sub-research questions and objectives in Chapter 1.

5.5.1 Sub-research question 1: To what extent are student teachers prepared for the implementation of inclusive education in primary schools?

The study revealed that student teachers were generally taught content on visual impairment, hearing impairment, and sign language that was likely to result in student teachers developing self-efficacy in teaching children with disabilities during teaching practice. Inversely, the study revealed that the content taught was inadequate and that student-teachers were not taught content on the management of children with physical and motor as well as behavioural disorders, braille, and curriculum differentiation. Such inadequacy of inclusive education content results in student teachers struggling to apply inclusive pedagogy that caters to all children, including those with disabilities, in their classes, leading to bad experiences during teaching practice.

The study further established that student teachers used pedagogy, such as fieldwork, mixed group strategies, adaptations of learning materials as well as preferential seating for children with low vision during teaching practice. However, student teachers experienced difficulties in curriculum differentiation. Inclusive pedagogy was not reflected in their lesson plans, thus student teachers applied inclusive pedagogy by default during lesson delivery, resulting in bad teaching practice experiences.

It also emerged from the study that student teachers were enrolled in a three-year, 2-5-2 programme where student teachers learned theories on Professional Studies and inclusive

education and later engaged in teaching practice. The combination of theory and teaching practice had a positive impact on student teachers' teaching practice experiences. The study further established that, during course work, inclusive education was taught as a slot on the Professional Studies and Theory of Education syllabus and not covered in the whole teacher education curriculum. This deprives student teachers of application on inclusive pedagogy in different subject areas covered in the Zimbabwean primary national curriculum during teaching practice.

The subsequent section presents a summary of the findings for sub-research question 2.

5.5.2 Sub-research question 2: What is the level of support rendered to student teachers for effective implementation of inclusive education during teaching practice in primary schools?

The study established that student teachers were rendered support by mentors in the form of orientation to children with disabilities and counselling. Student teachers were not supported by specialist teachers in schools. The study revealed that school administrators supported student teachers by providing material resources although not specific to children with disabilities. Hence, student teachers had to find teaching materials suitable for their classes with children who have disabilities during teaching practice, resulting in bad experiences.

The study established that SPS/SNE personnel were not supporting student teachers on teaching practice and that their services were not known. SPS/SNE personnel did not work collaboratively with schools. A lack of such important services deprives student teachers of knowledge on the assessment and learning adaptations for children with disabilities during teaching practice, thus resulting in unpleasant teaching practice experiences.

The study revealed that parents support their children with disabilities to a minimum extent, as they could not provide assistive devices for their children and lacked financial resources to send their children for assessment. The present study also revealed that parents could not decide on the education of children with disabilities. Hence, student teachers found it difficult to teach children with disabilities who have not been assessed and without assistive devices during teaching practice, resulting in bad student teachers' experiences.

The following section presents a summary of the findings for sub-research question 3.

5.5.3 Sub-research question 3: What are student teachers' experiences with the stakeholders' attitudes and the implementation of inclusive education in Zimbabwean primary schools?

The study established that school administrators, qualified teachers, peers, parents, and self-attitudes influence student teachers' attitudes and experiences during teaching practice. Qualified teachers were perceived to hold positive attitudes towards children with disabilities, although some held negative attitudes towards children with intellectual and behavioural disorders. Consequently, student teachers had mixed feelings towards including children with disabilities.

The study also revealed that student teachers started with negative attitudes at the beginning of the course but that later, during teaching practice, they developed positive attitudes as a result of interactions with children with disabilities. The study further revealed that an inclusive education course positively influences student teachers' attitudes, as they were comfortable teaching children who use hearing aids, were gifted and talented and had physical and motor disabilities over other disability categories during teaching practice. Inversely, the study established that negative attitudes were exhibited by student teachers when they returned to college for re-deployment because they were allocated a class with children who have disabilities, resulting in bad experiences.

The study further established that school administrators generally held positive attitudes because of the obligations they have as a result of the policy. School administrators held positive attitudes towards children with mild disabilities. This inhibited student teachers from exposure in a class with a diversity of children with disabilities during teaching practice.

It was further revealed that school administrators held negative attitudes towards children who are deaf and preferred special schools for them. Consequently, this kind of negative attitude of school administrators deprives student teachers during teaching practice from experiences of teaching children who are deaf, resulting in bad teaching practice experiences.

The study revealed that parents held positive attitudes towards the inclusion of children with disabilities in schools. However, parents of children without disabilities held negative attitudes towards children with behavioural problems, as they were concerned about their children's safety. Such negative attitudes deprive student teachers of the exposure to children with different disabilities during teaching practice.

The study established that peers without disabilities held positive attitudes toward their peers with disabilities. However, some peers displayed negative attitudes by denying their counterparts with disabilities from participating in group activities. Such negative attitudes by peers without disabilities make it difficult for student teachers to explore inclusive pedagogy during teaching practice, resulting in bad experiences.

The next section presents a summary of the findings for sub-research question 4.

5.5.4 Sub research question 4: What are student teachers' experiences on the impact of the availability and clarity of policy and legislation and the implementation of inclusive education in primary schools?

The study revealed that the Zimbabwean Education Act of 1987 (as revised in 2006), Nziramasanga Commission report (1999), Circular No. P36 of (1990) and the Secretary's Circular No. 3 June of 2019 were available in schools. This exposed student teachers to inclusive education practices during teaching practice. The study further established that, although policies were available in schools, they were not clear on inclusive education provisions, resulting in bad student teachers' experiences, as they are likely to break the law without knowing it. The study also revealed that Zimbabwean policy and legislation had made a positive impact on stakeholders' attitudes and consequently on student teachers' experiences. The policies had resulted in the increase of children with disabilities in regular schools and the renovation of infrastructure in urban schools and some rural schools, thereby facilitating the interaction of student teachers during teaching practice with children who have several disabilities which is key to teacher preparation for inclusive education.

It further emerged from the study that, although stakeholders' attitudes had changed as a result of policy and legislation, some schools still had not renovated their infrastructure. Student teachers practising in such schools are deprived of exploring inclusive pedagogy because children with disabilities may fail to access the classrooms and other school facilities.

The subsequent section presents a summary of the findings for sub-research question 5.

5.5.5 Sub research question 5: What strategies can be employed for teacher education trainers to effectively prepare students for implementing inclusive education during teaching practice?

Several strategies for teacher trainers to effectively prepare student teachers for experiences in implementing inclusive education during teaching practice emerged in the present study. They included an increase in inclusive education and pedagogy content during course work and that inclusive education content is taught across the teacher education curriculum. It also emerged in the study that student teachers should be accorded the opportunity to visit inclusive and special classes, resource rooms and special schools before teaching practice deployment. It was suggested that continuous teaching practice workshops be done collaboratively with school administrators during the teaching practice period. Setting up of disability centres at teachers' colleges was also another recommendation.

The following section presents the conclusions.

5.6 CONCLUSIONS

The study was undertaken to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean Primary schools. From the study, it can be concluded that student teachers were not adequately prepared for inclusive teaching practice experiences in regular schools because of the inadequacy of content on inclusive education and pedagogy. Hence, student teachers could not apply inclusive pedagogy effectively during teaching practice, leading to bad teaching practice experiences.

Another conclusion from the study was that student teachers received minimum support from their mentors, school administrators, parents and the SPS/SNE personnel. This inhibits student teachers from developing self-efficacy during the implementation of inclusive education during teaching practice.

It can further be concluded that stakeholders held positive attitudes towards children with mild disabilities but preferred special schools for those who are deaf or who have behavioural and emotional disabilities. As a result, student teachers were not exposed to children who are blind, deaf or had severe disabilities during teaching practice, depriving them of good teaching practice experiences during the implementation of inclusive education.

It can also be concluded that Zimbabwe did not have clear legislation and policies in inclusive education, but had policies that regulated the inclusion of children with disabilities in schools, exposing student teachers to good teaching practice experiences. It can further be concluded that the positive impacts of policies and legislations have been noted in urban schools but not in rural schools as they did not have ramps and user-friendly infrastructure.

The subsequent section presents the recommendations of the study.

5.7 RECOMMENDATIONS

Based on the findings of the study, two of the major barriers to the implementation of inclusive education by student teachers on teaching practice are a lack of binding policies on teacher preparation for inclusivity and the implementation of inclusive education in regular schools. The following recommendations on policy and practice are made by the researcher:

5.7.1 Policy and legislation

Although the implementation of inclusive education is hinged on the Zimbabwean Act of 1987 (amended in 2006), and other policies that regulate the inclusion of children with disabilities in regular schools, the Ministry of Higher and Tertiary Education, Science and Technology Development of Primary and Secondary Education could have a binding policy on the training of teachers and the implementation of inclusive education. The availability of such regulatory legislation and policy would help develop teachers' positive attitudes and competences in teaching inclusive classes.

Teacher preparation institutions, as custodians of teacher preparation, who are empowering student teachers with professional development could improve their teacher preparation praxes if they are regulated by policies which mandate the teaching of inclusive pedagogy to student teachers in preparation for a teaching practice experience. Such a regulatory framework should cut across teacher preparation curricula.

The Ministry of Primary and Secondary Education has an SPS/SNE department responsible for assessment and placement of children with disabilities. This department would be more effective if it is regulated by policies that allow the department to work collaboratively with teacher preparation institutions in preparing student teachers for teaching practice in regular

schools.

5.7.2 Recommendations for practice

5.7.2.1 Teacher preparation

If teacher trainers would review teacher education curricula in tandem with inclusive pedagogy, teacher training institutions would produce inclusive education teachers who are ready for teaching experiences in inclusive classes. It is also recommended that teacher training institutions establish disability centres for the support of inclusive education within and outside college premises. Teacher training institutions could recruit a significant number of special and inclusive education lecturers to assist in the teaching of the management of different categories of disabilities across the teacher education curricula for student teachers to be ready for student teachers' practice.

5.7.2.2 School administrators

The implementation of inclusive education praxes by student teachers would improve if school administrators and teacher trainers engaged in collaborative staff development on inclusive education and teaching practice supervision. The inclusion of student teachers in national, provincial, district and school workshops on inclusive education by school administrators would expose student teachers to the contemporary pedagogy on inclusive education.

5.7.2.3 Qualified teachers' practice

Although qualified teachers, as mentors of student teachers on teaching practice, are rendering support to student teachers, their mentorship would improve if they engaged in staff development on inclusive education and pedagogy so that they can guide student teachers on teaching practice.

The subsequent section presents the proposed teacher preparation model to prepare student teachers for teaching practice experiences.

5.8 PROPOSED TEACHER PREPARATION MODEL TO PREPARE STUDENT-TEACHERS FOR TEACHING PRACTICE EXPERIENCES

Based on the findings, literature and the theory of inclusive pedagogy that informed the study,

the teacher preparation model to enable student teachers to be ready for teaching practice experiences in regular schools is proposed below.

5.8.1. The proposed teacher preparation model for student teachers' experiences during teaching practice

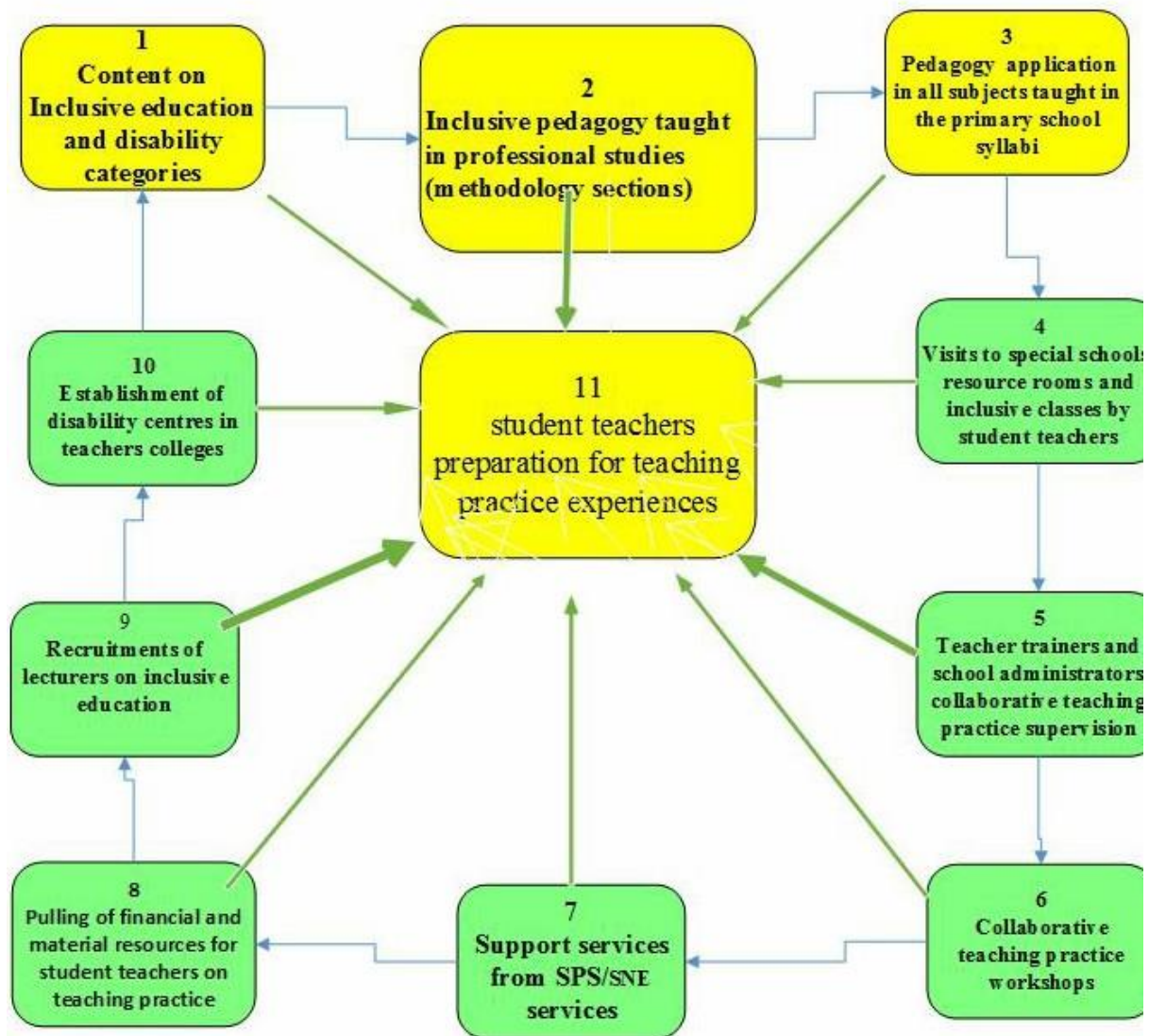


Figure 5.1: Proposed teacher preparation model

In the above model, effective student-teacher preparation for teaching practice experiences is central. This is surrounded by the content of disability categories and inclusive education, the application of inclusive pedagogy across all subjects taught in the primary school curriculum and visits to special schools, resource units and inclusive classes before teaching practice deployment. Furthermore, the collaboration of teacher trainers and school administrators in teaching practice supervision and teaching practice workshops are added to the cycle. Support

from SPS/SNE services, material resources for teaching practice, recruitment of lecturers in inclusive education and the establishment of disability centres in colleges also surround effective student teachers' experiences during teaching practice.

5.8.1.1 Component 1: Content on inclusive education and pedagogy

The content of the inclusive education and pedagogy component should cover contemporary theories of inclusive education, disability and inclusive pedagogy theories. The component furthermore should cover teacher professionalism, national statutory instruments, policies and legislation on the implementation of inclusive education. These would provide an educational foundation in the philosophy, sociology and psychology of inclusive education and pedagogy, inclusive curriculum development and its implementation. The aetiology of disability and special needs education should be covered since these are the foundation of the education of children with disabilities, as well as educational management and administration of inclusive schools (Sharma et al., 2015:107; Walton & Rusznyak, 2017:337).

5.8.1.2 Component 2: Application of inclusive pedagogy taught in Professional Studies (methodology section)

Student-teachers are generally taught how to interpret syllabi in the national school curriculum in this section by applying inclusive pedagogy principles as well as monitoring and evaluating children with disabilities in regular schools (Majoko, 2017:13; Navarro et al., 2016:17). Student teachers are taught how to design and maintain records which reflect the inclusion of children with disabilities. This component will cover skills training in the use of braille machines and braille application software in as well as sign language in collaboration with the disability centre (Sharma et al., 2015:107; Walton & Rusznyak, 2017:337).

5.8.1.3 Component 3: Application of inclusive pedagogy

The component will also be responsible for teaching student teachers in-depth content on all subjects taught in the national primary education curriculum and inclusive pedagogy for specific subjects. This is reflected in scheming, lesson planning, evaluation and adaptations of teaching/learning media to accommodate diversity in student teachers' classes (Majoko, 2019:909; Walton & Rusznyak, 2017:237; Oyetoro, 2018:132).

5.8.1.4 Component 4: Visits and staff development workshops

The organisation of student teachers visits to inclusive schools, resource rooms, special schools and special classes should be coordinated in this component so that student teachers are deployed for teaching after being exposed to an array of the continuum of inclusive education provision in Zimbabwe. Then they would explore and adapt pedagogies used in different scenarios and apply them in the inclusive setups.

5.8.1.5 Component 5: Teacher trainers and school administration collaboration supervision

In the above component, teacher preparation institutions engage in collaborative teaching practice supervision with school administrators so that they are in agreement about the inclusion of children of disabilities and the application of inclusive pedagogy by student teachers (Magudu & Gumbo, 2018:120; Kim, 2016:2477).

5.8.1.6 Component 6: Collaborative teaching practice workshop

It is recommended that there should be continuous teaching practice workshops and collaborative staff development of college lecturers, school administrators and parents to facilitate a positive attitude by stakeholders, and good student teachers' experiences (Forlin, 2019:57; Florian, 2017:248; Kim, 2016:2477).

5.8.1.7 Component 7: Support services from the Department of SPS/SNE

The SPS/SNE department should take part in the establishment of these disability centres as they are the custodians of assessment and management of children with disabilities and inclusive education in schools. It should include resource mobilisation by teacher trainers in collaboration with SPS/SNE personnel in terms of the procurement of assistive devices, technology and assessment equipment like hearing testing booths (Rose et al., 2017:390; Winter & Bunn, 2019:70; Engelbrecht et al., 2016:520; Shelvin et al., 2013:1128; Nkoma & Hay, 2018:554; Ncube et al., 2015:14).

5.8.1.8 Component 8: Pulling of material resources

One of the student teachers impediments in their implementation of inclusive education during teaching practice is the lack of material resources to manage children with disabilities in

inclusive classes during teaching practice. Therefore in this component, teacher preparation institutions should provide student teachers with adequate teaching and learning resources for student teachers to enjoy teaching practice (Majoko, 2020:19; Chireshe, 2013: 223; Finkelstein, Sharma & Furlonger, 2019:25; Chinhenga, 2016:526).

5.8.1.9 Component 9: Recruitment of lecturers in inclusive education and pedagogy

For student teachers to be effectively prepared for the implementation of inclusive education in regular schools, teacher preparation institutions should recruit adequate inclusive education and special needs education staff to equip student teachers with adequate skills on inclusive education content and pedagogical skills (Florian et al., 2017:48; Majoko, 2020:343; Chireshe, 2013:220; Chiteyo et al., 2017:48; Chimhenga, 2016:6)

5.8.1.10 Component 10: Establishment of disability centres

The component is concerned with the support services needed to effectively prepare student teachers for teaching practice experiences. The establishment of the disability centre in teacher training institutions is central to the learning support of student teachers in preparation for the implementation of inclusive education. This should be established in collaboration with the Ministry of Higher Tertiary Education Science and Technology Development, the affiliate universities and as well as non-governmental organisations (Siska et al., 2020:325; Zhang et al., 2018:95; Florian et al., 2017:48).

5.8.1.11 Central component 11: Effective student teachers' experiences

Teaching practice is the nerve for teacher preparation, where student teachers implement the theory, pedagogy and practical skills learnt in theories of inclusive education. Good student teachers' experiences are influenced by the extent to which the component is managed and monitored, stakeholders' attitudes, levels of support from different stakeholders as well as the impact of policy and legislation (Frank & Josh, 2017:356; Subban & Mahlo, 2017:4601). The component focuses on teaching practice supervision in collaboration with schools, noting that inclusive pedagogy is applied in all lesson preparation and delivery, designing and maintaining records relevant to inclusive education (Dinama & Kuyini, 2018:57; Green et al., 2018:104).

The following section presents contributions to the study.

5.9 CONTRIBUTION OF THE STUDY

The current study is the first of its kind to investigate student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. Although the study had limitations noted in Chapter 1, the present study makes a significant contribution to the preparation of student teachers for implementing inclusive education during teaching practice.

The body of knowledge on student teachers' experiences will assist policymakers and teacher educators who review teacher education curricula and inclusive pedagogical practices in teaching education institutions and schools. The results provide a springboard to teachers' colleges and universities to improve teacher preparation for inclusive education. Reporting student teachers' experiences in implementing inclusive education during teaching practice contributes to insights into the inclusive classroom praxes which will benefit the student teachers and the overall children with disabilities.

5.10 RECOMMENDATIONS FOR FURTHER STUDIES

The following areas are considered for further research in the area of teacher preparation for teaching practice experiences:

The study covered teachers' colleges in one province, hence the findings cannot be generalised to student teachers' experiences nationally with precision. There is a need to carry out a survey with all teachers colleges at the national level.

Whilst the study revealed student teachers' experiences, the study does not give much information on teacher preparation curricula for inclusive education. Therefore, there is a need to carry out a document analysis study which would give a clear picture of teacher education curricula and policies.

5.11 FINAL COMMENTS

The present study investigated student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. The study focused on student teachers' experiences expressed by student teachers themselves, college lecturers and school administrators.

The findings revealed that student teachers were experiencing challenges in applying inclusive pedagogy during teaching practice, resulting in bad experiences. The challenges noted were exacerbated by inadequate content on inclusive education, lack of support, negative attitudes by stakeholders as well as a lack of comprehensive inclusive education policies.

REFERENCES

- Abbott, ML. & McKinney, J. (2013). *Understanding and applying research design*. New Jersey: John Wesley & Sons.
- Abu-Hamour, B. & Al-Hmouz, H. (2014). Special education in Jordan. *European Journal of Special Needs Education*, 29(1), 105–115.
- Ackah-Jnr, FR. & Danso, JB. (2019). Examining the physical environment of Ghanaian schools: How accessible, suitable and appropriate is such an environment for inclusive education? *International Journal of Inclusive Education*, 23(2), 188–203.
- Adam, F. (2014). Methodological and epistemic framework: From positivism to post-positivism. In F. Adam, *Measuring national innovation performance: The innovation union scoreboard revisited*. Berlin: Springer.
- Afolabi, OE. (2014). Parents involvement and psycho-educational development of learners with special educational needs (SENS): An empirical review. *Romanian Journal of School Psychology*, 7(14), 8–31.
- Agbenyega, JA. & Deku, PK. (2011). Building identities in teacher preparation for inclusive education in Ghana. *Current Issues in Education*, 14(1), 1–36.
- Ahmed, S., Sharma, U. & Deppeler, J. (2012). Variables affecting teachers' attitudes towards inclusive education in Bangladesh. *Journal of Research in Special Educational Needs*, 12(3), 132–140.
- Ahsan, MT., Sharma, U. & Deppeler, JM. (2012). Challenges to prepare pre-service teachers for inclusive education in Bangladesh: Beliefs of higher educational institutional heads. *Asia Pacific Journal of Education*, 32(2), 241–257.
- Ahsan, T. & Sharma, U. (2018). Pre-service teachers' attitudes. *British Journal of Special Education*, 45(1), 81–97.
- Ainscow, M. & Miles, S. (2009). Making education for All inclusive: Where next? *Prospects* 2008, 38, 15–34.

- Ainscow, M. (2016). Collaboration as a strategy for promoting equity in education: Possibilities and barriers. *Journal of Professional Capital and Community*, 1(2), 159–192.
- Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Journal of Studies in Educational Policy*, 6(1), 7–16.
- Al-Hiary, GM., Almakani, HA. & Tabbal, SA. (2015). Problems faced by preservice special education teachers in Jordan. *International Education Studies*, 8(2), 128–141.
- Al-Kandari, HY. (2015). High school students' contacts with and attitudes towards persons with intellectual and developmental disabilities in Kuwait. *Australian Social Work*, 68(1), 65–83.
- Almahdi, F. & Burkamal, H. (2019). Preservice teachers' attitudes towards inclusive education during their studies in Bahrain Teachers College. *SAGE Open*, 9(3), 1–14. DOI10.1177/2158244019865772
- Al-Manabri, M., Al-Sharhan, A., Elbeheri, G., Jasem, IM. & Everett, J. (2013). Supporting teachers in inclusive practices: Collaboration between special and mainstream schools in Kuwait. *Preventing School Failure*, 57(3), 130–134.
- Alston, M. & Bowles, W. (2018). *Research for social workers: An introduction to research methods* (4th edition). London: Routledge.
- Ametepee, A. & Anaastasiou, D. (2015). Special and Inclusive Education in Ghana: Status and progress, challenges and implications. *International Journal of Educational Development*, 41, 143–152.
- Amr, M. (2011). Teacher education for inclusive education in the Arab world: The case of Jordan. *Prospects*, 41, 399–413.
- Andre, O. & Danladi, M. (2016). Teacher preparation for inclusive education of persons with special needs in Nigeria. The challenges and solutions. *European Journal Educational and Development Psychology*, 4(1), 34–40.
- Angelides, P. & Mylordou, A. (2011). The beneficial outcome of a successful mentoring

- relationship: The development of inclusive education. *Teacher Development*, 15(4), 533–547.
- AnnokAnnor, O., Opoku, MP., Dogbe, JA., Nketsia, W. & Hammond, C. (2019). The use of assistive technologies among children with disabilities: The perceptions of parents of children with disabilities in Ghana. *Disability and Rehabilitation Assistive Technology*, 2019, 1–8. DOI:10.1080/17483107.201916738336
- Armstrong, P. & Ainscow, M. (2018). School to school support with a competitive education system: Views from the inside. *School Effectiveness, School Improvement*, 29(4), 614–633.
- Arrazola, BV. & Bozalongo, JS. (2015). Family involvement in creating teaching practices for all in small rural schools. *Ethnography and Education*, 10(3), 325–339.
- Asbjornslett, M., Engelsrud, GH. & Helseth, S. (2015). Inclusion and participation in everyday school life: Experiences of children with physical (dis)abilities. *International Journal of Inclusive Education*, 19(2), 199–212.
- Aspers, P. & Corte, U. (2019). What is qualitative in qualitative research? *Qualitative Sociology*, 42, 131–160.
- AuCoin, A. & Porter, LP. (2013). The role of the resource teacher in an inclusive setting. *Education Canada*, 53(2), 24–27.
- Avramidis, E., Toulia, A., Tsihouridis, C. & Strongilos, V. (2019). Teachers' attitudes towards inclusion and their self-efficacy for inclusive practices as predictors of willingness to implement peer tutoring. *Journal of Research in Special Educational Needs*, 19(1), 49–59. Doi.10.1111/1471-3802.12477
- Avramidis, A. & Norwich B. (2002). Teachers' attitudes towards integration/inclusion: Review of the literature. *European Journal of Special Needs Education*, 17(2), 129–147.
- Avramidis, E., Bayliss, P. & Burden R. (2000). A survey into mainstream teachers' attitudes towards the inclusion of children with special needs in the ordinary school in one local education authority. *Educational Psychology*, 20(2), 191–211.

- Azorin, C. & Ainscow, M. (2020). Guiding schools on their journey towards inclusion. *International Journal of Inclusive Education*, 24(1), 58–76. DOI10.1080/13603116.2018.1450900
- Azzorpadi, A. (2008). Inclusion: Engaging with different perspectives towards an agenda for inclusion. In L. Gabel & S. Danforth (Eds.), *Disability and Politics of Education: An International Reader*. New York: Peter Lang.
- Babbie, ER. (2009). *The practice of social research* (9th edition). Belmont, CA: Wadsworth Cengage.
- Badza, A., Chakuchichi, D. & Chimedza, R. (2008). An analysis of inclusive education policy implementation in Zimbabwe: Challenges for the learner support. In S. Danforth & SL. Gabel (Eds.), *Disability and Politics of Education: An International Reader*. New York: Peter Lang.
- Bartlett, KT. & Wegner, JW. (2010). *Children with special needs*. New Brunswick: Transaction Books.
- Barton, L. (2009). *Disability physical education and sport*. In H. Fitzgerald (Ed.), *Disability youth and sport*. New York: Routledge.
- Bebetsos, E., Derri, V., Zafeiriadis, S. & Kyrgiridis, P. (2013). Relationship among students' attitudes, intentions and behaviors towards the inclusion of peers with disabilities, in mainstream physical education classes. *International Electronic Journal of Elementary Education*, 5(3), 233–248.
- Bergman, MM. (2008). *Advances in mixed methods*. Thousand Oaks, CA: Sage.
- Bhatnagar, N. & Dias, A. (2013). Nearly two decades after the implementation of Persons with Disabilities Act: Concerns of Indian teachers to implement inclusive education. *International Journal of Special Education*, (28), 104–113.
- Bjornrud, H. & Nilsen, S. (2014). Early education provisions emphasised in education policy reforms in Norway: An analysis of educational policy documents. *The Curriculum Journal*, 25(2), 260–281.

- Black-Hawkins, K. (2017). Understanding inclusive pedagogy. *Pedagogy*, 126(2), 248–253.
- Black-Hawkins, K. & Florian L. (2012). Classroom teachers' craft of knowledge of their inclusive practice. *Teachers and Teaching*, 18(5), 567–584.
- Black-Hawkins, K. (2019). Understanding inclusive education. In V. Plows & B. Whitburn (Eds.), *Inclusive education: Making sense of everyday practice*. Rotterdam: Sense Publishers.
- Blackman, S. (2016). Barbadian students' attitudes towards including peers with disabilities in regular education. *International Journal of Special Needs*, 31(1), 135–143.
- Boyle, MJ. & Hernandez, CM. (2016). An investigation of the attitudes of Catholic school principals towards the inclusion of students with disabilities. *Journal of Catholic Education*, 20(1), 190–219.
- Browell, MT., Ross, DD., Colon, EP. & McCallum, CC. (2005). Critical features of special education teacher preparation: A comparison with general teacher education. *Journal of Special Education*, 38(4), 242–252.
- Brown, AL., Lee, J. & Collins, D. (2015). Does student teaching matter? Investigating pre-service teachers' sense of efficacy and preparedness. *Teaching Education*, 26(1), 77–93.
- Brown, JD. (2014). *Mixed methods research for TESOL*. Edinburgh: Edinburgh University Press.
- Bryman, A. & Cramer, D. (2004). Constructing variables. In A. Hardy & D. Bryman (Eds.), *A handbook of data analysis* (pp.18–34). Thousand Oaks, CA: Sage.
- Bustos, R., Lartec, J., De Guzman, AJ., Casiano, C., Carpio, D. & Tongyofen, HS. (2012). Integration of inclusive education subjects in the curriculum of pre-service teachers towards transformation: Exploring its impact and effectiveness. The Asian Conference on Education, 2012. Official Proceedings: 1446–1474.
- Cairns, B. & McClatchey, K. (2013). Comparing children's attitudes towards disability. *British Journal of Special Education*, 40(3), 124–129.

- Cameron, DL. & Cook, BG. (2007). Attitudes of preservice teachers enrolled in an infusion preparation program regarding planning and accommodations for included students with mental retardation. *Education and Training in Development Disabilities*, 42(30), 352–353.
- Chambers, D. (2015). The changing nature of the roles of support staff. In D. Chambers (Ed.), *Working with teaching assistants and other support staff for inclusive education*. London: Emerald Group.
- Charema, J. (2010). Inclusion of primary school children with hearing impairment in Zimbabwe. *Africa Education*, 7(1), 85–106.
- Chataika, T. (2007). Inclusion of disabled students in higher education in Zimbabwe: From idealism to reality – a social ecosystem perspective. PhD Thesis in Special Education, University of Sheffield, Sheffield.
- Chataika, T., McKenzie, JA., Swart, E. & Lyner-Cleophas, M. (2012). Access to education in Africa: Responding to the United Nations Convention of the rights of Persons with Disabilities. *Disability and Society*, 27, 385–398. Doi: <http://dx.doi.org/10.398/09687599.2012.654989>
- Chimhenga, S. (2014). An assessment of the factors affecting the implementation of inclusive education for children with learning disabilities in Zimbabwean primary schools. D.Ed. Thesis. University of South Africa, Pretoria. <http://hdl.handle.net/10500/18876>
- Chimhenga, S. (2016a). Inclusive education in Zimbabwe: The need for teachers to be trained assisting learners with learning disabilities in mainstream primary schools of Bulawayo Province. *International Journal of Humanities and Social studies*, 4(6), 239–244.
- Chimhenga, S. (2016c). Resource material barriers: The challenge of implementing inclusive education in primary schools of Zimbabwe. *Global Journal of Advanced Research*, 3(6), 526–532.
- Chimhenga, S. (2016). Theory vs practice: The experiences of Post Graduate Diploma in Education (PGDE) students for Zimbabwe Open University during their teaching practice in inclusive schools. *International Journal of Multidisciplinary Academic*

Research, 4(4), 1–7.

- Chireshe, R. (2011). Special needs education in-service teacher trainees' views on inclusive education in Zimbabwe. *Journal of Social Sciences*, 27(3), 157–164.
- Chireshe, R. (2013). The state of inclusive education in Zimbabwe: Bachelor (Special Needs Education) students' perceptions. *Journal of Social Sciences*, 34(3), 223–228.
- Chireshe, R. (2020). Quantitative data analysis for information science professionals. In P. Ngulube (Ed.), *The handbook of research methods for information science research*. Pretoria: University of South Africa. DOI:10.4018/978-1-7998-1471.ch018
- Chitiyo, M. & Wheeler, J. (2004). The development of special education in Zimbabwe. *International Journal of Special Education*, 19(2), 46–52.
- Chitiyo, M., Hughes, EM., Changara, DM., Chitiyo, G. & Montgomery, KM. (2017). Special education professional development needs in Zimbabwe. *International Journal of Inclusive Education*, 21(1), 48–62.
- Chitiyo, M., Odongo, G., Itimu-Phiri, A., Muwana, F. & Lipemba, A. (2015). Special education teacher preparation in Kenya, Malawi, Zambia and Zimbabwe. *Journal of International Special Needs Education*, 18(2), 51–59.
- Choruma, T. (2007). *The forgotten tribe: People with disabilities in Zimbabwe*. London: Progressio.
- Civitillo, S., De Moor, JMH. & Vervloed, MPJ. (2016). Pre-service teachers' beliefs about inclusive education in the Netherlands: An exploratory study. *Support for learning*, 31(2), 104–121. <https://doi.org/10.1111/1467-9604.12119>
- Clark, VLP. & Ivankova, N. (2016). *Mixed methods research: A guide to the field*. Thousand Oaks, CA: Sage.
- Cohen, E., Hoz, R. & Kaplan, H. (2013). The practicum in pre-service teacher education: A review of empirical studies. *Teaching Education*, 24(4), 345–380.
- Cohen, L., Manion, K. & Morrison, K. (2007). *Research methods in education* (6th edition).

New York: Routledge.

- Collins, KMT. (2015). *Sampling decisions in educational research*. Thousand Oaks, CA: Sage.
- Cooper, JE., Kurtts, S., Baber, CR. & Vallecorsa, A. (2008). A Model for examining teacher preparation curricula for inclusion. *Teacher Education Quarterly*, 35(4), 155–176.
- Creswell, JW. (2014). *Research design: Qualitative, quantitative and mixed methods in progress*. Thousand Oaks, CA: Sage.
- Creswell, JW. & Plano Clark, VL. (2011). *Designing and conducting mixed methods research* (2nd edition). Thousand Oaks, CA: Sage.
- Creswell, JW. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Thousand Oaks, CA: Sage.
- Cristina, PA., Ines, GP., Portuga, PA., Albuquerque, C.P., Pinto, I.G. & Ferrari, L. (2019). Attitudes of parents of typically developing children towards school inclusion: The role of personality variables and positive descriptions. *European Journal of Special Needs Education*, 34(3), 369–382.
- Curry, L. & Nunez-Smith, M. (2015). *Mixed methods in health sciences research: A practical guide*. Thousand Oaks, CA: Sage.
- Davies, SMB., Howes, AH. & Farrell, P. (2008). Tensions and dilemmas as drivers for change in an analysis of joint working between teachers and educational psychologists. *School Psychology International*, 29(4), 400–414.
- De Boer, AA. & Munde, VS. (2015). Parental attitudes towards the inclusion of children with profound intellectual and multiple disabilities in general primary education in the Netherlands. *The Journal of Special Needs Education*, 49(3), 179–187.
- De Boer, A., Pijl, SJ., Post, W. & Minnaert, A. (2012). Which variables relate to attitudes of teachers, parents, and peers towards students with special needs in regular education? *Educational Studies*, 38(4), 433–448.
- De Boer, A., Pijl, SJ. & Minnaert, A. (2012). Students' attitudes towards peers with disabilities:

- A review of the literature. *International Journal of Disability, Development and Education*, 59(4), 379–392.
- De Bruin, K. (2019). The impact of inclusive education reforms on students with disability: An international comparison. *Journal of Inclusive Education*, 23(8), 811–825. Doi: 1080/13603116.2019.1623327
- De Luis, CE. (2016). Inclusive education in Spain: Promoting advocacy by legislation. *Support for learning*, 31(2), 165–176.
- De Vos, AS. (2011). *Research at grass roots: For the social sciences and human professions*. Pretoria: Van Schaik.
- Deluca, MM, Tiramontano, C. & Kett, M. (2014). Including children with disabilities in primary school: Case of Mashonaland, Zimbabwe, Work Paper Series: 26. London: Leonard Cheshire Disability and Inclusive Development Centre.
- Denzin, NK. & Lincoln, YS. (2005). The discipline and practice of qualitative research. In NK. Denzin & YS. Lincoln (Eds.), *The SAGE handbook of qualitative research* (3rd edition, pp. 1–32). Thousand Oaks, CA: Sage.
- Dikko, M. (2016). Establishing construct validity and reliability: Pilot testing interviews for research in Takaful (Islamic Insurance). *The Qualitative Report*, 21(3), 521–528.
- Drew, CJ., Hardman, ML. & Hosp, JL. (2008). *Designing and conducting research in education*. Thousand Oaks, CA: Sage.
- Dube, F. (2015). Exploring teacher education initiatives in preparing trainee teachers for handling gifted learners as a way of ensuring education for all in Zimbabwean primary schools. D.Ed. Thesis in Inclusive Education, University of South Africa, Pretoria.
- Duke, J., Pillay, H., Tones M., Nicerson, J., Carrington, S. & Loeu, A. (2016). A case for rethinking inclusive education policy creation in developing countries. *A Journal of Comparative and International Education*, 46(6), 906–928.
- Elekwe, CJ. & Rodda, M. (2002). The challenges of enhancing inclusive education in developing countries. *International Journal of Inclusive Education*, 6(2), 113–126.

- Eleri, NOE. (2013). Constraints to the effective implementation of elements of special education curriculum in teacher preparation programme in Nigeria: A case study of Colleges of Education. *IOSR Journal of Research & Method in Education*, 1(5), 12–16. Available at <http://www.iosrjournals.org/iosr-jrme/papers/Vol-1%20Issue-5/C0151216.pdf>
- Emerson, JM., Junor Clarke, P. & Moldavan, AM. (2018). Bridging pedagogy and practice: From coursework to field work experiences in teacher preparation program. *Georgia Educational Researcher*, 14(2), 24–35. Available at <https://digitalcommons.georgiasouthern.edu/gerjournal/vol14/iss2/3/>
- Engelbrecht, P. (2004). Changing roles for educational psychologists within inclusive education in South Africa. *School Psychology International*, 25(1), 20–29.
- Engelbrecht, P., Nel, M., Smith, S. & Van Deventer, M. (2016). The idealism of education policies and the realities in schools: The implementation of inclusive education in South Africa. *International Journal of Inclusive Education*, 20(5), 520–535.
- Engelbrecht, P., Savolainen, H., Nel, M., Koskela, T. & Okkolin, MA. (2017). Making meaning of inclusive education: Classroom practices in Finnish and South African classrooms. *Compare: A Journal of Comparative and International Education*, 47(5), 684–702. Available at <https://www.tandfonline.com/doi/abs/10.1080/03057925.2016.1266927>
- Fakolade, OA., Adeniyi, SO. & Tella, A. (2009). Attitudes of teachers towards the inclusion of special education classroom: The case of teachers in some selected schools in Nigeria. *International Electronic Journal of Elementary Education*, 3(1), 155–169.
- Farrel, M. (2010). *Debating special education*. Abington: Routledge.
- Ferri, D. (2017). Inclusive education in Italy: A legal appraisal 10 years after the signature of the UN Convention on the rights of persons with disabilities. *Journal of Theories and Research in Education*, 12(2), 1–22.
- Finkelstein, S., Sharma, C. & Furlonger, B. (2019). The inclusive education practices of classroom teachers: Scoping review and thematic analysis. *International Journal of*

Inclusive education. Available at <https://doi.org/10.1080/13603116.2019.1572232>

- Florian, L. & Black-Hawkins, K. (2011). Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5), 813–828.
- Florian, L. & Linklater, H. (2010). Preparing teachers for inclusive education: Using inclusive pedagogy to enhance teaching and learning for all. *Cambridge Journal of Education*, 40(4), 369–386.
- Florian, L. & Spratt, J. (2013). Enacting inclusion: A framework for interrogating inclusive practice. *European Journal of Special Needs Education*, 28(2), 119–135.
- Florian, L. (2014). What counts as evidence of inclusive education? *European Journal of Special Needs Education*, 29(3), 286–294. Doi.108/08856257.2014.933551
- Florian, L. (2017). The heart of inclusive education is collaboration. *Pedagogy Studies*, 126(2), 248–253.
- Florian, L., Black-Hawkins, K. & Rouse, M. (2017). *Achievement and inclusion in schools*. New York: Routledge.
- Ford, BA., Vakil, S. & Boit, RJ. (2016). Family engagement within inclusive settings. *Advances in Special Education*, 32, 75–98.
- Forlin, C. & Chambers, D. (2011). Teacher preparation for inclusive education: Increasing knowledge but raising concerns. *Asia Pacific Journal of Teacher Education*, 39(1), 17–32.
- Forlin, C. & Chambers, D. (Eds.). (2015). *Working with teachers and other support staff for inclusive education*. Bingley, UK: Emerald Publishing.
- Forlin, C. (2006). Inclusive education in Australia ten years after Salamanca. *European Journal of Psychology of Education*, 21(3).
- Forlin, C. (2010). The role of school psychology in inclusive education for ensuring quality learning outcomes for all learners. *School Psychology International*, 31(6), 617–630.
- Forlin, C. (2012). *Future directions for inclusive teacher education: An international*

perspective. London: Routledge.

- Forlin, C. (2019). *Teacher education and inclusion in the Asia-Pacific region*. Oxford: Oxford University Press. DOI.10.1093/acrefore/9780/902264093.013.570
- Forlin, C., Sharma, U. & Loreman, T. (2014). Predictors of improved teaching efficacy following basic training for inclusion in Hong Kong. *International Journal of Inclusive Education*, 18(7), 718–730.
- Fox, NJ. (2012). Postpositivism. In LM. Given (Ed.), *The SAGE Encyclopedia of Qualitative Research Methods* (pp. 660–664). Thousand Oaks, CA: Sage.
- Franck, B. & Joshi, DK. (2017). Including students with disabilities in education for all: Lessons from Ethiopia. *International Journal of Inclusive Education*, 21(4), 347–360.
- Frey, B. (Ed.). (2018). *The SAGE Encyclopaedia of Educational Research, Measurement and Evaluation*. Thousand Oaks, CA: Sage. DOI: 10.4135/978150632619
- Gehrke, RS. & Cocchiarella, M. (2013). Preservice special and general educators' knowledge of inclusion. *Teacher Education and Special Education*, 36(3), 204–216.
- Gehrke, RS., Cocchiarella, M., Harris, P. & Puckett, K. (2014). Field experiences and perceptions of inclusion: Varying contexts, structures and interpretations. *The Journal of International Association of Special Education*, 15(2), 85–93.
- George, CL. & Kanupka, JW. (2019). Educating pre-service teachers on father's involvement in raising children with disabilities. *International Journal of Special Education*, 34(1), 51–57.
- Goddard, C. & Evans, D. (2018). Primary pre-service teachers' attitudes towards inclusion across the training years. *The Australian Journal of Teacher Education*, 43(6), 122–142. <http://dx.doi.org/10.14221/ajte.2018v43N6>
- Goepel, J., Childerhouse, H. & Sharpe (2015). *Inclusive primary teaching: A critical approach to equity and special educational needs and disability* (2nd edition). Northwich: Critical Publishing.

- Government of Zimbabwe. (1992). Zimbabwe Disabled Persons Act of (1992). Harare: Government Gazette.
- Government of Zimbabwe. (1996). Disabled Persons Act of Zimbabwe. Harare: Government Gazette.
- Government of Zimbabwe. (2005). Education Amendment Bill of (2005). Harare: Government Gazette.
- Green, C., Eady, M. & Anderson, P. (2018). Preparation quality teachers. *Teaching & Learning Inquiry*, 6(1), 104–125.
- Guest, GS., McQueen, KM. & Namey, EE. (2014). *Applied thematic analysis*. Thousand Oaks, CA: Sage.
- Gul, SO. & Vuran, S. (2015). Children with special needs’ opinions and problems about inclusive practices. *Education and Science*, 40(180), 169–195.
- Hadjikako, K. & Mnasonos, M. (2012). Investigating the attitudes of head teachers of Cypriot primary schools towards inclusion. *Journal of Research in Special Educational Needs*, 12(2), 66–81.
- Hamedoglu, IL. & Gungor, H. (2013). Opinions of parents and the principals on the attitudes of principals towards mainstream education: Sample of a country in West Black Sea region, Turkey. *Online Journal of Counselling and Education*, 2(3), 33–45.
- Haq, FS. & Muatidia, L. (2012). Comparison of Brunei pre-service student teachers’ attitudes to inclusive education and specific disabilities. *Journal of Educational Research*, 105(5), 366–374.
- Hardy, I. & Woodcock, S. (2020). Problematizing policy in practice: Principals’ perceptions on inclusion in an era of test-based accountability. *Pedagogy Culture and Society*, 20(1), 1–20. DOI: 10.1080/14681366.2020.1801813
- Hardy, I. & Woodcock, S. (2015). Inclusive education policies: Discourses of difference, diversity and deficit. *International Journal of Inclusive Education*, 19(2), 141–164.

- Hart, S., Dixon, MJ., Drummond, MJ. & McIntyre, D. (2004). *Learning without limits*. Maidenhead, Berkshire, UK: Open University Press.
- Harvey, MW., Yssel, N., Bauserman, AD. & Merbler, JB. (2010). Pre-service teacher preparation for inclusion: An exploration of higher teacher-training institutions. *Remedial and Special Education*, 31(1), 24–33.
- Hettiarachchi, S. & Das, A. (2014). Perceptions of ‘inclusion’ and perceived preparedness among school teachers in Sri Lanka. *Teaching and Teacher Education*, 43, 143–153.
- Hintz, AM., Yrton, K., Krull, J., Wilbert, J. & Hennermann, T. (2015). Teachers’ perceptions of opportunities and threats concerning inclusive schooling in Germany at an early stage of inclusion: Analysis of a mixed methodology approach. *Journal of Cognitive Education and Psychology*, 14(3), 357–374.
- Holloway, I. & Wheeler, S. (2002). *Qualitative Research in Nursing* (2nd edition). Oxford: Blackwell.
- Hornby, G. & Witte, C. (2010). Parent involvement in inclusive primary schools in New Zealand: Implications for improving practice and for Teacher Education. *International Journal of Whole Schooling*, 6(1), 28–38.
- Howell, KE. (2015). Empiricism, positivism and post positivism. In KE. Howell, *An introduction to the philosophy of methodology*. Thousand Oaks, CA: Sage.
- Ireri, BR., Kingendo, M., Wangila, E. & Thurania, S. (2020). Policy strategies for effective implementation of inclusive education in Kenya. *International Journal of Educational Administration and Policy Studies*, 12(1), 28–42.
- Isaksson, J. & Lindquist, R. (2015). What is the meaning of Special Education? Problem representations in Swedish policy documents: Late 1970–2014. *European Journal of Special Needs Education*, 30(1), 122–137.
- Jackson, MA. (2018). Models of disability and human rights: Informing the improvement of built environment accessibility for people with disabilities at neighbourhood scale. *LAWS*, 7(1), 1–2.

- Johnson, B. & Turner, L.A. (2003). Data collection strategies in mixed methods research. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioural research* (pp. 297–319). Thousand Oaks, CA: Sage.
- Johnson, C.J., Onwuegbuzie, A.J. & Turner, L.A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), 112–133.
- Kantavong, P. (2012). A training model for enhancing the learning capacity of students with special needs in inclusive classrooms in Thailand. In C. Forlin (Ed.), *Future directions for inclusive teacher education: An International Perspective* (pp.23–32). Hong Kong: Hong Kong Institute of Education.
- Kaplan, I. & Lewis, I. (2013). *Promoting inclusive teachers' education: Introduction*. UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific [894]. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000221033>
- Kasaru, F.I., Akalm, S. & Demiris, S. (2013). Inclusive preschool teachers: Their attitudes and knowledge about inclusion. *International Journal of Early Childhood Special Education*, 5(2), 107–128.
- Katja, P. (2018). The relationship between class attitudes towards peers with a disability and peer acceptance, friendships and peer interactions of students with a disability in regular secondary school. *European Journal of Special Needs Education*, 33(2), 254–268.
- Khan, M.I. (2017). Reflection on theory-practice conundrum in initial teacher education in the UK. *FWU Journal of Social Sciences*, 11(1), 64–71.
- Khochen, M. & Radford, J. (2012). Attitudes of teachers and head teachers towards inclusion in Lebanon. *International Journal of Inclusive Education*, 16(2), 139–153.
- Kim, J.R. (2011). Influence of teacher preparation programmes on pre-service teachers' attitudes towards inclusion. *International Journal of Inclusive Education*, 15(3), 355–377.
- Kim, R.K. (2016). Does practicum experience influence preservice general education teacher efficacy and concerns about inclusive education? A case of South Korea. *International Information Institute*, 19(7a), 2477–2486.

- Kothari, CR. (2004). *Research Methodology. Methods and techniques* (2nd edition). New Delhi: New Age International.
- Kumar, S. & Gopal, R. (2014). Pre-service preparation of teachers for inclusive education. *Journal of Educational Review*, 7(3), 519–522.
- Kurniawati, F., De Boer, AA., Minnaert, AEMG. & Mangunsong, F. (2014). Characteristics of primary teacher training programmes on inclusion: A literature focus. *Educational Research*, 56(3), 310–326.
- Kurniawati, F., De Boer, AA., Minnaert, AEMG. & Mangunsong, F. (2017). Evaluating the effect of a teacher training programme on the primary teachers' attitudes and teaching strategies regarding special educational needs. *Educational Psychology*, 37(3), 287–297.
- Kuyayama, A. (2011). Marginalisation of the marginalised: Plight of children with disabilities. *Zimbabwe Journal of Educational Research*, 23(2), 146–169.
- Kuyini, AB. & Desai, I. (2007). Providing instruction to students with special needs in inclusive classrooms in Ghana: Issues and challenges. *International Journal of Whole Schooling*, 4(1), 22–39.
- Kuyini, AB. & Mangope, B. (2011). Student teachers' attitudes and concerns about inclusive education in Ghana and Botswana. *International Journal of Whole Schooling*, 7(1), 20–37.
- Lai, FTT., Li, EPY., Ji, M. & Ki Wong, WW. (2016). What are the inclusive teaching tasks that require the highest self-efficacy? *Teaching and Teacher Education*, 59, 33–346.
- Lamptey, D., Villeneuve, M., Minnes, P. & McColl, M. (2015). Republic of Ghana's policy on inclusive education and definitions of disability. *Journal of Policy and Practice in Intellectual Disabilities*, 12(2), 108–111.
- Lancaster, J. & Bain, A. (2010). The design of pre-service inclusive education courses and their effects on self-efficacy: A comparative study. *Asia Journal of Teacher Education*, 38, 117–128. Doi. 10.1080/1398661003678950
- Lason, KE., Hirson, SE., McGraw, JP. & Bradshaw, CP. (2020). Preparing pre-service teachers

- to manage behaviour problems in the classroom: The feasibility and acceptability of using mixed-reality simulator. *Journal of Special Technology*, 35(2), 63–75.
- Leedy, PD. & Ormrod, JE. (2005). *Practical research: Planning and designing* (8th edition). Upper Saddle River, NJ: Prentice Hall.
- Leung, C. & Ma, K. (2010). Training, understanding, and the attitudes of primary school teachers regarding inclusive education in Hong Kong. *International Journal of Inclusive Education*, 14(8), 829–842.
- Leyser, Y. & Kirk, R. (2004). Evaluating inclusion: An examination of parents' views and factors influencing their perspectives. *International Journal of Disability, Development and Education*, 51(3), 271–285.
- Lichtman, M. (2014). *Qualitative research for the social sciences*. Thousand Oaks, CA: Sage. Doi. <https://dx.doi.org/104135/9781544307756>
- Loreman, T. (2014). Measuring inclusive education outcomes in Alberta, Canada. *International Journal of Inclusive Education*, 18(5), 459–483.
- Lucas, D. & Frazier, B. (2014). The effects of a service-learning introductory diversity course on pre-service teachers' attitudes toward teaching diverse student populations. *Academic of Educational Leadership Journal*, 18(2), 91–124.
- Lui, M., Sin, KE., Yang, L., Forlin, L. & Ho, FC. (2015). Knowledge and perceived social norms predict parents' attitudes towards inclusive education. *International Journal of Inclusive Education*, 19(10), 1052–1067.
- Mackay, L. (2016). *Special educational needs and inclusive education: Major themes in Education*. London: Routledge.
- Mafa, O. & Makuba, E. (2013). Mainstreaming inclusion in Teacher education in Zimbabwe. *The International Journal of Engineering and Science*, 2(5), 27–32.
- Magudu, S. & Gumbo, M. (2018). Efficacy of partnership between teacher education institutions and primary schools in teacher preparation in Zimbabwe. *South African Journal of Higher Education*, 32(5), 104–123.

- Magumise, J. & Sefotho, MM. (2020). Parent and teacher perceptions of inclusive education in Zimbabwe. *International Journal of Inclusive education*, 24(5), 544–560.
- Magwa, S. & Magwa, W. (2015). *A guide of conducting research: A student handbook*. Singapore: Strategic Books.
- Main, S., Chambers, DJ. & Sarah, P. (2016). Supporting the transition to inclusive education: Teachers' attitudes to inclusion in the Seychelles. *International Journal of Inclusive Education*, 20(12), 1270–1285.
- Majoko, T. (2015). Inclusion in early childhood education: Pre-service teachers' voices. *Early Child Development and Care*, 186(11), 1859–1872. DOI:10.1080/030044302012/113000
- Majoko, T. (2016a). Inclusion of children with Autism Spectrum Disorders: Listening and Hearing to voices from the grassroots. *Journal of Autism and Developmental Disorders*, 46(4), 1429–1440.
- Majoko, T. (2016b). Mainstream early childhood education teacher preparation for inclusion in Zimbabwe. *Early Child Development and Care*, 187(11), 1649–1665. DOI: 10.1080/03004430.2016.1180292.
- Majoko, T. (2017). Inclusion of children with disabilities with Autism Spectrum Disorder in mainstream early childhood development: Zimbabwean parent perspective. *Early Child Development Care*, 1(1), 1–17.
- Majoko, T. (2018). Zimbabwean general education preschool teacher needs in inclusion. *SAGE Open*, 8(2). <https://journals.sagepub.com/doi/10.1177/2158244018777568>
- Majoko, T. (2019). Inclusion of children with disabilities with Autism Spectrum Disorder in mainstream early childhood development: Zimbabwean parent perspective. *Early Child Development and Care*, 189(6), 909–925.
- Majoko, T. (2020). Preparation of Zimbabwean special educational administrators for inclusion in mainstream primary schools. *Educational Research for Policy and Practice*, 19(1), 19–47.

- Makoelle, TM. (2014). Pedagogy of inclusion: A Quest for teaching and learning. *Mediterranean Journal of Social Sciences*, 5(17), 1257–1269.
- Malak, MS. (2013). Inclusive education Reform in Bangladesh: Pre-service teachers' responses to include students with special educational needs in regular classrooms. *International Journal of Instruction*, 16(1), 196–214.
- Malinen, OP., Salvolainen, H., Engelbrecht, P., Xu, J., Nel, M., Nel, N. & Tlale, D. (2013). Exploring teacher self-efficacy for inclusive practices in three diverse countries. *Teaching and Teacher Education*, 33(1), 34–44.
- Mamwa, L., Mukeredzi, TG. & Mamwa, L. (2010). Rural school teaching in Zimbabwe: Mentoring experiences of beginning primary school teachers. *Australian Journal of Rural Education*, 26(2), 62–75.
- Mangope, B., Otukile-Mongwaketse, M., Dinama, B., & Kuyini, AB. (2018). Teaching practice experiences in inclusive classrooms: The voices of the University of Botswana special education student teachers. *International Journal of Whole Schooling*, 14(1), 57–92.
- Mapfumo, JS., Chitsiko, N. & Chireshe, R. (2012). Teaching practice generated stressors and coping mechanisms among student teachers in Zimbabwe. *South African Journal of Education*, 32(1), 155–166.
- Mapolisa, T. & Tshabalala, T. (2014). Experiences during teaching practice: Perspectives of Zimbabwean primary school student teachers. *Journal of Educational Research and Studies*, 2(2), 16–23.
- Materecha, EK. (2018). Inclusive education: Why it poses a dilemma to some teachers. *International Journal of Inclusive Education*, 24(7), 771–786. Doi:10.1080/13603116.2018.1492640
- Matthews, B. & Ross, L. (2010). *Research methods: A practical guide for the social sciences*. London: Pearson.
- Maunganidze, L., Kasayira, JM., Ruhonde, N., Shoniwa, L. & Sodi, T. (2007). Teachers' attitudes towards the inclusion of children with mild hearing impairments into regular

- school setting. *Journal of Psychology in Africa*, 17(1–2), 141–144.
- Maunganidze, O. (2015). College-school dialogue and mentoring in teacher training programmes in Zimbabwe. *Journal of education and Learning*, 4(2), 19–27.
- Mavundutse, O., Luthuli, A., Dube, S. & Chivore, B. (2014). *Teaching practice: Diploma in Education open and distance learning*. Harare: University of Zimbabwe Department of Teacher Education.
- McCrimmon, AW., Hendrickson, NK., Shamwa, MG. & Cameron, RC. (2019). Diagnostic framework in current educational systems. *Canadian Psychology*, 60(3), 141–147.
- McCrimmon, AW., Hendrickson, NK., Gray, SM. & Pepperdine, CR. (2019). Diagnostic frameworks in current Canadian educational systems. *Canadian Psychology/Psychologie Canadienne*, 60(3), 141–147. <https://doi.org/10.1037/cap0000169>
- McCrimmon, AW. (2015). Inclusive education in Canada: Issues in Teacher preparation. *Intervention in School and Clinic*, 50(4), 234–237.
- McGhie-Richmond, D. & Sung, AN. (2013). Applying Universal Design for learning to instructional lesson planning. *International Journal of Whole Schools*, 9(1), 43–57.
- McKay, L. (2016). Beginning teachers and inclusive education: Frustrations, dilemmas and growth. *International Journal of Inclusive Education*, 20(4), 383–396.
- Mertens, DM. (2015). *Research and evaluation in Education and psychology* (4th edition). Thousand Oaks, CA: Sage.
- Mihajlovic, C. (2020). Special educators' perceptions of their role in inclusive education: A case study in Finland. *Journal of Pedagogical Research*, 4(2), 83–67. <http://doi.org/1033902/JPR2020060179>
- Ministry of Higher and Tertiary Education. (1993). Annual report of the Secretary for Higher Education, 1993. Harare: Ministry of Higher and Tertiary Education.
- Ministry of Higher and Tertiary Education. (2002). The Directive policy: Ministry of Higher

and Tertiary Education, Policy No.1 of 2002. Harare: Ministry of Higher and Tertiary Education.

Mitchel, C. (2011). *Doing visual research*. London: SAGE.

Moelle, TM. (2014). Pedagogy of Inclusion: A quest for inclusive teaching and learning. *Mediterranean Journal of Social Sciences*, 5(20), 1259–1267.

Mohangi, K. & Archer K. (2015). Mothers' reflections on the role of the educational psychologists in supporting their children with Attention Deficit Hyperactivity Disorder. *South African Journal of Education*, 35(1), 1–8.

Monette, D., Sullivan, TJ. & DeJong, CR. (2011). *Applied social research: A tool for human services*. Boston, MA: Cengage.

Mónico, P., Mensah, AK., Grünke, M., Garcia, T., Fernández, E. & Rodríguez, C. (2020). Teacher knowledge and attitudes towards inclusion: A cross-cultural study in Ghana, Germany and Spain. *International Journal of Inclusive Education*, 24(5), 527–543.

Morgan, DL. (2014). *Integrating qualitative and quantitative research: A pragmatic approach*. Thousand Oaks, CA: Sage.

Morina, A. (2017). Inclusive education in higher education: Challenges and opportunities. *European Journal of Special Needs Education*, 32(1), 3–17.

Mosia, PA. (2014). Threats to inclusive education in Lesotho: An overview of policy and implementation challenges. *Africa Education Review*, 11(3), 292–310.

Most, T. & Ingbers, S. (2016). Effects of exposure to inclusion and socio economic status on parental attitudes towards the inclusion of deaf and hard of hearing children. *Deafness and Education International*, 18(3), 124–133.

Motala, R., Govender, S. & Nzima, D. (2015). Attitudes of Department of Education district officials towards inclusive education in South African primary schools. *Africa Education Review*, 12(4), 515–532.

Mouton, J. (Ed.). (2011). *How to succeed in your Master's and Doctoral studies: A South*

African guide and resource book. Pretoria: Van Schaik.

- Moyi, P. (2012). Access to education for children with disabilities in Uganda: Implications for education for all. *Journal of International Education and Leadership*, 2(2), 1–13.
- Mpofu, J. & Molosiwa, S. (2017). Disability and inclusive education in Zimbabwe. In GJ. Sefa, DN. Phasha & D. Mahlo (Eds.), *Inclusive education in African contexts: A critical reader* (pp. 49–64). Rotterdam: Sense Publishers. <http://doi.org/10.1007/978-94-6300-803-4>
- Mpofu, E., Mutepfa, MM., Chireshe, R. & Kasayira, JM. (2007). School psychology in Zimbabwe. In SR. Jimerson, TD. Oakland & PT. Farrell (Eds.), *The handbook of International Psychology* (pp. 437–449). Thousand Oaks, CA: Sage.
- Mpofu, J. & Shumba, A. (2012). Challenges faced by students with social educational needs in early childhood centres in Zimbabwe as perceived by ECD trainers and parents. *The Anthropologist*, 14(4), 327–338.
- Mugweni, RM. & Dakwa, FE. (2013). Exploring the implementation of ‘Education For All’ in early childhood development in Zimbabwe: Successes and challenges. *International Journal of Case Studies*, November 2013. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2869700
- Mukherjee, M. (2017). Educating the Heart and the Mind: Conceptualizing inclusive pedagogy for sustainable development. *Educational Philosophy and Theory*, 49(5), 531–549.
- Mukhopadhyay, S. (2014). Botswana primary schools teachers’ perception of inclusion of learners with special educational needs. *Journal of Research in Special Educational Needs*, 14(1), 33–42.
- Mukhopadhyay, S., Mangope, B. & Moorad, F. (2019). Voices of the voiles: Inclusion of learners with special education needs in Botswana primary schools. *Exceptionality*, 2(3), 232–246. DOI 10.1080/09362835.2018.1470446
- Mukhopadhyay, S. & Musengi, M. (2012). Contrasting visions of inclusive education: Comparisons from rural and urban settings in Botswana and Zimbabwe. *Electronic Journal for Inclusive Education*, 2(10), 1–30.

- Mukhopdhyay, S. & Molosiwa, S. (2010). Influence of an introductory special education course on attitude change of PGDE students of University of Botswana. *Asia Pacific Disability Rehabilitation Journal*, 21(2), 47–56.
- Musengi, M. & Chireshe, R. (2012). Inclusion of deaf students in mainstream rural primary schools in Zimbabwe: Challenges and opportunities. *Studies of Tribes and Tribals*, 10(2), 107–116.
- Musengi, M., Ndofirepi, A. & Shumba, A. (2012). Rethinking education of deaf children in Zimbabwe: Challenges and opportunities for teacher education. *Journal of Deaf Studies and Deaf Education*, 18(1), 62–74.
- Mutabbakani, R. & Callinan, C. (2020). Mothers' perspectives on the inclusion of young Autistic children in Kuwait. *Journal of Autism and Developmental Disorders*, 50(4), 1198–1209.
- Mutasa, J. (2000). Challenges that educators meet when teaching children with hearing impairment at resource units in Harare, Zimbabwe. *Disability & Society*, 15(6), 923–941.
- Nantongo, PS. (2019). Framing heuristics in inclusive education: The case of Uganda preservice teacher education programme. *African Journal of Disability*, 8(1), 1–10.
- Naukkarinen, A. (2010). From discrete to transformed? Developing inclusive primary school teacher education in a Finnish teacher education department. *Journal of Research in Special Educational Needs*, 10(1), 185–196.
- Navarro, SB., Zervas, P., Gesa, RF. & Sampson, DG. (2016). Developing competences for designing inclusive learning experiences. *Educational Technology & Society*, 19(1), 17–27.
- Ncube, AC., Tshabalala, T. & Gazimbe, P. (2015). Provisions of special needs education in Zimbabwean primary schools: A case study of Nkayi north circuit primary schools. *British Journal of Education, Society and Behavioural Science*, 10(2), 1–15.
- Nguyet, DT. & Thu Ha, LT. (2010). *How to guide Series: Preparing teachers for inclusive education by CRS Vietnam*. Vietnam: Catholic Relief Services.

- Ngwarai, R. & Ngara, R. (2013). Development of schools for All: Challenges and opportunities on Teacher Education in Zimbabwe. *International Journal of Social Sciences and Education*, 3(2), 317–324.
- Nkestia, W., Saloviita, T. & Gyimah, EK. (2016). Teacher educators' views on inclusive education and teacher preparation in Ghana. *International Journal of the Whole School*, 12(2), 1–18.
- Nketsia, W. & Saloviita, T. (2013). Pre-service teachers' views on inclusive education in Ghana. *Journal of Education for Teaching*, 39(4), 429–441.
- Nkoma, E. & Hay, J. (2018). Educational psychologist's roles regarding the implementation of inclusive education in Zimbabwe. *Psychology in Schools*, 55(7), 850–865.
- Norwich, B. (2014). Changing policy legislation and its effects on inclusive and special education: A perspective from England. *British Journal of Special Education*, 4(4), 403–425.
- Oakland, T., Mpofo, E., Glasgow, K. & Jumel, B. (2003). Diagnosis and administrative interventions for students with mental retardation in Australia, France, United States, and Zimbabwe 98 years after Binet's First intelligence Test. *International Journal of Testing*, 3(1), 59–75.
- Odongo, G. & Davidson, R. (2016). Examining the attitudes and concerns of the Kenyan teachers towards the inclusion of children with disabilities in the general education classroom: A mixed methods study. *International Journal of Special Education*, 31(2), 209–227.
- Ojok, P. & Wormnaes, S. (2013). Inclusion of pupils with intellectual disabilities: Primary school teachers' attitudes and willingness in a rural area in Uganda. *International Journal of Inclusive Education*, 17(9), 1003–1021.
- Olsson, S., Dag, M. & Kullberg, C. (2017). Deaf and hard of hearing adolescents' experiences of inclusion and exclusion in mainstream and special schools in Sweden. *European Journal of Special Needs Education*, 1(1), 1–15.
- Onwuegbuzie, AJ. & Combs, JP. (2010). Emergent data analysis techniques in mixed methods

- research: A synthesis. In A. Tashakkori & C. Teddlie (Eds.), *Handbook of mixed methods in social and behavioral research* (2nd ed., pp. 397–430). Thousand Oaks, CA: Sage.
- Oommen, ER. & McCarthy, JW. (2015). Simultaneous natural speech and AAC intervention for children with childhood Apraxia of speech: Lessons from a speech-language pathologic focus. *Augmentative and Alternative Communication*, 31(1), 63–75. Doi:10.3109/07434618.2014.1001520
- Operti, R. & Belalcazar, C. (2008). Trends in inclusive education at regional and interregional levels: Issues and challenges. *Prospects*, 38, 205–212.
- Oswald, M. & Swart, E. (2011). Addressing South Africa pre-service teachers' sentiments, attitudes and concerns regarding inclusive education. *International Journal of Disability Development and Education*, 58(4), 389–403.
- Oyetero, F., Adesina, BA. & Salawudeen, MO. (2018). Assessment of Pre-Service Teachers' Turnover Intentions in Relation to the Achievement of Sustainable Development Goals through Teacher Preparation in Southwestern Nigeria. *Scholegde International Journal of Management and Development*, 5(12), 132–140.
- Pantic, N. & Florian, L. (2015). Developing teachers as social agents of inclusion and special justice. *Education Inquiry*, 6(3), 333–351.
- Paris, LF., Nonis, KP. & Bailey, F. (2018). Preservice arts: Teachers' perceptions of inclusive education practice in Western Australia. *International Journal of Special Education*, 33(1), 3–20.
- Paseka, A. & Schwab, S. (2020). Parents' attitudes towards inclusive education and their perceptions of inclusive teaching practices and resources. *European Journal of Special Needs Education*, 35(2), 254–272. DOI:10.1080/08856257.2019.1665232
- Patton, QM. (2002). *Qualitative evaluation methods*. Thousand Oaks, CA: Sage.
- Peebles, JL. & Mendaglio, S. (2014). The importance of direct experience on preservice teachers' self-efficacy for teaching in inclusive classrooms. *International Journal of Inclusive Education*, 18(12), 1321–1336.

- Phellas, CN., Bloch, A. & Seale, C. (2012). Structured methods: Interviews, questionnaire and observation. In C. Seale (Ed.), *Researching society and culture*. Thousand Oaks, CA: Sage.
- Phillips, DC. & Burbule, NC. (2000). *Post-positivism and educational research*. Oxford: Rowman and Littlefield.
- Pijl, SJ. & Frostad, P. (2010). Peers' acceptance and self-concept of students with disabilities in regular education. *European Journal of Special Needs Education*, 25(1), 93–105.
- Poon-McBrayer, KF. & Wong, P. (2013). Inclusive education services for children and youth with disabilities: Values, roles and challenges of school leaders. *Children and Youth Review*, 35, 1520–1525.
- Popper, K. (2002). *The logic of scientific discovery*. London: Routledge.
- Porter, G. (1995). Organising of schooling: Achieving access and quality through inclusion. *Prospects*, 25(2), 299–309. Doi:10.1007/BF02336466
- Priyadarshini, SS. & Thangarajathi, S. (2017). Effect of selected variables on regular school teachers' attitudes towards inclusive education. *I-managers' Journal on Educational Psychology*, 10(3), 28–38.
- Punch, KJ. & Oancea, A. (2014). *Introduction to research methods*. Thousand Oaks, CA: Sage.
- Rae, E., Murray, G. & Mackenzie, K. (2010). Teachers' attitudes to mainstream schooling. *Learning Disability Practice*, 13(10), 12–17.
- Ramberg, J. & Watkins, A. (2020). Exploring inclusive education across Europe. Some insights for the European agency statistics on inclusive education. *FIRE forum for International Research in Education*, 6(1), 85–101.
- Ritchie, J., Lewis, J., Nicholls, CM. & Ormston, R. (Eds.). (2013). *Qualitative research practise: A guide for Social Science Students and researchers*. Thousand Oaks, CA: Sage.

- Reitman, CC. & Karge, BN. (2019). Investing in teacher support leads to teacher retention: Six supports administrators should consider for new teachers. *Multicultural Education*, 27(1), 7–21.
- Robinson, E. & Holt, A. (2013). School psychologist diagnostic decision-making: A pilot study. *Psychology in the Schools*, 50(6), 567–575.
- Rothi, DM., Leavey, G. & Best, R. (2008). Recognising and managing pupils with mental health difficulties: Teachers views and experiences on working with educational psychologists in schools. *Pastoral Care in Education*, 26(3), 127–142.
- Rouse, M. & Florian, L. (2012). *Inclusive Practice project: Final Report*. Aberdeen: University of Aberdeen.
- Rouse, M. (2010). Reforming initial teacher education: A necessary but not sufficient condition for developing inclusive practice. In C. Forlin (Ed.), *Teacher education for inclusion: Changing paradigms and innovative approaches* (pp. 47–54). London: Routledge.
- Rouse, R., Shelvin, M., Twomey, M. & Zhao, Y. (2017). Gaining access to support for children with special educational needs in the early years in Ireland: Parental perspectives. *International Journal of Early Years' Education*, 25(4), 379–392.
- Ryan, AB. (2006). Post positivist Approaches to research. In M. Antonesa (Ed.), *Researching and writing your thesis: A guide for postgraduate students* (pp. 12–26). Maynooth: National University of Ireland.
- Sagun-Ongtangco, KS., Medallon, KG. & Tan, AJ. (2018). Inclusive classrooms: Making it work for peers of children with disability. *International Journal of Inclusive education*, 1–17.
- Salisbury, CL. (2006). Principals' perspectives on inclusive elementary schools. *Research and Practice for Persons with Severe Disabilities*, 31(1), 70–82.
- Saloviita, T. (2019). Explaining teachers' attitudes towards inclusive education. *Support Learning*, 34(4), 433–448.
- Saloviita, T. (2020). Attitudes of teachers towards inclusive education in Finland.

- Scandinavian Journal of Educational Research*, 64(2), 270–281.
- Samkange, W. (2013). Inclusive education at primary school: Mufakose Education District in Harare, Zimbabwe. *Journal of Social Science Education*, 3(4), 953–963.
- Savolainen, H., Engelbrecht, P., Nel, M. & Malinen, P.O. (2012). Understanding teachers' attitudes and self-efficacy in inclusive education: Implications for pre-service and in-service teacher education. *European Journal of Special Needs Education*, 27(1), 51–68.
- Schram, A.B. (2014). A mixed methods content analysis of the research literature in science education. *International Journal of Science Education*, 36(15), 2619–2638.
- Schuelka, M.J. (2018). *Implementing inclusive education: K4D report*. Brighton, UK: Institute of Development Studies. Available at: https://assets.publishing.service.gov.uk/media/5c6eb77340f0b647b214c599/374_Implementing_Inclusive_Education.pdf
- Schwab, S. (2017). The impact of contact on students' attitudes towards peers with disabilities. *Research in Developmental Disabilities*, 62(2), 160–165.
- Sharma, B. (2011). Post positivism. In A.J. Mills, G. Durepos & E. Wiebe (Eds.), *Encyclopaedia of case study Research*. Thousand Oaks, CA: Sage.
- Sharma, U. (2010). Using reflective practices for the preparation of pre-service teachers for inclusive classrooms. In C. Forlin (Ed.), *Teacher education for inclusion: Changing paradigms and innovative approaches* (pp. 102–111). London: Routledge.
- Sharma, U. & Nuttal, A. (2016). The impact of training on pre-service teacher attitudes concerns, and efficacy towards inclusion. *Asia-Pacific Journal of Teacher Education*, 44(2), 142–155.
- Sharma, U., Armstrong, A.C., Merumeru, L., Simi, J. & Yared, H. (2019). Addressing barriers to implementing inclusive education in the Pacific. *International Journal of Inclusive Education*, 23(1), 65–75. DOI:1080/1303116.2018.1514751
- Sharma, U., Forlin, C. & Loreman, T. (2007). What concerns pre-service teachers about inclusive education: An international viewpoint. *Journal of Educational Policy*, 4(2), 95–114.

- Sharma, U., Forlin, C., Morella, M. & Jitoko, F. (2017). Using indicators as a catalyst for inclusive education in the Pacific Islands. *International Journal of Inclusive Education*, 2721(7), 730–746.
- Sharma, U., Shaikat, S. & Furlonger, B. (2015). Attitudes and self-efficacy of pre-service teachers towards inclusion in Pakistan. *Journal of Research in Special Educational Needs*, 15(2), 97–105.
- Sharma, U., Simi, J. & Forlin, C. (2015). Preparedness of pre-service teachers for inclusive education in the Solomon Islands. *Australian Journal of Teacher Education*, 40(5), 103–116.
- Shelvin, M., Winter, E. & Flynn, P. (2013). Developing inclusive practice: Teacher perceptions of opportunities and constraints in the Republic of Ireland. *International Journal of Inclusive Education*, 17(100), 1119–1133.
- Sheperd, JG., Fowler, S., McCormick, KJ., Wilson, CL. & Morgan, D. (2016). The search for role clarity challenges and implications for special education teacher preparation. *Teacher Education and Special Education*, 39(2), 83–93.
- Silverman, FL. & Millspaugh, R. (2006). Physical proximity of occupational therapy and learning support instruction: How room sharing can promote collaboration for professional success for students. *Teaching Exceptional children Plus*, 2(4), 1–10.
- Singh, YK. (2006). *Fundamental of research methodology and statistics*. New Delhi: New Age.
- Siska, J., Bekele, Y., Beadle-Brown, J. & Zahorik, J. (2020). The role of resource centres in facilitating inclusive education: Experience from Ethiopia. *Disability & Society*, 35(5), 811–330.
- Smanster, A. & Ignatovitch, E. (2015). Future teacher training for work in inclusive educational environment: Experimental study results, *Procedia-School and Behavioural Science*, 214, 422–429.
- Smith, K. & Lev-Ari, L. (2005). The place of the practicum in pre-service teacher education: The voice of students. *Asia-Pacific Journal of Teacher Education*, 33(3), 289–302.

- Smyth, F., Shelvin, M., Buchner, T., Biewer, G., Flynn, P., Latimer, C., Siska, J., Toboso-Martin, M., Diaz, S.U. & Ferreira, M.A. (2014). Inclusive education in progress: Policy evolution in four European Countries. *European Journal of Special Needs Education*, 24(4), 433–445.
- Snyder, T.D., DeBrey, C. & Dillow, S.A. (2016). *Digest of education statistics 2014 (NCES 2016-006)*. Washington, DC: National Centre of Education Statistics, Institute of Education Sciences, USA Department of Education.
- Sokal, L. & Sharma, U. (2017). Canadian in-service teachers' concerns, efficacy and attitudes about inclusive teaching. *Exceptionality Education International*, 23(1), 59–71.
- Sokal, L., Woloshyn, D. & Funk-Unrau, S. (2013). How important is practicum to pre-service teacher development for inclusive teaching? Effects on efficacy in classroom management. *Alberta Journal of Educational Research*, 59(2), 285–298.
- Sosu, E.M. & Rydzewska, E. (2017). “Are all beliefs equal?” Investigating the nature and determinants of parental attitudinal beliefs towards educational inclusion. *Educational Studies*, 1(1), 1–16.
- Sosu, E.M., Mtika, P. & Colucci-Gray, L. (2010). Does initial teacher education make a difference? The impact of teacher preparation on student teachers' attitudes towards educational inclusion. *Journal of Education for Teaching*, 36(4), 389–405.
- Specht, J.A. & Matsala, J.L. (2018). Predictors of teacher efficacy for inclusive practice in pre-service teachers. *Exceptionality Education International*, 28(3), 67–82.
- Spratt, J. & Florian, L. (2013). Applying the principles of inclusive pedagogy in initial teacher education: From university-based course to classroom. *Revista de Investigacionen Educacion*, 11(3), 133–140.
- Srivastava, M., De Boer, A.A. & Pijl, S.J. (2017). Preparing for the inclusive classroom: Changing teachers' attitudes and knowledge. *Teacher Development*, 21(4), 561–579.
- Stuart, K., Maynard, L. & Rouncefield, C. (2015). *Evaluating practice to project with young people: A guide to creative research*. Thousand Oaks, CA: Sage.

- Subban, P. & Mahlo, D. (2017). 'My attitude, my responsibility': Investigating the attitudes and intention of pre-service teachers toward inclusive education between teacher preparation cohorts in Melbourne and Pretoria. *International Journal of Inclusive Education*, 24(4), 441–461. DOI:1080/136031.2016.1197322
- Takala, M., Prittima, R. & Tormanen, M. (2009). Inclusive education: The role of special education teachers in Finland. *British Journal of Special Education*, 36(3), 162–172.
- Takala, M. & Head, C. (2017). Inclusive and practice. The perspective in two countries. In MT. Hughes & E. Talbot (Eds.), *The handbook of diversity special education* (pp. 115–128). Chichester, UK: John Wiley Press. Doi:10/1002/9781118768778
- Tashakkori, A. & Creswell, JW. (2007). The new era in mixed methods. *Journal of mixed methods research*, 1(1), 3–7.
- Tashakkori, A. & Teddlie, C. (2010). *SAGE Handbook of mixed methods in Social and Behavioural research* (2nd edition). Thousand Oaks, CA: Sage.
Doi.org/10.4135/9781506335193
- Taylor, RW. & Ringlaben, RP. (2012). Impacting pre-service teachers' attitudes towards inclusion. *Higher Educational Studies*, 2(3), 16–23.
- Teddlie, C & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioural sciences*. Thousand Oaks, CA: Sage.
- Teodorovic, J., Stankovic, D., Bondroza, B., Milin, V. & Deric, I. (2016). Education policymaking in Serbia through the eyes of teachers, counsellors and principals. *Educational Assessment, Evaluation and Accountability*, 28(4), 347–375.
- Thaver, T. & Lim, L. (2014). Attitudes of pre-service mainstream teachers in Singapore towards people with disabilities and inclusive education. *International Journal of Inclusive Education*, 18(10), 1038–1052.
- The Herald*. (2016, 21 August). [online] Zimbabwean provinces. Available at herald.co.zw/online

- Thompson, SA., Lyons, W. & Timmons, V. (2015). Inclusive education policy: What the leadership of Canadian teacher associations has to say about it. *International Journal of Inclusive Education*, 19(2), 121–140.
- Timmons, V. (2009). Overcoming barriers to inclusivity: Preparing pre-service teachers for diversity. *Counterpoints: Engaging in conversation about ideas in teacher education*, 334(1), 95–100.
- Tindall, D., MacDonald, W., Carroll, E. & Moody, B. (2015). Pre-service teachers' attitudes towards children with disabilities: An Irish perspective. *European Journal of Education Review*, 21(2), 206–221.
- Turner, DW. (2010). Qualitative interview design. A practical guide to novice investigators. *The Qualitative Report*, 15(2), 754–760.
- Ulin, PR., Robison, ET. & Tolley, EE. (2005). *Qualitative methods in public health: A field for applied research*. San Francisco, CA: Jossey-Bass
- UNESCO. 1994. Salamanca Statement and Framework for Action on Special Needs Education. World Conference on Special Needs Education: Access and Quality, Spain, 7–10, June 1994.
- UNESCO. (2008). *Inclusive Education: The way for the future*. International Conference on Education: Forty-eighth Session. Geneva: UNESCO.
- UNESCO. (2009). *Towards inclusive education with disabilities: A guideline*. Bangkok: UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000192480>
- UNESCO. (2014). *Teaching and learning: Achieving quality for all*. EFA Global Monitoring Report 2013/2014. Available at <https://en.unesco.org/gem-report/report/2014/teaching-and-learning-achieving-quality-all>
- UNESCO. (2015). *Towards inclusive and equitable quality education and lifelong learning for all*. Incheon Declaration for Education 2030. World Education Forum, Korea 19–22 May. Available at <http://uis.unesco.org/sites/default/files/documents/education-2030->

incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf

UNESCO. (2015a). *Framework for action towards inclusive and equitable quality education and life-long learning for all*. Paris: UNESCO.

UNESCO. (2015b). *Monitoring of the implementation of the convention and recommendation against discrimination in education (8th consultation)*. Paris: UNESCO.

UNESCO. (2015c). *Education for All 2000–2015: Achievements and challenges*. EFA Global Monitoring Report 2015. UNESCO. Available at <https://en.unesco.org/gem-report/report/2015/education-all-2000-2015-achievements-and-challenges>

UNESCO. (2017). *A guide for ensuring inclusion and equity in education*. Paris: UNESCO.

UNESCO. (2020). *Inclusion and education: All means all*. Global educational monitoring report summary, 2020. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000373721>

UNICEF-UIS. (2013). *Children and young people with disabilities fact sheet*. Paris: UNESCO INSTITUTE OF STATISTICS.

UNISA. (2012). *Policy on research ethics 1*. Pretoria: UNISA.

United Nations General Assembly. (1993). *Standard Rules on the Equalisation of Opportunities for Persons with Disabilities*. Resolution adopted by the General Assembly 20 December 1993A/RES/48/96. New York: United Nations.

United Nations. (2006). *United Nations Convention on the Rights of Persons with Disabilities*. New York: United Nations.

United Nations. (2019). *United Nations Disability Report and Development*. New York: United Nations.

University of Zimbabwe. (1994). Senate Paper, ADTC/15/94 DTE/AB/15/90. Harare: University of Zimbabwe.

University of Zimbabwe. DTE/AB/28/80. Harare. University of Zimbabwe.

- University of Zimbabwe. (2000). DTE/TP/1/2000. Harare: University of Zimbabwe.
- University of Zimbabwe. (2004). DTE Board of studies paper DTE/BS/26/04.
- University of Zimbabwe. (2015). *Department of Teacher Education Handbook for Quality Assurance in Associate Teachers' colleges*. Harare: University of Zimbabwe.
- University of Zimbabwe.(1990). Institute of Education/ACC/DTE papers: DTE/AB/28/28/90AND DTE/AB/15/90.
- Van Teijlingen, ER. & Hundley V. (2001). The importance of pilot studies. *Social Research Update*, 35. Available at <http://sru.soc.surrey.ac.uk/SRU35.html>
- Van Zyl, LE. (2014). *Research methodology for the economic and management sciences* (8th edition). Harlow: Pearson Education.
- Vlachou, A., Karadimou, S. & Koutsogeorgou, E. (2016). Exploring the views and beliefs of parents of typically developing children about inclusion and inclusive education. *Educational Research*, 58(4), 384–399.
- Wainwright, D. (1997). Can sociological research be qualitative, critical and valid? *The Qualitative Report*, 3(2), 1–17.
- Walton, E. & Rusznyak, L. (2014). Affordances and limitations of a special school practicum as means to prepare teachers for inclusive education. *International Journal of Inclusive Education*, 18(9), 957–974.
- Walton, E. & Ruszyak, L. (2017). Choices in the design of inclusive education courses for preservice teachers: The case of a South African University. *International Journal of Disability, Development and Education*, 64(3), 231–240.
- Wanda, L. (2016). Principal pre-service education for leadership in inclusive schools. *Canadian Journal of Action Research*, 17(1), 36–50.
- Wayne, V. (2014). Inclusive pedagogy: Ideas from ethical philosophy of Emmanuel Levinas. *Cambridge Journal of Education*, 44(4), 451–464.
- White, TL. & McBurney, DH. (2013). *Research methods* (9th edition). Wadsworth: Cengage.

- WHO. (2011). World report on disability. Summary: Geneva: WHO.
- Wilde, A. & Avramidis, E. (2011). Mixed feelings: Towards a continuum of inclusive pedagogies. *Education*, 39(1), 83–101.
- Willis, JW. (2007). World views, paradigms and the practice of social science. In JD. Wills (Ed.), *Foundations of qualitative research: Interpretive and critical approaches* (pp. 1–26). Thousand Oaks, CA: Sage.
- Winter, P. & Bunn, H. (2019). Work to be done? A survey of educational psychologists' contribution to special schools for profound and multiple learning difficulties. *British Journal of Special Education*, 41(1), 53–75.
- Wong, ME., Poon, KK., Kaur, S. & Ng, J. (2015). Parental perspectives and challenges in inclusive education in Singapore. *Asia Pacific Journal of Education*, 35(1), 85–97.
- Woodgate, R., Gonzalez, M., Demczuk, L. & Snow, WM. (2018). How do peers promote social inclusion of children with disabilities? A mixed-methods systematic review. *Disability and Rehabilitation*, 42(18), 2553–2579.
- Xiaoli, X. & Olli-Pekka, M. (2015). Teacher views of support for inclusive education in Beijing, China. *International Journal of Special Education*, 30(3), 150–159.
- Yada, A. & Savolainen, H. (2017). Japanese in-service teachers' attitudes towards inclusive education and self-efficacy for inclusive practices. *Teaching and Teacher Education*, 64, 222–229.
- Yeo, LS., Chong, WH., Neihart, MF. & Huan, VS. (2016). Teachers' experiences with inclusive education in Singapore. *Asia-Pacific Journal of Education*, 36(1), 69–83.
- Yu, SY. (2019). What parents say about inclusion and disabilities: Implication for young children's attitude development toward peers with disabilities. *Early Child Development and Care*. DOI:10.1080/03004430.2019.1683005
- Zagona, AL., Kurth, JA. & MacFarland, SZC. (2017). Teachers' views of their preparation for inclusive education and collaboration. *Teacher Education and Special Education*, 40(3), 163–178.

- Zhang, Y., Rosen S., Cheng, L. & Li, J. (2018). Inclusive higher education for students with disabilities in China: What do the university teachers think? *Higher Education Studies*, 8(4), 1–12.
- Zhu, J., Li, H. & Hsieh, WY. (2019). Implementing inclusive education in an early childhood setting: A case study of Hong Kong kindergarten. *Early Child Development and Care*, 189(2), 207–219.
- Zimbabwe. Ministry of Primary and Secondary Education. (2005). Director’s Circular number 7 of 2005. Harare: Ministry of Primary and Secondary Education.
- Zimbabwe Ministry of Primary and Secondary Education. (2019). Permanent Circular 3 of June 2019. Harare: Ministry of Primary and Secondary Education.
- Zimbabwe. (1990). Secretary’s Circular Minute No. P36. Special education: Placement procedures for special classes, resource rooms and special education schools. Harare: Ministry of Education and Culture.
- Zimbabwe. 2005. Director’s Circular No. 23. Implementation guidelines for the institutionalisation of guidance and counselling programme in all primary and Secondary schools. Harare: Ministry of Education and Culture.
- Zimbabwe. 2013. Policy guidelines for the institutionalisation of the remedial programme in primary and secondary schools. Harare: Ministry of Education, Sports Arts and Culture.
- Zimbabwe. Education for All. (2015). National review report. Harare: Government Printers.
- Zimbabwe. Government of Zimbabwe. (1987). Zimbabwean Education Act. Harare: Government Printers.
- Zimbabwe. Government of Zimbabwe. (1996). Disabled Person’s Act. Harare: Government printers.
- Zimbabwe. Government of Zimbabwe. (2013). Constitution of Zimbabwe Amendment (No, 20) Act. Harare: Fidelity Printers and Refiners.
- Zimbabwe. Government of Zimbabwe. (1996). Education Act (Chapter 25:04). Harare:

Government Printers.

Zindi, F. (2004). Education for all: Towards inclusive education policy development. *The Zimbabwe Journal of Educational Research*, 16(1).

APPENDIX A: QUESTIONNAIRE FOR STUDENT TEACHERS

This questionnaire seeks your opinion concerning student teachers' experiences during the implementation of inclusive education in Zimbabwean primary schools. This study forms part of my Doctor of Education in Inclusive Education degree at the University of South Africa. The study may help improve student teacher preparation for inclusive education implementation in Zimbabwe.

Instructions

1. Please do not write your name. The information collected will be treated with confidentiality and anonymity is granted.
2. Kindly respond to all questions. The questionnaire consist of five sections.
3. Please complete all the sections

I thank you for participating.

SECTION A: BIO-DATA

Indicate your response by a tick against the appropriate box at each question

Female	<input type="checkbox"/>
--------	--------------------------

1. GENDER

Male	2
------	---

2. AGE

20-30 years	1
31-40 years	2
41-50 years	3
Over 50 years	4

3. EXPERIENCE IN TEACHING CHILDREN WITH DISABILITIES

1 term	1
2 terms	2
3 terms	3
4 terms	4

SECTION B: TEACHER PREPERATION AND INCLUSIVE EDUCATION

a) Please evaluate your agreement on each of the following statements concerning your teacher preparation and the inclusive education by the ticking the appropriate box.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I have learnt adequate content on inclusive education at college					
2. I was taught about the following disabilities in college:					
i. Behaviour and emotional disabilities					
ii. Hearing impairment					
iii. Mental challenges					
iv. Physical and motor disabilities					
v. Visual impairment					

3. Lectures taught me how to use braille to teach children with visual impairment					
4. Lecturers taught me how to use sign language at college					
5. I was taught differentiated instruction at college					

b) Please tick the appropriate box that best suit your opinion regarding the structure of teacher preparation.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Teacher education curriculum addresses the needs of children with disabilities					
2. Time spent in resident is enough to prepare me for teaching practice in inclusive classes					
3. Interacting with children who disabilities increases knowledge on the pre-requisite of inclusive					

education					
4. I find it easy to apply theory learn at college and teaching practice					

SECTION C: LEVELS OF SUPPORT AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

a) To what extent are, the following people giving you support during your teaching practice?

Statements	Very often	often	Seldom	Very seldom	never
School administrators					
College lecturers					
Mentors					
Parents					
SPS/SNE personnel					

b) To what extent do you agree or disagree with the following statements regarding the levels of support and the implementation of inclusive education?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. School administrators support me by constant supervision					
2. My mentors gives me advice on drawing up lesson plans					
3. My mentor advices me on how to differentiate learning instruction					
4. Specialist teachers assess children with disabilities					
5. Specialist teachers guide me in drawing lessons plans that cater for children with disabilities					
6. SPS/SNE and school administrators work together in making decisions concerning children with disabilities in my school					
7. Parents provide assistive devices for their children with disabilities in my school					

8. Parents make decisions regarding the teaching and learning of their children with disabilities					
---	--	--	--	--	--

c) To what extent are, you satisfied with the provision of the following material resources?

Statements	Very satisfied	satisfied	Marginally satisfied	dissatisfied	Strongly dissatisfied
1. Provision of adequate assistive devices					
2. Large print materials					
3. Brailling machines					
4. Hearing aids					
5. Charts					
6. Writing tools					

7. Computers					
--------------	--	--	--	--	--

d) To what extent to you agree or disagree with the following statements?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The provision of adequate material resource make me feel comfortable when teaching children with disabilities					
2. The absence of teaching and learning resources affect my ability to teach children with disabilities					

SECTION D: STAKEHOLDERS ATTITUDES AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

a) Please indicate the extent to which the following people's attitudes affect your experience in implementing inclusive education is affected by the attitude of the following people

People	Always	often	occasionally	Seldom	Never
Headmaster					

Qualified teachers					
Peers with disabilities					
Peers without disabilities					
Parents					
Yourself					

b) To what extent do you agree or disagree with the following statements regarding school administrators' attitudes?

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. School administrators hold positive attitudes towards					

the implementation of inclusive education					
2. School administrators are enrolling children with disabilities in schools					
3. School administrators attitudes have an impact on student teachers attitudes					

c) To what extent do you agree or disagree with the following statements regarding your attitude towards the inclusion of children with disabilities?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. I am concerned that my workload will increase if I have children with disabilities in my class					
2. inclusive education course has positively influenced my attitude towards children with disabilities					
3. My experience in teaching children with disabilities has developed awareness of the need for inclusivity					

d) To what extent are you comfortable when teaching children with the following types of disabilities?

Types of disabilities	Very comfortable	comfortable	somewhat	uncomfortable	Very uncomfortable
i. Hearing impairment					
ii. Visual impairment					
iii. Behavioural and emotional disabilities					
iv. Mental challenges					
v. Gifted and talented					
vi. Physical and motor					

disabilities					
--------------	--	--	--	--	--

e) To what extent do you agree or disagree with the following statements regarding parents' attitudes?

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Parents hold negative attitudes towards the inclusion of children with disabilities in my school					
2. Most parents do not feel informed about inclusive education practices					
3. Parents of children with disabilities with positive attitudes support their children education					
4. Parents of children with disabilities do not support their children with disabilities in my school					

f) To what extent do you agree or disagree with the following statement regarding children attitudes and the inclusion of their peers with disabilities?

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Children without disabilities hold positive attitude towards their peers with disabilities					
2. Children without disabilities are willing to make friends with peers with disabilities					
3. Children with disabilities are willing to participate in classroom activities					

SECTION E: AVAILABILITY CLARITY OF POLICY/LEGISLATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

a) To what extent do you agree or disagree with the following statements regarding the availability and clarity of policy and legislation?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Zimbabwean policy and legislation on inclusive education is available at my school					

2. The policy and legislation on inclusive education specifies the service provisions for children with disabilities in schools					
3. Zimbabwean policy of inclusive education is clear					
i. To me					
ii. To the mentor					
iii. To college lecturers					
iv. To the school Administrators					
v. To parents					

APPENDIX B: QUESTIONNAIRE FOR COLLEGE LECTURERS.

This questionnaire seeks your opinion concerning student teachers' experiences during the implementation of inclusive education in Zimbabwean primary schools. The study forms part of my Doctor of Education degree in Inclusive Education degree at the University of South Africa. The study will improve student teacher preparation for inclusive education experiences during teaching practice.

Instructions

4. Please do not write your name. The information collected will be treated with confidentiality and anonymity is granted.
5. Kindly respond to all questions. The questionnaire consist of five sections.
6. Please complete all the sections

I thank you for participating

SECTION A: BIO-DATA

4. GENDER

Female	1
Male	2

5. AGE

20-30 years	1
31-40 years	2
41-50 years	3
Over 50 years	4

BA	1
BED	2

6. PROFESSIONAL QUALIFICATIONS

BTECH	3
MA	4
MED	5
PHD	6

7. LECTURING EXPERIENCE

0-10 years	1
11-20 years	2
21-30 years	3
30+ years	4

SECTION B: TEACHER PREPERATION AND INCLUSIVE EDUCATION

c) Please evaluate your agreement on each of the following statements concerning your perceptions regarding teacher preparation and inclusive education

Statements	Strongly Disagree	Agree	Neutral	Disagree	Strongly Disagree
6. College provides adequate content on inclusive education					
7. Student teachers are taught the following disabilities at college					
vi. Behaviour and emotional disabilities					
vii. Hearing impairment					
viii. Mental challenges					
ix. Physical and motor disabilities					

x. Visual impairment					
8. Student teachers are taught how to use braille when teaching children with visual impairment at college					
9. Student teachers are taught how to use sign language at college at college					
10. Student teachers are taught differentiated instruction at college					

d) Please tick the appropriate box that best suit your opinion regarding the structure of teacher preparation

Statements	Strongly Disagree	Agree	Neutral	Disagree	Strongly disagree
5. Teacher education curriculum addresses the needs of children with disabilities					
6. Time spent in resident is enough to prepare student teachers for teaching practice experiences in inclusive classes					

7. Interacting with children who disabilities by student teachers increases knowledge on the pre-requisite of inclusive education					
8. Student teachers find it easy to implement theory learnt at college during teaching practice					

SECTION C: LEVELS OF SUPPORT AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

a) To what extent do the following people give student teachers support during teaching practice

Statements	Very often	Often	Seldom	Very seldom	Never
School administrators					
College lecturers					
Mentors					

Parents					
SPS/SNE personnel					

b) o what extent do you agree or disagree with the following statements regarding the levels of support and the implementation of inclusive education

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
9. School administrators support student teachers by constant supervision					
10. Mentors assist and advice student teachers when drawing up lesson plans					
11. Mentors guide student teachers on how to differentiate learning instruction to include children with disabilities					
12. Specialist teachers assess children with disabilities					
13. Specialist teachers guide student teachers in drawing					

lessons plans that cater for children with disabilities					
14. SPS/SNE and school administrators work together in making decisions concerning children with disabilities in schools					
15. Parents provide assistive devices for their children with disabilities in schools					
16. Parents make decisions regarding the teaching and learning of their children with disabilities					

c) To which extent are, you satisfied with the provision pf the following material resources in schools

Statements	Very satisfied	Satisfied	Marginally satisfied	Dissatisfied	Strongly dissatisfied
8. Provision of adequate assistive devices					
9. Large print materials					
10. Brailleing					

machines					
11. Hearing aids					
12. Charts					
13. Writing tools					
14. Computers					

d) To what extent to you agree or disagree with the following statements

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3. The provision of adequate material resource by schools improves student teachers self- efficacy in teaching children with disabilities					
4. The absence of teaching and learning resources affects student teachers ability to teach children with disabilities					

SECTION D: STAKEHOLDERS ATTITUDES AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

g) Please indicate the extent to which the following people’s attitudes influence the implementing inclusive education

People	Always	Often	Occasionally	Seldom	Never
Headmaster					
Qualified teachers					
Peers with disabilities					
Peers without disabilities					
Parents					
Yourself					

h) From your teaching practice supervision experience to what extent do you agree or disagree with the following statements regarding school administrators attitudes

Statement	Strongly	Agree	Neutral	Disagree	Strongly
------------------	-----------------	--------------	----------------	-----------------	-----------------

	agree				disagree
1. School administrators hold positive attitudes towards the implementation of inclusive education					
2. School administrators are enrolling children with disabilities in schools					
3. School administrators attitudes have an impact on student teachers attitudes					

i) To what extent do you agree or disagree with the following statements regarding student teachers attitudes

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4. I am concerned that student teachers teaching inclusive classes are frustrated					
5. inclusive education course has negatively influenced student teachers attitude towards children with disabilities					
6. student teachers teaching children with disabilities has developed awareness of					

the need for inclusivity					
--------------------------	--	--	--	--	--

j) To what extent are your student teachers comfortable in teaching children the following types of disabilities?

Types of disabilities	Very comfortable	Comfortable	Somewhat	Uncomfortable	Very uncomfortable
vii. Hearing impairment					
viii. Visual impairment					
ix. Behavioral and emotional disabilities					
x. Mental challenges					
xi. Gifted and talented					
xii. Physical and					

motor disabiliti es					
---------------------------	--	--	--	--	--

k) To what extent do you agree or disagree with the following statements regarding perceived parents' attitudes

Statement	Strongly agree	agree	neutral	disagree	Strongly disagree
5. Parents hold negative attitudes towards the inclusion of children with disabilities in schools					
6. Most parents do not feel informed about inclusive education					
7. Parents of children with disabilities with positive attitudes support their children education					
8. Parents of children with disabilities do not support their children with disabilities in schools					

l) From your teaching practice supervision experience, to what extent do you agree or disagree with the following statement regarding perceived children attitudes and the inclusion of their peers with disabilities.

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4. Children without disabilities hold positive attitude towards their peers with disabilities					
5. Children without disabilities are willing to make friends with peers with disabilities					
6. Children with disabilities are willing to participate in classroom activities					

SECTION E: AVAILABILITY CLARITY OF POLICY/LEGISLATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

b) To what extent do you agree or disagree with the following statements regarding the availability and clarity of policy and legislation.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4. Zimbabwean policy and legislation on inclusive education is available in schools					
5. The policy and legislation on inclusive education specifies the					

service provisions for children with disabilities in schools					
6. Zimbabwean policy of inclusive education is clear					
vi. To me					
vii. To the mentor					
viii. To the school Administrators					
ix. To parents					

APPENDIX C: QUESTIONNAIRE FOR SCHOOL ADMINISTRATORS

This questionnaire seeks your opinion concerning student teachers' experiences during the implementation of inclusive education in Zimbabwean primary schools. This study forms part of my Doctor of Education in Inclusive Education degree at the University of South Africa. The study may help improve student teacher preparation for inclusive education implementation in Zimbabwe.

Instructions

1. Please do not write your name. The information collected will be treated with confidentiality and anonymity is granted.
2. Kindly respond to all questions. The questionnaire consist of five sections.
3. Please complete all the sections

I thank you for participating.

Serial number

--	--	--

SECTION A: BIO-DATA

Indicate your response by a tick against the appropriate box at each question

8. GENDER

Female	1
Male	2

20- 30years	31-40years	41-50years	50 years +
----------------	------------	------------	------------

9. AGE

1	2	3	4
---	---	---	---

3. QUALIFICATIONS

BA	BED	BTECH	MED	PHD
1	2	3	4	5

**10. Administrative
experience**

20-30years	31-40years	41-50years	50 years +
1	2	3	4

SECTION B: TEACHER PREPERATION AND INCLUSIVE EDUCATION

e) lease evaluate your agreement on each of the following statements concerning your perceptions of the issues concerning teacher preparation and inclusive education.

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Student teachers have learnt adequate content on inclusive education at college					
2. Student were taught the following disabilities in college					
xi. Behaviour and emotional disabilities					
xii. Hearing impairment					
xiii. Mental challenges					
xiv. Physical and motor disabilities					
xv. Visual impairment					
3. Student teachers are taught how to use braille when teaching children with visual					

impairment					
4. Student teachers are taught how to use sign language at college					
5. Student are taught differentiated instruction at college					

f) Please tick the appropriate box that best suit your opinion regarding the structure of teacher preparation.

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. Teacher education curriculum addresses the needs of children with disabilities					
2. Time spent in resident is enough to prepare student teachers for teaching practice in inclusive classes					
3. Interacting with children who have disabilities during teaching practice increases student teachers knowledge on the pre-requisite of inclusive education					
4. Student teachers find it easy to apply theory learnt at college during teaching practice					

SECTION C: LEVELS OF SUPPORT AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

e) How often do the following people give student teachers support during their teaching practice?

Statements	Very often	Often	Seldom	Very seldom	Never
1. School administrators					
2. Mentors					
3. Parents					
4. SPS/SNE personnel					
5. College lecturers					

f) To what extent do you agree or disagree with the following statements regarding the levels of support and the implementation of inclusive education?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. School administrators support student teachers by constant supervision					

2. mentors give student teachers advice on drawing up lesson plans					
3. mentors advice student teachers on how to differentiate learning instruction					
4. Specialist teachers assess children with disabilities in schools					
5. Specialist teachers guide student teachers in drawing up lessons plans that cater for children with disabilities					
6. SPS/SNE and school administrators work together in making decisions concerning children with disabilities in my school					
7. Parents provide assistive devices for their children with disabilities in my school					
8. Parents make decisions regarding the teaching and learning of their children with disabilities					

g) To what extent are, you satisfied with the provision pf the following material resources?

Statements	Very satisfied	Satisfied	Marginally satisfied	Dissatisfied	Strongly dissatisfied
1. Provision of assistive devices					
2. Large print materials					
3. Braille machines					
4. Hearing aids					
5. Charts					
6. Writing tools					
7. Computers					

h) To what extent to you agree or disagree with the following statements?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The provision of adequate material resource make					

student teachers feel comfortable when teaching children with disabilities					
2. The absence of teaching and learning resources affect student teachers ability to teach children with disabilities					

SECTION D: STAKEHOLDERS ATTITUDES AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

m) Please indicate the extent to which the following people’s attitudes influence in implementing inclusive education.

People	Always	Often	Occasionally	Seldom	Never
1. Headmaster					
2. Qualified teachers					
3. Peers with disabilities					
4. Peers without disabilities					
5. Parents					

6. Yourself					
-------------	--	--	--	--	--

n) To what extent do you agree or disagree with the following statements regarding your attitudes towards the inclusion of children with disabilities?

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. School administrators hold positive attitudes towards the Implementation of inclusive education					
1. School administrators are enrolling children with disabilities in schools					
2. School administrators attitudes have an impact on student teachers attitudes					

o) To what extent do you agree or disagree with the following statements regarding student teachers attitudes?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
7. Student teachers are concerned that their workload will increase if they have children with disabilities in their class					

8. inclusive education course has positively influenced student teachers attitude towards children with disabilities					
9. student teachers experience in teaching children with disabilities has developed awareness of the need for inclusivity					

p) To what extent are student teachers in your schools comfortable in teaching the following types of disabilities?

Types of disabilities	Very comfortable	comfortable	somewhat	uncomfortable	Very uncomfortable
1. Hearing impairment					
2. Visual impairment					
3. Behavioural and emotional disabilities					
4. Mental challenges					

5. Gifted and talented					
------------------------	--	--	--	--	--

q) To what extent do you agree or disagree with the following statements regarding parents' attitudes?

Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Parents hold negative attitudes towards the inclusion of children with disabilities in my school					
2. Most parents do not feel informed about inclusive education					
3. Parents of children with disabilities with positive attitudes support their children education					
4. Parents of children with disabilities do not support their children with disabilities in my school					

r) To what extent do you agree or disagree with the following statement regarding children attitudes and the inclusion of their peers with disabilities?

Statement	Strongly	Agree	Neutral	Disagree	Strongly
-----------	----------	-------	---------	----------	----------

	agree				disagree
Children without disabilities hold positive attitude towards their peers with disabilities					
Children without disabilities are willing to make friends with peers with disabilities					
Children with disabilities are willing to participate in classroom activities					

SECTION E: AVAILABILITY CLARITY OF POLICY/LEGISLATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

c) To what extent do you agree or disagree with the following statements regarding the availability and clarity of policy and legislation?

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Zimbabwean policy and legislation on inclusive education is available at my school					
The policy and legislation on inclusive education specifies the service provisions for children with disabilities in schools					
Zimbabwean policy of inclusive education is clear					
x. To me					
xi. To the mentor					
xii. To college lecturers					

xiii. To parents					
------------------	--	--	--	--	--

APPENDIX D: INTERVIEW GUIDE FOR STUDENT TEACHERS

I Christin Khumalo am a UNISA student conducting a research on student teachers experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. The participants are kindly asked to respond in honest. This information is confidential and will be used for the purpose of research only. All the pictures taken will be blurred to hide participants identity.

Place _____ of _____ interview

Date _____ Time _____

SECTION A: TEACHER PREPARATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

- a) Tell me about your experiences during your training concerning inclusive education.
- b) How do you feel about the adequacy of content on inclusive education at your college?
- c) What is your opinion about the structure of your teacher training in relation to your readiness for the implementing inclusive education?
- d) Which disability specific skills do you learn during your training?
- e) What is your opinion regarding the teaching of children with disabilities in an inclusive class?

SECTION B: LEVELS OF SUPPORT AND THE IMPLIMENTATION OF INCLUSIVE EDUCATION

- a) How do mentors support you when teaching an inclusive class?
- a) What is your opinion concerning mentors' knowledge in inclusive education issues?
- b) How does your school administrator support children with disabilities in your school?
- c) How do Schools Psychological Services and Special Needs Education personnel support inclusive education in your school?
- d) How to parents support children with disabilities in your school?

SECTION C: STAKEHOLDERS ATTITUDES AND THE IMPLIMENTATION OF INCLUSIVE EDUCATION

- a) How do you think qualified teachers feel about the inclusion of children with disabilities in your school?
- b) How do you feel when teaching children with disabilities in an inclusive class?
- c) What is your opinion about parents' attitudes towards the inclusion of children with disabilities in regular classes?
- d) How do you think school administrators feel about children with disabilities in your school?
- e) In your opinion to what extent, are peers without disabilities willing to interact with their counter parts with disabilities?

SECTION D: AVAILABILITY AND CLARITY OF POLICY AND LEGISLATION AND THE IMPLIMENTATION OF INCLUSIVE EDUCATION

- a) Explain policies or legislation on inclusive education available at your school.
- b) What do think about the clarity of these policies and legislations on inclusive education?

SECTION E: STRATEGIES FOR IMPROVING TEACHER EDUCATION TO PREPARE STUDENT TEACHERS FOR INCLUSIVE EDUCATION EXPERIENCES

- a) In what ways can teacher educators improve teachers preparation for student teachers to be ready for teaching practice in inclusive classes

THANK YOU FOR YOUR TIME

APPENDIX E: INTERVIEW GUIDE FOR COLLEGE LECTURERS

I Christin Khumalo am a UNISA student conducting a research on student teachers experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. The participants are kindly asked to respond in honest. This information is confidential and will be used for the purpose of research only

Place _____ of _____ interview

_____ -

Date _____ Time _____

SECTION B: TEACHER PREPARATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

- a) What kind of content do you teach your student teachers concerning inclusive education at college?
- b) Which disability specific skills do you teach student teachers at your college?
- c) What is your opinion about the adequacy of content taught in colleges concerning inclusive education?
- d) What is your opinion about the structure of teacher training programme in relation to student teachers' readiness for the implementing inclusive education?
- e) With reference to your teaching practice supervision, to what extent do you think student teachers have acquired adequate pedagogical skills to teach inclusive classes?

SECTION B: LEVELS OF SUPPORT AND THE IMPLIMENTATION OF INCLUSIVE EDUCATION

- e) Tell me about your experiences regarding support given by mentors to student teacher during teaching practice.
- f) What is your opinion regarding the adequacy of mentors knowledgeable on inclusive education?
- g) In your opinion, how do school administrators support the implementation of inclusive education their schools?
- h) To what extent are student teachers knowledgeable about Schools Psychological

Services and Special Needs Education services provided in schools?

- i) What is your opinion about parental support given to children with disabilities in schools where your student teachers' are deployed?

SECTION C: STAKEHOLDERS ATTITUDES AND THE IMPLIMENTATION OF INCLUSIVE EDUCATION

- f) How do you think qualified teachers feel about the inclusion of children with disabilities in their classes?
- g) How do you perceive student teachers attitudes towards children with disabilities?
- h) What is your opinion about parents' attitudes towards the inclusion of children with disabilities in regular schools?
- i) How do you think school administrators feel about enrolling children with disabilities in their schools?
- j) With reference to your teaching practice supervision, to what extent are peers without disabilities willing to interact with their counter parts with disabilities in inclusive classes?

SECTION D: AVAILABILITY AND CLARITY OF POLICY AND LEGISLATION AND THE IMPLIMENTATION OF INCLUSIVE EDUCATION

Explain policies or legislation on inclusive education available in schools.

- c) What do think about the clarity of these policies and legislations on inclusive education?

SECTION E: SECTION E: STRATEGIES FOR IMPROVING TEACHER EDUCATION TO PREPARE STUDENT TEACHERS FOR INCLUSIVE EDUCATION EXPERIENCES

- b) In your opinion in what ways, can teacher educators improve teacher preparation to enable student teachers to be ready for the implementation of inclusive education during teaching practice?

Thank you for your time

APPENDIX F: INTERVIEW GUIDE FOR SCHOOL ADMINISTRATORS

I Christin Khumalo am a UNISA student conducting a research on student teachers experiences in implementing inclusive education during teaching practice in Zimbabwean primary schools. The participants are kindly asked to respond in honest. This information is confidential and will be used for the purpose of research only

Place _____ of _____ interview
_____ -

Date _____ Time

SECTION A: TEACHER PREPARATION AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

- f) Tell me about your experiences during your supervision of student teachers teaching inclusive classes in your school.
- g) How do you feel about the adequacy of content on inclusive education taught in teachers colleges with regards to inclusive education?
- h) What is your opinion about the structure of teacher training programmes in relation to student teachers readiness in implementing inclusive education during teaching practice?
- i) What is your opinion concerning student teachers acquisition of inclusive pedagogical skills at college?
- j) How do you think student teachers feel when teaching children with disabilities in an inclusive class?

SECTION B: SUPPORT LEVELS AND THE IMPLEMENTATION OF INCLUSIVE EDUCATION

- j) In what ways do mentors in your school support student teachers' teaching inclusive classes?
- k) What is your opinion about mentors' knowledge in inclusive education issues?
- l) How do you as a school administrator support children with disabilities in your school?

- m) In what ways do you support student teachers teaching inclusive classes?
- n) In what ways do Schools Psychological Services and Special Needs Education personnel support inclusive education in your school?
- o) Tell me about your experiences with regards parental support given to children with disabilities in your school.

SECTION C : STAKEHOLDERS ATTITUDES AND THE IMPLIMENTATION OF INCLUSIVE EDUCATION

- k) How do you think qualified teachers feel about the inclusion of children with disabilities in your school?
- l) What is your opinion about student teachers' attitudes towards children with disabilities in your school?
- m) As a school administrator, how do you feel about children with disabilities in your school?
- n) What is your opinion about parents' attitudes towards the inclusion of children with disabilities in regular classes?
- o) In your opinion, to what extent are peers without disabilities willing to interact with their counter parts with disabilities

SECTION D: AVAILABILITY AND CLARITY OF POLICY AND LEGISLATION AND THE IMPLIMENTATION OF INCLUSIVE EDUCATION

- d) Explain policies or legislation on inclusive education available at your school.
- e) What do think about the clarity of the policies and legislations on inclusive education?

SECTION E: STRATEGIES FOR IMPROVING TEACHER EDUCATION TO PREPARE STUDENT TEACHERS FOR INCLUSIVE EDUCATION EXPERIENCES

- c) In what ways can teacher educators improve teachers' preparation for student teachers to be ready for teaching practice in inclusive classes?

Thank you for your time

APPENDIX G: OBSERVATION GUIDE FOR CLASSROOM TEACHING AND LEARNING ENVIRONMENT

PLACE OF SCHOOL _____

NUMBER OF CHILDREN WITH DISABILITIES IN THE SCHOOL

GRADE _____

AREA OF OBSERVATIONS	ITEMS	COMMENTS
Indicators that show school administrators support regarding the structured school environment	<ul style="list-style-type: none"> • Building of ramps 	
	<ul style="list-style-type: none"> • Adapted toilets 	
	<ul style="list-style-type: none"> • Adapted play equipment 	
Indicators that show peer support: Interaction of children around the school environment	<ul style="list-style-type: none"> • Children without disabilities making friends with peers who do not have disabilities during playtime 	
	<ul style="list-style-type: none"> • Peers without disabilities help peers with disabilities to complete tasks and improve mobility around the school 	
Indicators that show peer support during feeding time	<ul style="list-style-type: none"> • Interaction of children without disabilities with those who have disabilities during lunch 	
	<ul style="list-style-type: none"> • Peers without disabilities allows a peer with a disability to sit next to him or her during feeding time. 	

APPENDIX H: LETTER OF CONSENT

TITLE: Student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary school

7 November 2018

Dear Prospective participant

I, **Christin Khumalo**, am doing research under the supervision of **Professor Regis Chireshe, a Professor in the Department of Special Needs Education (Great Zimbabwe University)** towards a Doctor of Education at the University South Africa. I am inviting you to participate in a study entitled **student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary school**

This study is expected to collect information that could provide a springboard for teachers' colleges and universities to improve teacher preparation for inclusive education. The information may enhance student teachers sense of efficacy and preparedness to work in inclusive schools.

You are invited because you are a third year student teacher and have children with disabilities in your class. I obtained your contacts for your college. You are among the 642 participants.

The study involves observations, interviews and questions. The observation will take 45 minutes, interviews 10 minutes and questionnaire 10 minutes.

Participation in this study is voluntary and you are under no obligation to consent participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason however, it will not be possible to withdraw once you have submitted the questionnaire since you would have agreed to anonymise.

You will not be reimbursed or receive any incentives from participating in the current study. However, the possible benefits to teacher education is that the information on student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary school will help teacher educators to establish strategies and a model for teacher educator trainers to effectively prepare student teachers for teaching practice experiences in inclusive classes.

You have a right to insist that your name will not be recorded anywhere and that no one, apart from the researcher and identified members of the research team will know about your involvement in the current research. Your answers will be given a code number or a pseudonym and you will be referred to in this way in the data, any publications and other reporting methods such a conference proceeding.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of Research ethics Review Committee.

The researcher will store hard copies of your answers for a period of five years in locked cupboard at Morgenster teacher's college; electronic information will be stored a password-protected computer. Future use of stored data will be subject to further Research Review and

approval if applicable. The hard copies will be shredded while electronic copies will be permanently deleted for the hard drive of the computer through the use of a relevant software programme by the University of South Africa

If you would like to be informed of, the findings please contact me at **+263776871643** E-mail: **khumalo.christine@yahoo.com**. My Supervisor is reachable at the Department of Special Needs Education (Great Zimbabwe University) **+26377708244**: E-mail **chireshe@yahoo.co.uk**.

Yours Faithfully

A handwritten signature in blue ink, appearing to read 'Christin Khumalo', with a circular flourish at the beginning.

Christin Khumalo

APPENDIX I: CONSENT TO PARTICIPATE IN THE CURRENT STUDY (RETURN SLIP)

I, _____(participants name), confirm that the person asking for my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation

The researcher explained to me and I understood the study as explained in the information sheet.

I am aware that the findings of this study will be processed into a research report, journal publications and /conference proceedings, but that my participation will be kept confidential unless otherwise specified

I have received a signed copy of the informed consent agreement

Participants signature

Date

Researcher' Name & Surname

CHRISTIN KHUMALO



Researcher's signature

Date

**APPENDIX J: REQUEST FOR A PERMISSION TO CONDUCT
RESEARCH IN TEACHERS' COLLEGES IN MASVINGO
FROM THE MINISTRY OF HIGHER TERTIARY
EDUCATION, SCIENCE AND TECHNOLOGY
DEVELOPMENT**

7 November 2018

The Ministry of Higher Tertiary Education, Science and Technology development
The Head Office Director Human Resources
P.O Box UA 275
Union Avenue
Harare

Dear Sir/ Madam

I, **Christin Khumalo Moyo**, am doing research under the supervision of **Professor Regis Chireshe, a Professor in the Department of Special Needs Education (Great Zimbabwe University)** towards a Doctor of Education at the University South Africa.

The study is entitled: **Student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary school**

The aim of the study is to investigate student teachers experiences in implementing inclusive education in Zimbabwean primary schools with the aim of establishing strategies and a model for teacher educators to prepare student teachers for inclusive education. Your ministry has been chosen because it is responsible for the regulation activities in teachers colleges.

I will use observations, interviews and questionnaires to collect data from student teachers and teachers college lecturers. A total number of 375 student teachers and 60 teachers college lecturers will participate in the study. The participation of student teachers and teachers college lecturers is strictly voluntary. They are free to withdraw from the current study at any stage if they feel like not continuing. The selected participants will complete a consent form if they agree to take part. Anonymity will be maintained and information given by respondents will be managed with strict primary and confidentiality.

The participants of present study will not get any reimbursement or any incentives for participating. However, reporting student teachers experiences in implementing inclusive education may enable policy makers, teachers' college administrators to review policy, teacher education curriculum and pedagogical issues pertaining to preparing student teachers for teaching practice in inclusive classes. The findings will also benefit the school administrators, teachers and the generality of children with disabilities

The feedback procedure will entail the publication of the thesis as per university of South Africa (UNISA) regulations.

Yours Faithfully
Christin Khumalo



Researcher

My contact details are **+263776871643** E-mail: **khumalo.christine@yahoo.com**. My Supervisor is reachable at the Department of Special Needs Education (Great Zimbabwe University) **+26377708244:** E-mail **chireshe@yahoo.co.uk**

APPENDIX K: LETTER GRANTING PERMISSION FROM MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT

All official communications should be addressed to:
"The Secretary"

Telephones: 795891-5, 796441-9, 730055-9
Fax Number: 733070
Telegraphic address: "EDUCATION"



ZIMBABWE

Reference:

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

12 April 2019

Ms Christin K. Moyo
Morgenster Teachers College
MASVINGO

Ms Moyo,

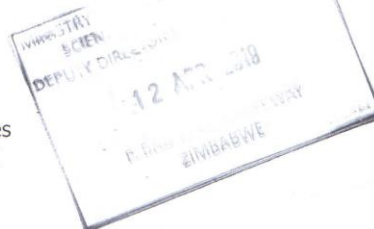
**REQUEST FOR AUTHORITY TO CARRY OUT RESEARCH ON "STUDENTS
TEACHERS' EXPERIENCES IN IMPLEMENTING INCLUSIVE EDUCATION
DURING TEACHING PRACTICE IN ZIMBABWE PRIMARY SCHOOL":
MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND
TECHNOLOGY DEVELOPMENT**

Reference is made to your letter in which you requested for permission to carry out a research on ""**STUDENTS TEACHERS' EXPERIENCES IN IMPLEMENTING INCLUSIVE EDUCATION DURING TEACHING PRACTICE IN ZIMBABWE PRIMARY SCHOOL": MINISTRY OF HIGHER AND TERTIARY EDUCATION, SCIENCE AND TECHNOLOGY DEVELOPMENT**

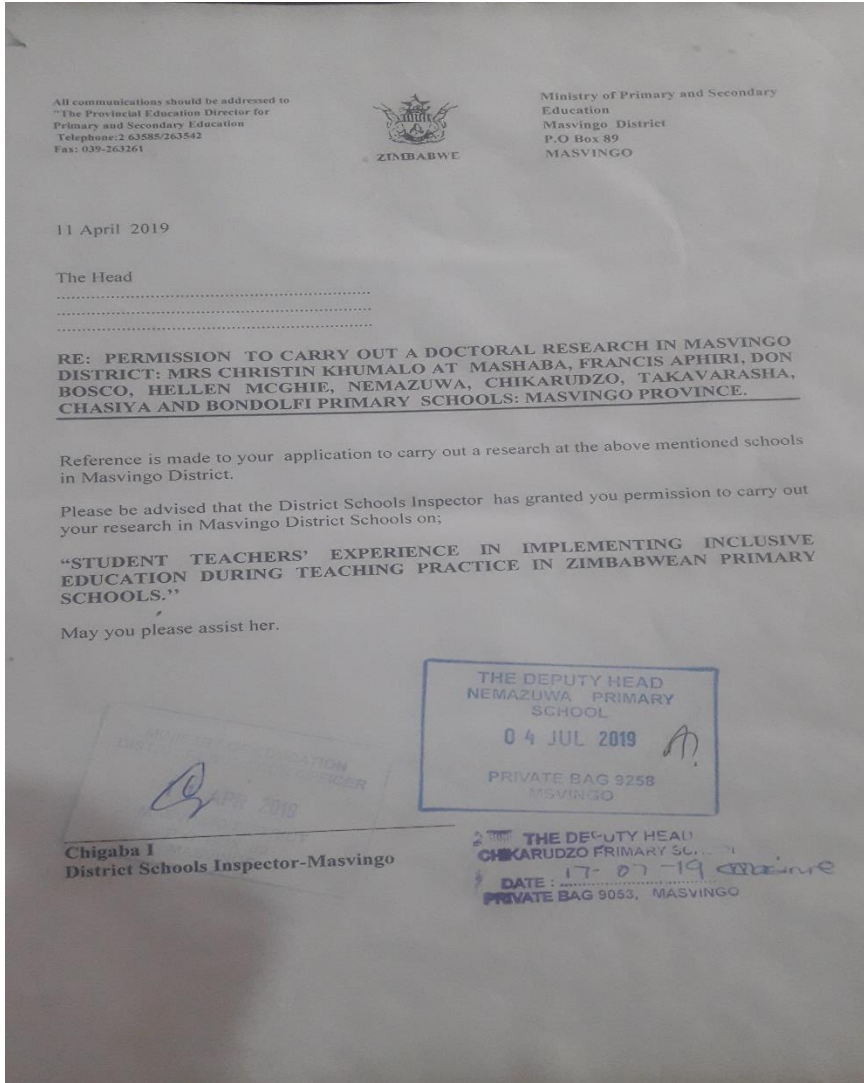
Accordingly, please be advised that the Head of Ministry has granted you permission to carry out the research.

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

S. Nhenjana (Mr)
Deputy Director - Human Resources
FOR: PERMANENT SECRETARY



APPENDIX L: PERMISSION RANTED BY MASVINGO DISTRICT OFFICE



APPENDIX M: REQUEST FOR A PERMISSION TO CONDUCT A RESEARCH IN MASVINGO REGION PRIMARY SCHOOLS FROM THE MINISTRY OF PRIMARY AND SECONDARY EDUCATION.

7 November 2018
The Head Office
The Ministry of Primary and Secondary Education
P.O Box CY 121
Causeway
Harare

Dear Sir/ Madam

I, **Christin Khumalo**, am doing research under the supervision of **Professor Regis Chireshe**, a **Professor in the Department of Special Needs Education (Great Zimbabwe University)** towards a Doctor of Education at the University South Africa.

The study is entitled: Student teachers' experiences in implementing inclusive education during teaching practice in Zimbabwean primary school

The aim of the study is to investigate student teachers experiences in implementing inclusive education in Zimbabwean primary schools with the aim of establishing strategies and a model for teacher educators to prepare student teachers for inclusive education. Your ministry has been chosen because it is responsible for regulation activities in schools.

I will use questionnaires, interviews to collect data from primary school administrators. A total number of 180 primary school administrators will participate in the study. I therefore request your permission to carry out a research study in Masvingo Region. There are no anticipated risks or discomforts resulting from the research participants involved in this study.

The participation of primary school administrators is strictly voluntary. They are free to withdraw from the current study at any stage if they feel like not continuing. The selected participants will complete a consent form if they agree to take part. Anonymity will be maintained and information given by respondents will be managed with strict primary and confidentiality.

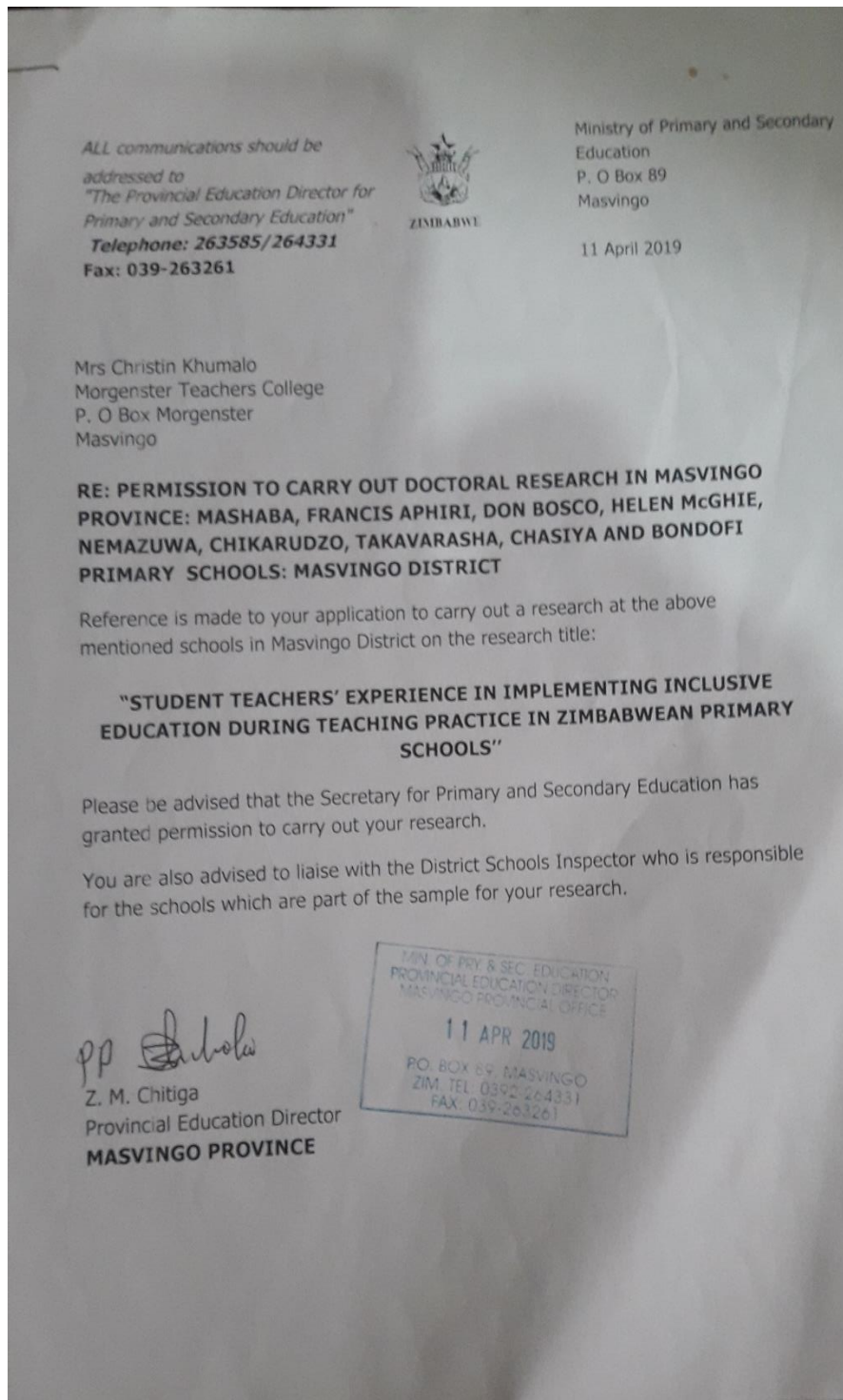
The participants of present study will not get any reimbursement or any incentives for participating. However, reporting student teachers experiences in implementing inclusive education may enable policy makers, teachers' college administrators to review policy, teacher education curriculum and pedagogical issues pertaining to preparing student teachers for teaching practice in inclusive classes. The findings will also benefit the school administrators, teachers and the generality of children with disabilities.

The feedback procedure will entail the publication of the thesis as per university of South Africa (UNISA) regulations.

Yours Faithfully
Christin Khumalo

Researcher


**APPENDIX N: PERMISSION GRANTED BY THE
PROVINCIAL OFFICE: MINISTRY OF PRIMARY AND
SECONDARY EDUCATION**



APPENDIX O: UNISA ETHICAL CLEARANCE CERTIFICATE



UNISA COLLEGE OF EDUCATION ETHICS REVIEW COMMITTEE

Date: 2019/02/13

Ref: **2019/02/13/57647550/16/MC**

Dear Ms Khumalo

Name: Ms C Khumalo

Student: 57647550

Decision: Ethics Approval from
2019/02/13 to 2024/12/13

Researcher(s): Name: Ms C Khumalo
E-mail address: christine.khumalo@yahoo.com
Telephone: +263 77 687 1643

Supervisor(s): Name: Prof R Chireshe
E-mail address: chireshe@yahoo.co.uk
Telephone: +263 77 730 8244

Title of research:

**Student teachers' experiences in implementing inclusive education during
teaching practice in Zimbabwean primary schools**

Qualification: D. Ed in 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 2019/02/13 to 2024/02/13.

*The **low risk** application was reviewed by the Ethics Review Committee on 2019/02/13 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.



University of South Africa
Pretorius Street, Muckleneuk Ridge, City of Tshwane
PO Box 392 UNISA 0003 South Africa
Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
www.unisa.ac.za

APPENDIX P: STUDENT TEACHERS TEST RE-TEST SCORES

STUDENT TEACHERS	TEST (X)	RE-TEST (Y)	X ²	Y ²	XY
1.	173	169	29929	28561	29237
2.	148	152	21904	23104	22496
3.	124	120	15376	14400	14880
4.	113	155	12769	24025	17515
5.	161	165	25921	27225	26565
6.	220	218	48400	47524	47960
7.	124	120	15376	14400	14880
8.	182	179	33124	32041	32578
9.	115	111	13225	12321	12765
10.	140	141	19600	19881	19740
11.	164	159	26896	25281	26076
12.	152	148	23104	21904	22496
13.	152	147	23104	21609	22344
14.	116	118	13456	13924	13688
15.	159	150	25281	22500	23850
16.	164	160	26896	25600	26240

17.	152	153	23104	23409	23256
18.	163	160	26569	25600	26080
19.	189	185	35721	34225	34965
20	185	181	34225	32761	33485
	ΣX	ΣY	ΣX^2	ΣY^2	ΣXY
	3096	3091	493980	490295	491090

Pearson product correlation (r)

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

$$\frac{20 \times 491090 - (3096)(3091)}{\sqrt{[(20 \times 493980 - (3096)^2)(20 \times 490295 - (3091)^2)]}}$$

$$\frac{9821800 - 9569736}{\sqrt{(9879600 - 9585216)(9805900 - 9554281)}}$$

$$\frac{252064}{\sqrt{(294384)(9569736)}}$$

$$\frac{252064}{\sqrt{74072607696}}$$

$$\frac{252064}{272162.8}$$

$$r = 0.93$$

APPENDIX Q: COLLEGE LECTURERS REST RE-TEST SCORES

COLLEGE LECTURERS	TEST (X)	RE-TEST (Y)	X ²	Y ²	XY
1.	186	183	34596	33489	34038
2.	165	162	27225	26244	26730
3.	184	182	33856	33124	33488
4.	187	185	34969	34225	34595
5.	204	200	41616	40000	40800
6.	234	230	54756	52900	53820
7.	217	220	47089	48400	47740
8.	208	205	43264	42025	42640
9.	218	220	47524	48400	47960
10	230	225	52900	50625	51750
Σ	ΣX 2033	Σ Y 2012	Σ X² 417795	Σ Y² 409432	Σ XY 413561

Pearson product moment (r)

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

$$\frac{10 \times 413561 - (2033)(2012)}{\sqrt{[10 \times 417795 - (2033)^2][10 \times 409432 - (2012)^2]}}$$

$$\frac{4177950 - 4090396}{\sqrt{(4177950 - 4133089)(4094320 - 4048144)}}$$

$$\frac{45214}{\sqrt{(44861)(4676)}}$$

$$\frac{45214}{\sqrt{2071501536}}$$

$$\frac{45214}{45513.75}$$

r= 0.99

APPENDIX R: SCHOOL ADMINISTRATORS TEST RE-TEST SCORES

SCHOOL ADMINISTRATORS	TEST (X)	RE-TEST (Y)	X ²	Y ²	XY
1.	166	168	27556	28224	27888
2.	137	135	18769	18225	18495
3.	140	135	19600	18225	18900
4.	194	196	37536	38416	38024
5.	177	175	31329	30625	30975
6.	150	153	22500	23409	22950
7.	116	115	13456	13225	13340
8.	152	155	23104	24025	23560
9.	165	168	27225	28224	27720
10	143	145	20449	21025	20735
Σ	ΣX 1540	ΣY 1545	ΣX² 241624	ΣY² 243623	ΣXY 242587

Pearson product moment (r)

$$\frac{10 \times 242587 - (1540)(1545)}{\sqrt{[10 \times 241624 - (1540)^2][10 \times 24363 - (1545)^2]}}$$

$$\frac{2425870 - 2379300}{\sqrt{(2416240 - 2371600)(2436230 - 2387025)}}$$

$$\frac{46570}{\sqrt{(44640)(49205)}}$$

$$\frac{46570}{\sqrt{2169511200}}$$

$$\frac{46570}{46866.95}$$

$$R = 0.99$$

APPENDIX S: EDITOR'S LETTER

Barbara Shaw

Editing/proofreading services

18 Balvicar Road, Blairgowrie, 2194

Tel: 011 888 4788 Cell: 072 1233 881

Email: bmshaw@telkomsa.net

Full member of The Professional Editors' Guild

To whom it may concern

This letter serves to inform you that I have done language editing, reference checking and formatting on the thesis

**STUDENT TEACHERS' EXPERIENCES IN IMPLEMENTING INCLUSIVE
EDUCATION DURING TEACHING PRACTICE IN ZIMBABWEAN PRIMARY
SCHOOLS**

By **CHRISTIN KHUMALO**



Barbara Shaw

02/02/2021