

**CHALLENGES PHYSICAL EDUCATION TEACHERS FACE IN THE
IMPLEMENTATION OF INCLUSIVE LEARNING IN SELECTED PRIMARY
SCHOOLS IN MKUSHI DISTRICT, ZAMBIA**

BY

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**A Dissertation Submitted to the University of Zambia in Partial Fulfillment of
the Requirements for The Award of the Degree of Master of Primary
Education.**

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DECLARATION

I, **Sibeso Josephat** declare that the work presented in this dissertation entitled, “**Challenges physical education teachers face in the implementation of inclusive learning in selected primary schools of Mkushi District, Zambia**”, is to the best of my knowledge and belief my own work and contains no material that has been submitted previously, in whole or in part for the award of any other academic degree to this university or any other.

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DEDICATION

This Dissertation is dedicated to my late parents Mr Sibeso Alfred Suuba and Mrs Magrate Malundu Sibeso, who always inspired me to make a difference in life, may their souls rest in eternal peace. The dissertation is also dedicated to My Uncle, Mr John Kashonka and Aunt Josephine Kashonka Malundu for being helpful in my academic life. I would also like to dedicate this dissertation to my wife Ntambo C. Angela, my children Mwakoi Sibeso, Thabo J. Sibeso, Suuba Sibeso, Tumelo Sibeso, Limpo Sibeso and not forgetting my Nephew Mike Simooya for believing in me, and the encouragement and support they gave me during my studies.

CERTIFICATE OF APPROVAL

This dissertation by Sibeso Josephat is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Primary Education by the University of Zambia.

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ABBREVIATIONS

CPD:	Continued Professional Development
ZCF:	Zambia Curriculum Framework
EFA:	Education for All
MoGE:	Ministry of General Education
PE:	Physical Education
PWD:	Pupils with Disabilities
PWOD:	Pupils without Disabilities
TLA:	Teaching and Learning Aids
UNESCO:	United Nations Educational, Science and Cultural Organizations
UPE:	Universal Primary Education
ZPD:	Zone of Proximal Development

ABSTRACT

The study aimed at identifying challenges Physical Education teachers face in the implementation of inclusive learning in selected primary schools of Mkushi District, Zambia. The study had four fold objectives, namely; to examine the knowledge Physical Education teachers have on inclusive education, to explore how physical education is taught in inclusive learning, identify challenges physical education teachers face in the implementation of inclusive learning and to examine how physical education teachers can effectively teach PE in inclusive learning. The study was motivated by the fact that Physical Education Teachers (PETs) continue to experience challenges on how to implement inclusive PE, especially how it should be taught effectively to pupils with and without disabilities in an ordinary classroom. In order to understand this, the study employed a qualitative inquiry as regards to data collection and used a case study design. It employed purposeful sampling, which was used to come up with the desired sample size of 41 participants.

The desired data were collected by the use of in-depth interview guide, observation checklist and focus group discussion and data was analysed thematically. The findings were categorized in line with the objectives. The study established that the PE teachers advocated for inclusion of learners with and without disabilities, although they raised some major challenges that could be obstacles to effective inclusive PE. The challenges included lack of teaching and learning materials, lack of funding, lack of legal and policy frameworks to foster the inclusion of children with disabilities in the mainstream specifically PE among others. Further, infrastructure is also said to be inaccessible in most schools in Mkushi District, making it difficult for pupils with physical disabilities to access it. The study concluded that teacher training in special needs education is an important factor in implementing inclusive physical education for learners with and without disabilities.

Based on the findings of the study, it was recommended that government should consider improving the structures of the buildings in schools by improving the physical facilities like classrooms and playgrounds so that they are more safe and accessible to students with learning disabilities who might also be physically challenged. It has also been suggested that government should consider putting in place adequate and appropriate physical and human resource. Inclusive educational policies should be improved and take full account of individual differences in order to foster inclusive PE in primary schools. Further research could be carried to establish how lectures in teacher training colleges effectively train teachers to teach inclusive PE in primary schools Zambia.

Key words: Challenges, Implementation, Inclusive physical education, Physical Education teachers.

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CHAPTER ONE: INTRODUCTION

1.1 Overview

This chapter gives the background to the study, the statement of the problem, the purpose of the study, the study objectives and the research questions. The chapter also looks at the significance of the study, the theoretical framework, the conceptual framework, the scope of the study and operational terms.

1.2 Background of the study

As a physical education teacher, I have taught in different primary schools in Mkushi District of Zambia. In these schools, I taught students with different levels of abilities and performance. The challenge I faced was that, I did not achieve most of my expectations and ideals as a PE teacher. My experience was that, some learners were left out in the background to which opportunities for Educational equity were mainly denied. It is also well understood that children with disabilities face multiple challenges that lead to their exclusion from quality education. For example, lack of inclusive learning environments, accompanied by lack of infrastructure, necessary resources and information, compound the challenges they face in accessing education. Studies on inclusive education in Zambia by Kalabula (1991), Ng'andu (2001) and Mandyata (2002), show that most schools do not have the facilities or resources conducive for inclusive education thereby excluding a lot of learners with disabilities from accessing education in primary schools. Further, (UNICEF, 2012) state that children with disabilities are disproportionately represented among the children missing out on education. Despite these challenges, the good news is that there are effective ways to build inclusive societies in which children with and without disabilities can enjoy their rights, including their right to quality education, on an equal basis with their peers without disabilities. Therefore, it made me conclude that PE must be considered a key tool in terms of the much-acclaimed inclusive education. According to 2030 sustainable development agenda states that, "physical activities and sport are necessary for a comprehensive education as it ensures inclusiveness and quality education for all." Hence, quality education must incorporate PE as an important part of the

curriculum, as outlined by UNESCO's international Charter for PE and sport, which allows children to learn lifelong values of respect, friendship, team-work, fair play, self-discipline and inclusion.

Inclusive physical education benefits many students (Block, 1999; 2000). According to professional opinion, students with disabilities have an opportunity to learn social skills in a more natural environment, to make new friendships with peers without disabilities, and to improve self-esteem (Suomi et al., 2003). Students without disabilities can learn about disabilities and come to a better understanding of individual differences (Block, 1994). Inclusive physical education is a process whereby all students share their differences and learn to respect each other's limitation and unique abilities (DePauw & Doll-Tepper, 2000). Block (2000) states social objectives, including appropriate cooperation and tolerance for varying abilities, can be enhanced through physical education. Goodwin (2000) describes inclusive physical education as a learning environment that provides:

All students with disabilities the opportunity to participate in regular physical education with their peers, with supplementary aides and support services as needed to take full advantage of the goals of motor skill acquisition, fitness, knowledge of movement, and psycho-social well-being, toward the preparation students for an active lifestyle appropriate to their abilities and interests. (p. 15)

Physical Education (PE) as a fundamental subject of the school curriculum cannot remain outside this inclusive movement, as this subject can establish itself as a key tool to be utilized in addressing the recently adopted sustainable development goals (SDGs) by United Nations (UN). According to the United Nations (UN) 2015 Summit on Sustainable Development Goal (SDG) 4 reads: "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". It further states that, "combined with a school curriculum, physical activities and sport are necessary for a comprehensive education for all. Unfortunately, the theme of inclusion in PE has been insufficiently treated in most Zambian schools. Yet, researchers indicate that there are a lot of reasons why PE is likely to be a means for enduring inclusive education. According to Bailey (2006), Physical Education and Sport (PES) have numerous advantages linked with active participation. Talbot (1999) notes that physical education helps children to develop self-

respect, helps in integrating social, cognitive and physical growth, develops knowledge of the function of aerobic and anaerobic physical programmes in health, positively improves self-esteem, and enhances social, affective and cognitive development (Talbot, 1999). Physical activity maintains healthy joints and muscles so that one can undertake their daily activities and be physically fit. Quality physical education programmes are essential in developing motor skill, physical fitness and understanding of concepts that foster lifelong healthy lifestyles (Sherrill, 2004). Through physical activity, children's health can be enhanced. Regular physical activity can help children maintain healthy muscles, bones, and joints; reduce the risk of heart disease and diabetes; and control their weight (Pate, et al. 1995).

Further, Curry (2012) emphasizes that PE has the potential to improve learners' lives through sporting experiences, developing their skills and identifying students with possibly hidden talents or those in need of further support. She further states that PE enables students to improve social-affective skills and provides opportunities for teamwork. In a World Summit on PE (1999), international researchers highlighted case study evidence concerning the benefits of PE around the world and its health benefits to children (Hardman, 1999). Some of these benefits are; improving self-esteem and reducing risky habits; reducing the chances of early sexual activity among girls and teenage negative attitudes toward school and dropout rate; giving knowledge of abstract-critical thinking and preventing health hazard injuries. In addition, the (Centres for Disease Control [CDC], 2002) states that participation in physical activity and sports programme can foster social well-being and promote mental health among children. This can be evidenced by the presence of PE in all curricula developed for students with or without disabilities, being understood that PE enables participation and a high degree of satisfaction of students with different levels of performance and needs.

The Zambian Curriculum Framework (2000) states that, "The Ministry policy in relation to Special Education Needs (SEN) is that children with special education needs shall be mainstreamed, that is as far as possible children with special needs shall remain in the regular school system". After the Ministry of General Education began administering special education in Zambia in 1977, a number of special schools and institutions were

built. However, in response to international pressure toward inclusion, the Zambian government has adopted a policy that endorses the inclusion of students with disabilities into general education environments (Educating Our Future, 1996). The policy advocates the elimination of discrimination based on disability. Furthermore, the policy stipulates equal opportunities, non-discrimination, social justice, protection of basic human rights, and participation of students with disabilities in the mainstream activities of school and society. By the late 1980s and early 1990s, a number of children with disabilities were placed in general education settings (Kasonde-Ng'andu & Moberg). In addition, The Zambian Curriculum Framework (2013:35) notes that, "learners have different learning abilities, the category of learners with Special Educational Needs includes; the hearing, visually, physically, intellectually impaired as well as the gifted/talented ones". In response, the Teacher Education Department (TED) through Inclusive Schooling Programmer (INSPRO), developed indicators for identifying children with hearing, visual, mental, physical impairment, as one way to make schools provide conducive inclusive learning. Rodrigues (2003) believes that PE may actually be a key area to make education more inclusive and may even be a privileged field for experimentation and teaching quality skills in regular schools.

Block (2007) defined inclusion as the, "philosophy of supporting the educational needs of students with disabilities in regular education classes." The principle of inclusive education was adopted at the Salamanca world conference on Special Needs Education (UNESCO, 1994). After the Salamanca statement and the Framework for Action on Special Needs Education (UNESCO, 1994), it became a guideline for policies in education and social services in several countries that signed it, including Zambia. The Education Act of 1996 paved way for a number of curriculum reforms, for example, The Disability Act of 1996, was put in place to provide for the needs of persons living with disabilities in the light of discriminatory practices against them in different Environments, which included the curriculum. There have been efforts made direct and indirect towards an inclusive society, but many barriers still need to be broken. For example, in Zambia, UNESCO and others in the international community have created enabling legislative frameworks that promote the right to access inclusive quality education. This includes

ratifying and implementing the Convention on the Rights of Persons with Disabilities and the Convention on the Rights of the Child, ensuring domestic laws, especially education laws, are in harmony with these conventions.

Therefore, it is necessary to prepare PE teachers and students with or without disabilities for inclusive education and the understanding and acceptance that is needed in order for inclusion to work successfully. However, despite the existence of the policy document which promotes quality inclusive education of pupils with disabilities in the mainstream, it is not sufficient to guarantee the implementation of inclusive PE in regular schools. Therefore, this study did identify challenges PE teachers face in the implementation of inclusive education in selected primary schools in Mkushi District of Zambia.

1.3 Statement of the problem

The PE is a broad, balanced and holistic planned subject, which all pupils regardless of their ability, are entitled to access. By virtue of the increasing number of learners with physical disabilities in the inclusive schools, PE teachers are likely to find it challenging to successfully cater for individual needs in physical education lessons. Physical Education Teachers (PETs) continue to experience challenges on how to implement inclusive PE, especially how it should be taught effectively to pupils with and without disabilities in an ordinary classroom. As a result, little is known about the knowledge, skills, and experience needed to become an effective physical education teacher in schools that now contain learners with diverse physical disabilities in physical education classes (Vogler, 2003). It is evident by a study done in Zambia by Njelesani (2012) which stated that, “The role of physical education contributing to inclusive education should be investigated in Zambia”. However, to date, there is no empirical evidence in Zambia to show various ways that PETs use to implement inclusive PE. Various studies have been done in relevance to inclusion of learners with special needs in the regular PE classrooms in different parts of the world. According to Karugu (2000), special schools in Kenya, should become agents of change by admitting non-disabled students to enhance peer tutoring and social relations. Given the condition that all pupils regardless of their abilities are entitled to access equal opportunity, it is therefore, vital that, the challenges PETs face

in the implementation of inclusive learning are fully explored so that measures can be identified which can be used by PETs to teach effectively pupils with and without disabilities in the mainstream.

In Zambia, many studies in the field of Special Needs Education (SEN) and Physical Education (PE) have been done. For example, Sipalo (2011) did a study on PE and this study was set to find out the Factors Inhibiting the Effective Teaching of physical education in some Basic schools in Mbala District, Zambia. Serpell (2017) did a study in SEN, focusing on children with special needs at basic school level. Yet, none of the studies specifically focused on inclusion for learners with disabilities in physical education. As such, this information gap triggered the need to carry out this study.

1.4 Purpose of the study

This study aimed at identifying challenges physical education teachers face in the implementation of inclusive learning in selected mainstreamed primary schools in Mkushi District. This is to establish possible information that can be included in the curriculum in order to give guidelines to Inclusive Physical Education Teachers (IPETs) on how to teach effectively and handle children with and without disabilities so that the challenges are dealt with effectively.

1.5 Objectives of the study

The objective of the study is to investigate challenges which physical education teachers face in the implementation of inclusive learning in selected primary schools of Mkushi District.

The specific objectives

1. To examine the knowledge Physical Education teachers have on inclusive education.
2. To explore how Physical Education is taught in inclusive learning.
3. To identify challenges physical education teachers face in the implementation of inclusive learning.

4. To examine how physical education teachers can effectively teach PE in inclusive learning.

1.6 Research questions

The study is guided by the following major question; - what challenges do teachers of physical education face in the implementation of inclusive physical education?

1. What kind of knowledge do Physical Education teachers have on inclusiveness?
2. How are physical education lessons taught in inclusive classrooms?
3. What challenges do physical education teachers face in the implementation of inclusive learning?
4. How can physical education teachers effectively teach in inclusive learning?

1.7 Significance of the study

Research indicates that regular physical education activities included in the children's school curriculum produces physical, psychological and intellectual benefits. According to Sherrill (2004) and Pauw and Doll-Tepper (2000), physical education must be supported as an integral part of a comprehensive education. With the heightened inclusive classroom in Zambia, there is a need to improve on ways of including learners with and without physical disabilities in the programs to reap these benefits. In addition, by identifying specific teaching skills and modifications that promote successful inclusion in physical education, teacher education programs can potentially address these issues in the pre-service teachers' training courses. Furthermore, it will provide groundwork for more research studies by other researchers in the field of teacher education for inclusive physical education. Ultimately, the end result may be a better physical education experience for learners with different disabilities in inclusive PE classes. It is further hoped that the information obtained from this study may be of use to policy makers and other key stakeholders to come up with policies and interventions that will ensure full implementation of inclusive PE to PE teachers particularly in primary schools. The removal of all challenges to effective implementation of inclusive education may increase

enrollment of children with disabilities in regular schools, thereby, supporting Education for All (EFA).

1.8 Limitation of the study

Limitations are those conditions which are beyond the control of the researcher and may also place restrictions on the conclusions of the study (Best and Kahan, cited in Chilobe (2013).

Limiting the external validity is selecting only five schools in this study in comparison with other schools in terms of challenges physical education teachers in the District face in implementing inclusive physical education might somehow differ.

There are some limitations to do with this study since the main aim is to identify challenges physical education teachers face in the implementation of inclusive learning, their educational background on inclusive education would have been of great significance. A limitation is encountered following their state of not having adequate knowledge of inclusive Physical education. However, the study tried to fix the gap through the use of school inclusive classes and the perspective of the few teachers who had a kind of awareness of inclusive education. In addition, the decision to restrict the research to only five selected primary schools in Mkushi District and not to all was due to financial problems, long distance to reach certain schools and limited time to do the research. Kombo and Tromp (2006) indicate that limitation of the study includes the time and financial limitations that may influence the scope of the study, data inaccessibility and unanticipated occurrences.

1.9 Delimitation of the study

This study was limited to selected primary schools of Mkushi District in Central Province of Zambia owing to the fact that the ordinary schools are supervised and funded by the Government through Ministry of General Education. The participants were physical education teachers, head teachers, pupils, parents and Education Standard Officer (ESO) at (DEBS) office being stakeholders with appropriate information.

1.10 Theory presentations

Several theories and approaches have been established to give meaning to different education concepts. Each theory has its meaning and context in which, if applied, will produce the desired outcomes. A theory has its meanings, terms, ideas and some of them have a model which elaborates the given phenomenon. In the social sciences, most theories are associated with social problems existing in the society, among them are those related to learning. Learners with physical and mental disabilities may be included in this category. This research is based on challenges physical education teachers face in the implementation of inclusive education in selected primary schools in Mkushi District. The theoretical framework this study used is socio-cultural theory (Lev Vygotsky) and systems theory (Von Bertalanffy). The researcher used a sociocultural perspective because in implementing inclusive physical education there are thoughts that students with special needs have difficulties in adapting to new environments such as being in an inclusive class. Vygotsky pioneered a sociocultural approach to understanding cognitive processes in childhood development (Shaw 2006). Vygotsky's works in the field of special education and psychology have been crucial for the establishment of methodology in special educational practice. The social cultural theory postulates that cultural, historical and institutional factors reflect and shape an individual's mental processes. Thus, high mental function in the individual has its origins in social activity. According to Vygotsky, higher mental functions are not independently constructed by children in early ontogenesis, but "rather than that, the development of mental process is mediated by adults in the context of social interactions with children" (Karpov 2005:10). Learning takes place first on an intersychological (social) level and only later on an intrapsychological (personal) level (Wilson 1996:3). To further comprehend the subject matter under the study, application of system theory is used. This is because in the whole process of implementation of inclusive physical education, schools as organizations need to function as a system which cannot stand alone. It needs support and collaboration between different stakeholders especially. These include the ESO, head teachers, PE teachers, parents and pupils need to work together to attain the benefits of inclusive education. The support of the family in caring for the exceptional child continues to be important as the child grows,

but it is joined by other factors, especially the school, peers and the larger society (Kirk, 1997). Penh (2005:16) further indicates that parental involvement in their children is a key factor in education progress.

1.11 Vygotsky's sociocultural theory

The researcher has chosen to work with Vygotsky's idea of social constructivism because to develop the field of inclusive physical education in Zambia, social context has a contribution on how its implementation is done. Vygotsky's constructivist theory is better known as social constructivism. According to him, culture and social context are very important in cognitive development. Furthermore, social context appears to be very important and human inquiry is embedded within a culture which is embedded within social history (Pass, 2004). Culture provides the child cognitive tools needed for development, such as language, cultural history and social context. In addition, man not only develops naturally, but he can also construct knowledge himself from what he or she has learned through experience (Ratner, 1991). Knowledge need to be built by a person, not just transmitted to a person. Hoover (1996) suggests two simple, but important ideas that highlight the notion of constructing knowledge that; First, prior knowledge has always influenced the formation of new knowledge and second learning is an active process. In addition, Vygotsky believed that, higher-level thinking develops best in social contexts and he encouraged learning situations in which teachers, parents and more capable peers interact directly with students who are at lower levels of thinking. The significant people in their environment can help guide their thinking by providing hints as to how they should proceed when they cannot manage on their own. More specifically, the expert can describe what needs to be done, taking the student through the problem, while demonstrating appropriate strategies (Day, Cordon, & Kerwin, 1989). In this current study, this theory will help give guidance to PE teachers on how they can assign and demonstrate appropriate strategies to pupils (abled and disabled) in order for them to get to do the given task and be able to accomplish it.

Contribution of sociocultural theory in inclusive education in Zambia

By using sociocultural theory, there are some changes which can happen in inclusive physical education. Vygotsky's social constructivism ideas might have a great impact on inclusive education in Zambia. Using his ideas in the implementations of inclusive PE, benefit can be achieved in the learning process. An important concept in sociocultural theory is the Zone of Proximal Development (ZPD). ZPD refers to the difference between what the child can do on his or her own and the help he or she needs from others experienced in the subject matter. This is important in supporting learners in inclusive education through skillful peers, teachers and social context, since it is known that the main task of inclusive education is to bring about a transformation of ZPD. Vygotsky (1978: 85) stresses that, "ZPD is the distance between the actual development through problem solving under adult guidance or in collaboration with more capable peers". Therefore, collaboration seems to be the key element in achieving inclusive education.

Constructivists believe that collaboration in inclusive schools will help PE teachers to solve problems that will lead to new learning for all learners and, provide explanations of their actions to their peers that will be of mutual benefit. They will have exchanged, shared, understanding, hence, this will lead to the development of cognitive abilities. Physical education teachers will be able to plan and look for teachable moments to provide encouragement and to assist according to children's needs. This will make children become more skillful after receiving sufficient support. The significance of context to learning where the use of adaptive teaching methods allows active involvement of learners should be encouraged. This social constructivist process can provide an important direction for inclusive physical education in Zambia.

Principles of Vygotsky's sociocultural theory

Different scholars have given the principles of constructivism. To show this in a clear manner the researcher has chosen to present the principles in bullet points.

Vygotsky gave four principles which are related to teaching and learning which are;

- Learning and development is a social, cognitive activity,

- The zone of proximal development can serve as a guide to curricular development,
- Learning extends beyond school to home and other environments and
- Classroom activities should always be related to real life (Irby, 2013).

Collay and Gagnon (2004) give the epistemological assumptions upon which constructivist learning is centered: They believe that;

- Knowledge is physically constructed by learners, who are involved in active learning,
- Knowledge is symbolically constructed by learners who are making their own meaning to others and
- Knowledge is critically constructed by learners who try to explain things they do not completely understand.

In addition to this Brunner (1966) describes three key principles of constructivism:

The first principle emphasizes on readiness related to the instructions and the second principle is Spiral organization which means the content should both be structured and sequenced effectively. While the third principle is generation pertains to instructions going beyond the information given.

Implication of social constructivism to teaching and learning process

Content implications

Vygotsky believed that the lesson designed for a group of learners should be learner centered and oriented towards activities through which they can be able to construct their knowledge as a result of recognition of one's experience. He considered the fact that any function in a child's cultural development appears twice or on two planes:

“It appears first between people as an inter-mental category, and then within the child as an intra-mental category. This is equally true of voluntary attention, logical memory, the formation of concepts and development of will” (Rieber, 1987: 21).

From the explanation above, it means that in inclusive classroom the pupils with different learning difficulties will learn new knowledge from other learners who attend the same class and later they can construct their own knowledge. This will be as a result of interaction between the children in the classroom and outside the classroom.

Constructivism has been used and applied in the field of teacher education leadership. Dewey (1980) pointed out that one of the key components of constructivism is learning through reflection. That means reflection cannot occur unless the learner had used thinking to make a change that could be seen in action. Basing on constructivism theory, the learner theorizes based on current experience, imagines another course of action, and takes action. Without the follow-up action, reflection has not occurred as cited in (Irby, 2013). In addition, Vygotsky argues that, where there is no self-movement, there is no place for developers in the truest sense of the world. In Piaget's theory, it is believed that one phenomenon replaces the other, but it does not emerge from the other (Rieber, 1987). This is one of the key lessons that teacher educators try to engage pre-service teachers to entertain as they consider the complexity of context with accountability testing, multiple language spoken, different lifestyles, diverse learning styles, and students' diverse needs. Critical reflection and participatory dialogue with learners is essential to learning in inclusive physical education.

Constructivists insist that teachers should conduct assessments to find out if their set goals have been achieved. Assessment for learning may be referred to as the way of monitoring a student's achievement while the process of learning is going on (Gallagher, 1991). This can be used by the teachers in an inclusive classroom to improve their teaching strategies when implementing inclusive physical education. In assessment for learning, the teacher will be able to identify a student's area of weakness and work on it. Assessment for learning according to the Chartered Institute of educational Assessors (2008) is a powerful way of rising pupils' success. It is built on the principle that pupils will improve most, if they recognize the purpose of their learning, whether they understand the goal and how they can attain it. Therefore, assessment for learning is considered to be central to effective teaching and learning.

Constructivist educators believe that assessments should measure what teachers teach and what students learn. The bullet points below are the positive qualities of good assessment as identified (Irby, 2013).

- Requires students to be effective performers with acquired knowledge
- Presents the students with a full array of tasks that align with the priorities and challenges found in the best instructional activities
- Attend to whether a student can craft polished thorough and justifiable answers, performances, or products
- Achieves validity and reliability by emphasizing and standardizing the appropriate criteria for scoring such varied products
- Test validity depends in part on whether the test simulates real-world test of ability
- Involve ill-structured challenges and roles that help students rehearse for the complex ambiguities of the game of adult and professional life (ibid: 174).

Assessment can be used as a tool to know if the students understood what they were supposed to learn. As a teacher, assessment is necessary because it might lead to successful achievement of educational goals. In the implementation of inclusive physical education, PE teachers should assess themselves to know the extent to which they have achieved the goal of equal and quality education. The Assessment will help PE teachers to know where they went wrong in the whole process of implementation of inclusive learning and failure in implementation should be seen as another opportunity to improve the same.

Pedagogical Implications

Socio-cultural theory insists on the change of the role of a teacher from being a director to being a facilitator. In a classroom situation the role of the teacher changes from that of transmitting knowledge to students, to being a facilitator when teaching from a constructivist theory of learning framework. That means it emphasizes on the good cooperation between the teacher and students and between students themselves. Here the

students feeling of identity is improved and feels high self-esteem as they are being involved in the whole process of teaching and learning. The constructivist teacher mediates, coaches, stimulates and supports pupils' progress and assesses their understanding and learning (Cobb, 1999). Students who use basic forms of tools and methods of experts in the subject area to actively construct their knowledge have greater generalization skills and transfer of learning to new contexts. In addition to that, Pelech and Pieper (2010) argue that a constructivist teacher views his or her role as one of managing the learning environment and acting as a guide, facilitator, and coach. They keep on emphasizing by saying the role of the constructivist teacher is not one of transmitting knowledge.

Furthermore, it is believed that students who work in cooperation have a greater chance of developing their knowledge and skills at the maximum level. Irby (2013) argues that students who cooperate in small groups develop superior critical thinking skills and have longer retention than those who work alone. In addition to that, involving students and requiring their participation has shown positive results in diverse learners. Learners with different problems in learning may be helped by their peers and be able to understand well. This shows that cooperation is an essential component of constructivist theory. Westwood (2004) argues that knowledge is socially constructed and therefore requires interpersonal collaborative effort among learners.

Besides constructivism theory, the researcher also used system theory. This study decided to use system theory because schools as organizations do not function alone, its function as a system which includes many stakeholders. These stakeholders are like the ministry of education, head teachers, parents and PE teachers. In line with this, Sterret (2011) agrees that there is a strong relationship between school leaders and student's achievement. In the implementation of inclusive education in primary schools all these stakeholders are included. Therefore, system theory will help this study explain more on how schools should function as a system towards the implementation of inclusive physical education.

1.12 System theory

The concept of system theory was introduced by Bertalanffy in 1937. He was a biologist and his theory was used to explain the interrelationship which exists between different organizations. He used a system to outline principles which were common to system in general. He integrated the ideas of general systems theory using biological systems as a means to understand the world at large (Irby, 2013). Different writers have used the different terms and ideas related to system theory. For example, in an educational context, Griffiths (1964), Senge (1990) and Morgan (1997) have incorporated the system concepts into theoretical constructs and their application to the leadership (ibid). In any system there are things which are interrelated with one another that make the whole system more than just the sum of its element. This study is based on Irby's model as will be explained further on.

Senge (2000: 73) argues that "in an organization, the system consists of people, structure and processes that work together to make an organization healthy or unhealthy". School as an organization which consist of teachers and other stakeholders if they work together, they will achieve the goal in the implementation of inclusive physical education in primary schools. This can be related to education management as a system which consists of different parts which are related and interdependent with other systems. Therefore, general system theory sees human behavior as the outcome of shared interactions of persons who are within the same social systems. In addition to that it has been realized that establishing a routine and consistently following they built important relational trust among the leader and teachers (Sterrett, 2011).

The major issue in system theory is communication. Communication may be defined as the process of sending and receiving information from one person to another, this can be done either verbally or nonverbal (Blandford, 1997). Communication to be effective the message should be understood by both sides. Lunenburg (2010) identified important elements of the communication process which are: Sender, medium, message, noise, receiver and feedback. The sender is a person who initiates the message. The receiver is an individual to whom a message is directed. Message is the spoken or written content

that needs to be encoded by the sender and interpreted by the receiver. Medium is the channel by which the message is delivered and received. Feedback is the response from the receiver indicating whether a message has been received in its intended form.

Communication is very significant in any organization for the information to be able to reach the intended person. School as an organization, it needs to have a good form of communication in its system. This will help the school to properly implement inclusive physical education. According to National School Public Relations Association (2006) it is important to establish effective two-way communication as a necessary trait for success at all levels of education, from school board to the superintendent to principal, administrator and teacher. This ensures a constant flow of quality information from the administration to the school board.

Every system includes inputs, processes and outputs. In educational context inputs may include; management, teachers, students, curriculum, environment, teaching and learning materials, time and other things. The Process includes educational activities for example in the classroom situation teaching and learning activities. The output includes learning which will be indicated by behavior, examinations and attitudes. In this matter, there should be an expected behavior after the whole process of teaching and learning. After the whole process, feedback is necessary because it helps to understand the achievements of the intended goal.

Educational Implication of the system theory in inclusive physical education

In an educational context, system theory plays a great role in making the whole system function in an interdependent way. This means everyone who belongs to the system has to play a certain role. Ainscow and Sandil (2010) stresses the importance of leaders gathering, generating and interpreting information within a school in order to create an inquisitive attitude in implementing inclusive PE. The emphasis is being put in working together as an organization and not as a single person. Teachers should be clear about what is to be taught and when it is to be taught and the administrator should consistently ensure that the goals made are being met (Sterrett, 2011). Within the field of education system theory plays a major role in understanding how the school as a social system

functions. Here are some of the assumptions as were given by Hoy and Miskel as cited in (Irby, 2013).

- School as a social system are goal oriented and may have a multiplicity of goals but the central one is preparation of its students for adult roles.
- Social systems are peopled, and these individuals act in roles as students, teachers, administrators and others.
- Social system is normative with individual role expectations for the role structure and prescribed behaviour.
- Sanctions exist in a social system where norms are being enforced with rewards and punishments. Informal sanctions also exist, such as ostracism.
- Schools are generally open systems that operate in an environment that include exchanges. They are affected by the values of the community, by politics and outside forces.

From these assumptions we can conclude that the above theory is significant to the current study in that the central goal of PE teachers in schools is to implement inclusiveness and make sure all learners receive equal and quality education. All the stakeholders in the system should work together on the implementation of inclusive PE. In addition, the systems theory sees individuals as seeking homeostasis within their systems or groups. Meaning, this theory creates a system that works for all members, the expectations, needs, desires, and behaviors of each person within it must be considered by teachers of PE.

1.13 Conceptual framework

Miles and Huberman (1994: 18) defined a conceptual framework as a visual or written product, one that “explains, either graphically or in narrative form, the main things to be studied. Thus, the conceptual framework of this study, shows the variables which would effectively contribute to the success of inclusive physical education. It shows the relationship between the independent and dependent variables and illustrates the outcomes of successful implementation of inclusive physical education.

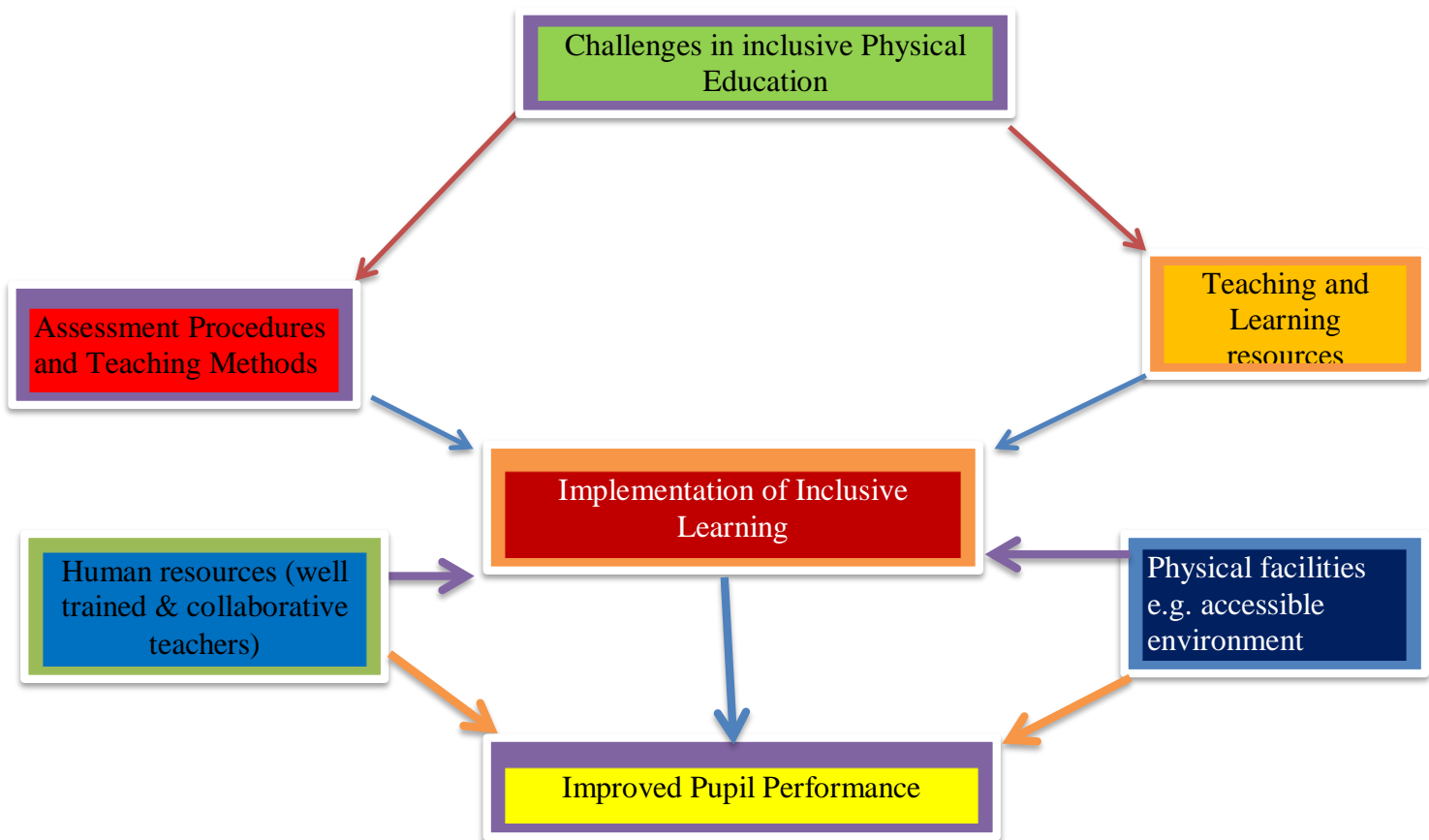


Figure 1: Conceptual framework showing inclusive Physical Education.
Source: Research (2015) adapted from Beatrice Wangari.

Teaching and learning resources, physical facilities combined with the use of proper PE teaching methods and assessment, effective leadership are presumed to be significant with regard to provision of inclusive Physical education. When these variables are well combined and coordinated, they constitute effective inclusion. All the outcomes are aimed at making children with and without disabilities to become self-reliant and finally participate fully in individual and national development hence the purpose of inclusive education.

1.14 Operational definitions of terminologies

- **Challenges:** - means, difficulty in a job or understanding that is stimulating to one engaged in it.
- **Curriculum:** - defined as all things which are planned and guided by the school whether it is carried on in group and individual inside or outside the school.

- **Physical Education:** -It refers to a process of learning through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior or healthy and activity living, sportsmanship, emotional intelligence.
- **Inclusive Education:** -refers to the provision of services to students with disabilities includes those with severe impairment in the neighborhood school with appropriate support services.
- **Inclusive Physical Education:** - Means physical education classes and activities in which all students regardless of disabilities or other circumstances, are able to participate together to the best of their abilities in meaningful PE programs and activities.
- **Disability:** - Is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.
- **Mainstreaming:** -Is the process of increasing the participation of handicapped children and young people, their families, communities and teachers in the educational and social life in the ordinary schools, community or institutions.
- **Integration:** - refers to helping the handicapped child to live his/her life with as near normal manner as possible and making available to him/her patterns and conditions of daily living that are also as close as possible to the mainstream life of the society.
- **Inclusion:** - refers to the opportunity for persons with a disability to participate fully in all of the educational, employment, consumer, recreational, community, and domestic activities that typify everyday society.
- **Least Restrictive environment:** -refers to an environment where the needs of the handicapped children can be met to the maximum appropriate level.

1.15 Organisation of the Dissertation

The chapter presented the introduction of the study. The issues in this chapter included, among others the statement of the problem, objectives, limitations, delimitations and significance of the study. The literature review is presented in chapter two. This chapter explored some of the existing literature on capacity building at global, regional and international levels. Chapter three provided the methodology which was used in conducting this study; it highlighted the research design, population, sample and sampling procedure, and data collection procedures. The research findings of the study were presented in chapter four. Chapter five discusses the findings of the study. The final chapter, which is six, provided the conclusion and made recommendations based on the important findings of the study.

CHAPTER TWO: LITERATURE REVIEW

2.1 Overview

This chapter presents a review of relevant literature which will provide a basis for analysis and it will take a thematic approach by bringing out literature which is related to challenges physical education teachers face in the implementation of inclusive education in the mainstream. The literature review in this study will be reviewed under the following sub-headings; Inclusive education, teaching of PE in inclusive learning, challenges PE teachers face in implementing inclusive education, Ways on how PE can be taught effectively in inclusive learning.

Kombo and Tromp (2006) argue that the review of literature is critical in any research work as it enables the researcher to study different theories related to the identified topic and gain clarity of the research topic. Dovey (2009) further defines literature review as aim to compare and contrast the thinking, ideologies, concepts and thoughts in 'the field' of a particular subject area.

2.1.2 Inclusive Education

Inclusive education means that everyone should take part in society on an equal basis- academically, socially and culturally. According to Florian (2005:29), “the term Inclusive Education has come to refer to a philosophy of education that promotes education of all pupils in mainstream schools”. Initially, and in particular in the UK, the term inclusive education was introduced around 1990, following attempts to refine the then established ideas of integration (Florian, 2005). It is worth noting here that the term integration preceded the term inclusion. Integration has been seen as a physical placement of students with SEN in mainstream schools “without any regard to the quality of that placement” (Florian, 2005: 30) and as a process of ‘normalization’ (Avramidis and Norwich, 2002; Florian, 2005). Critique around the term integration, therefore, was mostly focused on issues regarding a denial of difference, which involved students having to adjust in their educational environment and not the opposite (Avramidis and Norwich, 2002; Florian, 2005). Since the term inclusion was introduced, however, there has been a tendency for

both the term ‘inclusion’ and ‘integration’ often being used interchangeably in the literature as two concepts representing similar or the same meaning (Frederickson and Cline, 2009).

The term ‘Inclusive Education’, therefore, is based on the new concept of ‘inclusion’. There have been many definitions of ‘inclusive education’ over time (Florian, 2005). Issues and views of inclusive education are discussed in detail in the literature review of this dissertation. According to Florian (2005), however, the one definition that transcended the notion of ‘normalization’ came from Inclusion International (1996): “Inclusion refers to the opportunity for persons with a disability to participate fully in all of the educational, employment, consumer, recreational, community and domestic activities that typify everyday society”. It becomes obvious from the above definition that the terms ‘inclusive education’ and ‘inclusion’ in education are often subject to the same or similar definitions. Although inclusion can be seen as a notion involving all societal institutions and not just education, the issues around the concept of ‘inclusive education’ are often discussed internationally as issues around ‘inclusion’ in education, which explains the aforementioned definition. After all, as Florian (2008:205) suggests, “inclusive practice is about the things staff in schools do which give meaning to the concept of inclusion”. Florian’s study focused more on what should be termed as inclusive education whereas the current study focused more on the challenges faced by teachers in the implementation of inclusive learning.

The Salamanca Statement (outcome document from the World Conference on Special Needs) begins with a commitment to EFA, recognizing the necessity and urgency of providing education for all children, young people and adults within the ‘regular education system’. It says children with special educational needs “must have access to regular schools” and adds that “regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all”. UNSECO gives a broader perspective of how inclusion can be made by communities to fight discriminatory attitudes found in inclusive education. On the contrary, the current study focused on the challenges

faced by PE teachers in primary schools, specifically the kind of knowledge they have on inclusion and how to integrate learners with and without disabilities in the mainstream.

Mmbaga (2002) argues that inclusive education needs to be part of the whole school equal opportunity policy; in this case children with learning difficulties, girls' and boys' learning needs would be incorporated into the curriculum and the school-learning environment. At a societal level, inclusion touches on the questions of citizenship and politics of difference, that is minority groups, gender differences, ethnicity and linguistic. Every person, whether a child, youth and adult shall be able to profit from educational chances designed to meet their basic learning needs and how they should be met with individual countries and cultures (Nes et al., 2003). Mmbaga's (2002) study is relevant to the current study in that it shows the need to incorporate inclusive education as being part of the curriculum and school learning environment. It further shows the need to touch on gender, politics of differences and questions of citizenship.

Wikan (2008: 78) has explained the concept of education for all as related to inclusion by saying that:

“Education is important for development; a question which is not very often asked. It is taken for granted that it is a good thing, for the individual and for the country. Few have criticized education; the obvious value both to the individual and the society have been taken for granted. Firstly, it has been seen as a way to civilize the individual and therefore, an aim in itself”.

2.1.3 Inclusive education in Zambia

In Zambia, the inclusion of students with disabilities is a fairly new concept. The Ministry of General Education (MoGE) continues to review all legislation relating to persons with disabilities and endorses relevant international conventions in order to facilitate efficient and effective service delivery (Mung'omba, 2008). Sharma, Moore, and Sonawane (2009) noted that historically, many educational systems adopt an integrated model as an initial approach to inclusive education. In this model, only selected students with disabilities are included in general education classrooms. This is because the model requires that the student adjusts and fits into the education system rather than the system adapting to meet the needs of the students. The emphasis is on the child fitting the system rather than the

system adapting to meet the needs of the students. In general, integrated education “has been provided mainly to students with mild disabilities who are considered easy to include in general education classrooms” (Sharma et al., p. 320). Mainly, students with severe disabilities do not attend school, although occasionally, they may attend a special school. Mung“omba’s study is relevant to the current study for it shows how the MoGE continues to review all legislation relating to persons with disabilities.

Added to Mung“omba’s study is Sharma and others’ study which explored and integrated model as an initial approach to inclusive education. The study noted that this approach only selected students with disabilities whereas the current study brought out the inclusion of those with and without disabilities. Inclusive Education according to Simui, Waliuya, Namitwe, and Munsanje (2009) is defined as “a continuous process of increasing access, participation, and achievement for all learners in general education settings, with emphasis on those at risk of marginalization and exclusion” (Simui et al., p. 9). In addition, these authors stated that inclusive education is not specific to children with disabilities, but includes all groups of vulnerable children (e.g., homeless children, children with HIV/AIDS, orphans). According to Simui and others, “every child matters equally and no child should be left behind, as proposed by the UK and United States education policies respectively” (p. 9). Additionally, Simui et al, posit that an inclusive education program that is well conceptualized and implemented has the potential to meet the diverse educational needs of all children.

The Zambian school curriculum is centrally prescribed by the Curriculum Development Center (CDC), a department under the Ministry of General Education overseeing curriculum development. Recognizing the increasing number of students with disabilities included in general education classrooms, the CDC developed a curriculum framework for all schools (CDC, 2000). The framework emphasizes that it is the responsibility of all teachers to be aware of and sensitive to students’ diverse needs. In this regard, teachers have the responsibility of adapting their teaching methods to meet their students’ strengths and weaknesses (Kasonde-Ng’andu & Moberg, 2001). Prior to the CDC framework, all children irrespective of disability were expected to follow the prescribed curriculum. In the same way the current study supports this.

2.2 Teaching of PE in inclusive learning

Inclusive Physical Education for Pupils with Disability (PWD) evolved in line with ethical requirements and stakeholder morality. Inclusive Physical Education is a process where all students share their differences and learn to respect each other's limitation and unique abilities (DePauw & Doll-Tepper, 2000).

According to Byra (2006), "inclusive pedagogies facilitate equal opportunities for success for all learners regardless of gender, socio-economic status, race, ethnic background, physical and cognitive ability" (p. 451). Particularly, PE for students with SEN in inclusive settings requires: ...a recognition [on behalf of key stakeholders] and obligation to modify and adapt existing teaching, learning and assessment strategies in order to facilitate full access and entitlement to the curriculum (Vickerman, 2007:398). Byra's 2006 study is relevant to the current study because it shows the obligation of stake holders in modifying and adapting teaching and learning assessment strategies in order to facilitate full access and entitlement to the curriculum. In the same way the current study is trying to establish the challenges that teachers of PE face if their strategies are not addressed.

Inclusive PE is part of the General Education services and involves placing students alongside their peers with support and proper accommodations to help make everyone successful. Williston (2013) points out that inclusive physical educator incorporates everyone who can safely be included in a general PE class. Most students with disabilities (92%) in elementary and (88%) at secondary level are mainstreamed into general PE classes. To overcome existing limitations and extended understanding of worldwide teaching and learning experiences with pupils with disabilities in the inclusive PE classroom, the teacher's goal is to help students reach their full potential. An inclusive environment will help them get there, by emphasizing respect, acceptance and cooperation as core values in class. Hence, this will create an environment that recognizes the value of differences and helps everyone focus on what they can do. According to the Australian sport's needs, concerns in relation to physical activity and gain the same enjoyment and benefits as their more able peers. In other words, physically disabled children participate in physical activities for the same reasons as able-bodies children (Hastings, 2001).

Williston 2013 focused on creating an enabling environment in terms of respect, acceptance and co-operation. Unlike the current study focused on how the above challenges could be addressed in an inclusive PE classroom.

Previously, most physically disabled students were separated and placed in 'special schools' or special classes' but nowadays they are usually mainstreamed into regular classes (Garrett and Wrench, 2006). For example, the Australian Sports Commission has a disability education program, which guides teachers on how to provide meaningful and enjoyable physical activities for non-disabled and disabled learners. Integrating disabled students in to regular classes has been found to benefit abled-bodied students as well, because they learn to appreciate differences and develop tolerances towards each other (Gallahue and Cleland-Donnelly, 2003). Gallahue and Cleland-Donnelly's study is relevant to this study because it has showed how Pupils without Disabilities (PWOD) and Pupils with Disabilities (PWD) exchange skills and learn a lot from each other as peers in the regular class.

According to Jarvis (2006a) 'teaching' has traditionally had a number of different meanings". These include: to give, although an adapted PE program is individualized it can be implemented in a group setting and should be geared to each student's needs, limitations, and abilities (p.5) It is also suggested that the teacher of an adapted PE lesson should provide and create a "positive environment where students can succeed", (Winnick, 2000:8). An adapted PE lesson in a mainstream environment serves the values of an inclusive lesson and the concept of inclusion as understood. This conclusion is supported by an understanding of inclusion in which "flexibility, adaptation and openness to change are seen as critical success factors" (Vickerman, 2007:61). The above study provided that if a positive environment is created, then challenges can be minimalized, hence high chances of PE teachers providing an effective inclusive PE lesson to PWOD and PWD in primary schools.

Designed to "ensure maximum participation and access to physical activity for children with SEN" the inclusion spectrum was a development of Winnicks' notion of flexible teaching and learning strategies" by Youth Sport Trust and English Federation for

Disability sport in the UK (Vickerman,2007:63). It is the latest development regarding strategies for inclusion of students with disabilities in PE, however, it can also offer the flexibility needed to include all students in PE (Vickerman, 2007). The inclusion spectrum offers teachers the choice of five strategies of open, modified, parallel, disability sport and separate activities. A teacher can therefore choose how to conduct a lesson ranging from a lesson without any adaptations (open) to completely separate activities for students with SEN (Vickerman, 2007:63). The three other strategies in between these two offers: Modified activities for the whole group (modified), the same activities being conducted in different ways by different groups (parallel) and people without SEN being involved in disability sport activities (Vickerman, 2007a). Vickerman 2007 discussed flexible teaching strategies and it is relevant to the current study because depending on the topic and content, the flexible strategies could be included.

Kenny et.al (2005) who carried out a research with students with disabilities, states that, “Development of an inclusive ethos and provision of adequate supports are ethical imperatives above all, because they are a human right systematic information to a person to work as a teacher, to instruct someone how to do something, to be an advocate for a moral principal, to induce a person by example or punishment to do or not to do a thing”. Unlike the current study it did look at the challenges faced by teachers of PE.

Teaching PE in practical, has been described as “similar to teaching other lessons, but because the PE curriculum, the resources used, the organization and conditions of the lessons, it presents [teaching PE] with distinctiveness” (Emmanouil, 2002:48). Studies expressed some of the practical nature of PE lesson been addressed with a series of different ‘ways’ of teaching have been called methods or styles.

More specifically, Teaching methods are about the technical processes of teaching, whilst teaching styles are more about the teachers and how they conduct themselves during the teaching session (Jarvis, 2006:30). In addition, Byra (2006:449) defines the term Teaching Styles as “planned interactions between teachers and learners that result in the accomplishment of a set of specific outcomes”. According to Rich (2000), direct teaching approaches are useful in teaching students with SEN who benefit from structure. ‘In

direct' teaching behaviors are also to be useful for "high functioning" students with SEN or a student with SEN "learning basic motor skills, or learning skills not requiring one correct response" such as infants and toddlers". However, in the history of teaching PE these are not the only two methods of teaching inclusive PE to students with SEN.

Moreover, inclusive PE as well as Inclusive Education is not only dependent on the placement but also the quality of inclusion. Use of an adapted PE lesson in a mainstream environment cannot enhance the experience of a PE lesson not only for students with SEN but also for students without SEN. After all, as Winnick (2000) suggests that, appropriately trained people with a disability working in the field of PE sport and active leisure have a role to play in ensuring inclusive PE. How the quality participation of students with disabilities in PE programs is to be achieved in the mainstream is a task that must be addressed by the Zambian educative bodies involved. Coyle and Kinney (1993) observed that, physical activity is a missing component in the lives of many people with disabilities. With people who have acquired a disability, participation in sport or physical exercise can help them come to terms with their disability, regain self-esteem and social integration (Chalwe, 1994). The study by Winnick 2000 is in line with the current study because it also tried to address inclusion even where PE teachers are concerned.

The success of inclusion depends on a variety of factors, including teachers' attitudes and the quality of instruction they offer their students (Leyser & Tappendorf, 2001). Teacher attitudes are crucial factors that impact how inclusive practices are implemented (Campbell, Gilmore and Kelly, 2003) reported that teachers with more positive views about inclusive PE are more confident in their abilities and commitment to accommodate students with disabilities in inclusive settings as evidence by their willingness to adapt classroom material related procedures.

Inclusive PE can only claim to achieve its aims and objectives when all students are actively involved regardless of their gender, abilities and skills. Hardman (2009) reports that there is an encouraging trend in the middle East countries of providing equal opportunities in amount, quality and content of PE and school sport programs for boys

and girls. He also says that Australia, Canada, England, Finland, Israel and Sweden have specific programs targeting the inclusion of disabled children in PE.

Inclusive physical education compels teachers to embrace student diversity as an expected and valued attribute (Bunker, 1994). In many respects, however, perceived success in inclusive physical education has been synonymous with “fitting in” to the existing structure by either possessing minimal differences or by managing the reduction of functional ability (Depauw, 1997). Directly or indirectly, researchers have asked teachers, classmates, and administrators how students with disabilities have fit in to existing programs Block and Zeman (1996). Conducting inclusive PE research with students with disabilities rather than on or about them will begin the process of dismantling the assumption of disability ownership and validate the need for support based on student identified environmental constraints (Kirby & Mc Kenna, 1989). All the above literature review has indicated that little research that has been conducted on how PE should be taught by teachers in inclusive primary schools.

Research done in Brazil by Miranda (2017), investigated on physical education classes and inclusion of children with disability in the mainstream. The study was based on the Brazilian teachers’ perspectives towards the inclusion of children with disabilities in the classroom. The study did not bring out how PE teachers teach these children with or without disabilities in inclusive classes. In another study done by Bentley, Robert and Scot (2017), they investigated on the experiences of students with disabilities in inclusive physical education classrooms. The scholars’ main aim was to find the experiences each child had in the classroom and not necessarily how these children should be taught in the mainstream. Marie Curie Actions Research policy (2017) carried a research on more inclusive PE to better tackle obesity. The Action Research Policy was mainly based the role PE plays to reduce obesity to pupils in an inclusive PE but did not explain how PE can be taught in inclusive PE.

It was discovered in a study done in Kenya that disabled students led sedentary lifestyles because their caregivers were either over protective or did not know how to handle them (Wanderi, Mwisukha & Bukhale, 2009). To resolve this situation, the study reviewed that

a report from the presidential working party on education and manpower training for the next decade and beyond (Government of Kenya, 1998) made a recommendation that disabled learners should be integrated in to the Kenyan education system. Since then, it was important that teachers were trained to understand, cope and teach disabled persons so that they too may fully benefit from education programs offered in the country. Hence, Schools that can afford can use teacher aides to assist PE instructors. This can increase the support to learners with disabilities to fully participate in PE lessons. The teacher aide also serves as the assistant to the instructor so that the PE teacher can have time to attend to others (Wanderi et..al, 2009:6). In addition, “Modification of rules and equipment allows the individual with a disability to utilize the abilities he or she has to perform”. For example, The Council of Europe (1987) stated that children with a disability must have the same right as non-disabled to be introduced to sports and physical education in schools. This study is beneficial to the current study because it shows the relevance of training PETs so that they can understand copy and teach disabled persons. Unlike in this study where its main interest was to bring out ways PETs use in teaching abled and disabled pupils in an inclusive PE class.

The Nice European Council (2000) “it is only by means of an integrated strategy that we will be able to truly achieve equal opportunities and make full use of the potential of people with disabilities”. This is why policy on disabilities today focuses on the potential to participate in society and on respect for human rights. Inclusive PE can help to increase awareness of the problems that exist in our society. It can, for instance, play a significant role in achieving an inclusive barrier-free society, if it can be a factor for social integration, it can help to pave the way to employment” (<http://Europa-eu.in/com/sport—and/disability>, Wen,21/03/18). The Declaration underlined the importance of UNESCO as a focal point for sport and physical education in the United Nation system. The Ministers requested UNESCO’s support for the inclusion of physical education and sport as human development indicators by the United Nations Development Program (UNDP) at the same level as education, health and the environment (<http://WWW.peai.org/policy>, 21/03/18). The world summit of physical education (1999) reinforces the importance of physical education as a lifelong process and as particularly important for every child as

articulated in the international convention on the Rights of the child (1989). Furthermore, Article 31 of the UN Convention on the Right of the child (Adopted in 1989) and “enforced” in 1990. It recognizes “the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts”.

The 1993 United Nations’ standard rules on the Equalization of opportunities for persons with Disabilities states that, “measures should be put in place to ensure that persons with disabilities have equal opportunities for recreation and sports”. Persons with disabilities participating in sport activities should have access to instruction and training of the same quality as other participants. Inclusion is welcoming and accommodating people with diverse needs and focuses on removing environmental, attitudinal and institutional barriers to access and participation (Davis, 2003). Teachers also rated its benefits is successfully creating social inclusion between mainstream students and the students with SEN. These findings are similar to (Goodwin & Watkinson, 2003), the study included seeing friends getting exercise, having fun and teamwork.

Moreover, inclusive PE classrooms have been considered as favorable environments for the development of friendships between pupils with disabilities (PWD) and their typically developing peers (Seymour entail, 2009). However, inclusive PE classes have also led students with physical disabilities to experience bad days, social isolation and limited physical activity participation (Goodwin & Watkins, 2010). In addition, negative peer interactions such as bullying and force exclusion have been identified within inclusive PE classes (Haegela and Sutherland, 2015).

Although some students will require detailed, individualized programs of work, these programs should not isolate students from the class group, the benefits of co-operative learning, or from the educational opportunities available to their mainstream peers. In the past, children with special educational needs were seen as being separate from the mainstream system of education and the responsibility of specialist teachers and medical staff. In a study, provision for pupils with special educational needs by the European Agency for Development in Special Needs Education (1998), it was indicated that

adaptation has been made to legislation related to students with a disability throughout Europe during the past decade. However, this study did not include challenges PE teachers face in implementing inclusive PE. The main areas of concern that emerged were teacher training, teacher's attitudes, and the less developed nature of second-level systems in dealing with special educational needs. The role of parental choice was also seen as significant as was the use of individualized education plan. Parents know their children better; their interests and what is good for them, therefore, they can plan for the future on behalf of their children (Webster & Roe, 1998).

A decade later, the Darker Frame Work for Action (UNESCO, 2000) re-emphasized that 'quality lies' at the heart of education' as a fundamental determinant of enrollment, retention and achievement declaring access to quality education to be the right of every child. In 2005, the EFA Global monitoring report highlighted the voice of quality education as a new approach to inclusive education of quality education to include' the desirable characteristic of a learner (health, motivated students), process (competent using active pedagogies), content (relevant curricula) and systems (good government and equitable resource allocation). Thus, it identified the need for more relevant education as one of the three key components of Quality education, together with greater equity of access and outcome and proper observance of individual rights.

Physical Education (1999), "Assessment in PE, informs teaching and learning by providing information on what children have learned and how they learn". Assessment has a formative role to play in the planning of inclusive PE lessons. Pupils are introduced, to a new activity in order to plan further learning activities for the child to explore. According to research carried out by Drewett and O' Leary (2006) in a sample of school in Co Kildare regarding attitudes and practices in relation to assessment in Irish primary school, 93% of the participants considered assessment in general extremely important, but only 63% considered assessment in PE important. Drewett and O' Leary's 2006 study is relevant to the current study because it shows how formative assessment plays an important role in planning for inclusive PE lessons. In the same way the current study is trying to establish the role assessment plays in assessing how PWOD and PWDs participate in inclusive PE.

Over the last few decades, the philosophy of inclusive has played a key role in efforts to improve educational services for students with disabilities (Praisner, 2003). Consequently, the number of students included in general education classrooms has steadily increased (Cook, Cameron & Tankersley, 2007, National Center for Educational Statistics, 2008; Weiss & Lloyd, 2003). With the influence of the US and other international trends, Zambia has focused on improving access and equity for children with special needs. Despite the implementation of inclusive education PE in Zambia, no empirical studies have focused on how inclusive PE is taught in inclusive learning in primary schools which are mainstreamed. The limited research that is available has focused on the Zambian government's commitment to educating students with disabilities and reveals the challenges focused by the government (Abosi, 2000).

Physical Education is one of the important aspects of the educational and teaching processes, especially in the current era, in which high values are set for the physical activity as it has many positive effects on the individual. The physical education teacher (PET) is one of the basic pillars of the educational process, while its level and status in the community depends to a wide extent, on the role and level of the tasks and educational responsibilities that he had to accomplish (Hasain,et..al, 1999).

The Ministry of Education (1996) upholds the principle that every individual has an equal right to educational opportunity. This means that every individual regardless of personal circumstances or capacity has a right of access to and participation in the education system. Ensuring full equality of access, participation and benefit for all pupils necessitates interventions at all levels to support children at risk (p.66). The consensus of expert opinion is that ten to fifteen percent of children are exceptional and require active intervention and specialized services. This means that in Zambia there were 160,000 to 250,000 children of primary schools age in 1995 with special educational needs arising from physical and mental causes. These figures do not include the maladjusted or emotionally gifted or emotionally disturbed children. Neither do they take account of those who are exceptionally gifted or talented and require a more challenging educational environment.

A study in Zambia by Mutiti (2011) participants highlighted the difficulties involved in finding a common understanding of PE position in the primary school curriculum. The results of her study were: Teachers focus more on the areas of games and sports skills and organize sport than how PE should be taught as a subject. However, the study did not go into details to bring out ways on how PE teachers should teach pupils with and without disabilities in inclusive PE classrooms. One of her main aim was to teach PE as a spelt-out subject in the curriculum and be taught alone. But, how should it be taught in order to involve pupils with and without disabilities, was not explained.

The PE curriculum has not been exempted from the changes that have taken place in education curricula throughout the world. As in other subjects, physical educators have thought and written extensively about the curriculum and status of their subject locally and abroad. Marshall and Hardman (2000:223) noted that, “arguably, physical education has been pushed into a defensive position”. It is suffering from decreasing curriculum time allocation, budgetary controls with inadequate financial, material and personal resource, has low subject status and esteem, and is being ever more marginalized and undervalued by authorities. At least it seems to occupy a tenuous place in the school curriculum: in many countries of the world, it is not accepted on par academic subjects concerned with developing a child’s intellect, (Marshall & Hardman, 2000:23).

2.3 Challenges PE teachers face in implementing inclusive education

In many countries, teaching PE is facing several challenges (Hardman, 2009), such as decreasing in the teaching time, curriculum, shortage in equipment, negative view of the teachers as well as students and guardians about PE (Nyakweba, 2005). Inclusive Physical Education Teachers (PETs) are one of the prominent members at the school, who have an influence on the development of the students’ personalities’ and supporting their high values. The role of inclusive PE lies in matching the students’ trends and abilities, with the school left to do the educational duties in sport framework. This could be achieved only by over-coming all the barriers and difficulties that prevent achievement of the aspired objectives they seek to accomplish. PETs in Jordan face many challenges due to shortage of resources and overcrowded classrooms, and shortage in the curricular,

organizational and executive structure (Makhamreh, 2012). The preceding study entails that the role of inclusive PE lies in matching the students' abilities but did not show the way the challenges faced by PE teachers ought to be addressed.

Every inclusive PE teacher will be faced with issues of inclusion and diversity in the classroom. These issues may include integrating students with disabilities into a physical education program. Furthermore, the teacher is faced with the challenge of making sure the planning is inclusive of all students, including those students who have disabilities (Auxter, David, 1996). In a review of the literature towards inclusion and integration undertaken by Avramids and Norwich (2002) several factors were mentioned as affecting teachers' attitudes towards inclusion. One of these challenges concerns the severity and the type of the special educational need. In a study carried out in Greece, the evidence showed that teachers were not positive about including students with behavior disorders, hearing impairment, blindness and deafness since the severity of these particular special educational needs was not thought to be easily accommodated in mainstream settings (Padeliadu and Lampropoulou, 1997). The results reinforced by other studies indicates that, the more severe the learning difficulty of the child, the less confident and willing teachers become when it comes to working with them (Avramids and Kalyva, 2007).

In their study, Fejgin et..al (2005) collected data from 363 PE teachers in Israel. This was done in an effort to find a correlation between burn out and inclusive physical education. Fejgin et..al (2005) suggested that;

Teacher burnout is defined as a syndrome characterized by physical, mental and behavioral fatigue. Burned-out teachers may express feelings of boredom, anger, anxiety self-blame and even depression (P.31).

They found that the more students with SEN that were in one particular class, the higher the burnout levels of the teachers. They also found that the more help and support the teachers received for teaching students with SEN, the more suitable the work environment at school for these students and the lower the burnout level (Fejgin et..al, 2005). It should be mentioned here that in Fejgin et...al' s (2005) study, as in most studies, inclusive PE support, focused on the use of human support such as "peer tutors, teacher assistants, or

specialists such as an adapted physical educator”, (Block and Obrusnikova,2007:105). This study was imperative to the current study in that examining the PE teachers’ burnout in inclusive PE classroom helped in the establishment of appropriate and alternative ways that can be used by these teachers to effectively implement inclusive PE in primary schools. These were potent areas for further research in different countries in Africa thus, the need for the current study.

Hwang and Evans (2011) investigated possible gaps between teachers’ beliefs and practice regarding physical education and inclusion in the Republic of Korea. Although their study was based on information regarding teacher practice reported by the teachers themselves and not on observed practice, they brought into light on issues which possibly affected inclusive implementation; that of the relation between teachers’ beliefs about inclusive practice; have indicated that while teachers may favor an inclusive model of education, there is substantial evidence that teachers’ lack of confidence and difficulties in the implementation of inclusive practice. Teachers’ lack of confidence relating to personal instruction, skills and availability of resources represented significant challenges in developing learning environment (Croll and Moses 2000; Forlin, 2010). Teachers appeared to experience significant difficulties with the inclusion of children with social emotional and behavioral difficulties in the classroom (Cooper and Jacob, 2011). This study, unlike the current study focused on teacher’s beliefs about inclusive practices whereas the current study focused on the challenges faced by teachers of PE in selected primary schools of Mkushi District.

As a result, students with special educational needs were often perceived by classroom teachers as ‘someone else’s problem’, more particularly the responsibility of the SEN dedicated teacher (Avramidis, Baylise, and Burden, 2000; Conway 2010). Skidmore (2004) attributes this attitude to the notion of ‘expertise; which relates the students’ ‘need to notions of deficit that require a specialist’ pedagogy which is not available to mainstream class teachers. This theoretical stance promotes the idea that mainstream schools are unable to respond to the diverse needs of students and therefore compromises efforts to create inclusive schools. Challenges to teachers in developing inclusive practice have also been attributed to teachers’ inadequate professional development and the ability

to deal with a variety of special education needs (Hodkinson 2003, Shams, Firlin, and Loreman, 2008). Meagan (2002) cites a study by the PE Association of Ireland (PEAI) who found that 16% of PE teachers in Ireland had taken inclusive or adapted physical activity (APA) modules. The other 84% had not attended in-service training in the area of APA. The above studies mainly concentrated on special education and specifically, challenges special teachers face in special schools. But this study looks at PE teachers teaching physical education in an inclusive classroom and not a special school.

Throughout the years the provision of PE has been inadequate in many primary schools due to unsuitable facilities and a lack of equipment and resources. In the joint research report on the status of PE (2005), it was noted that there was never a period of significant funding in the area of PE, nor had it ever been seen as worthy of serious investment or concentration either in terms of resources or planning. It went on to single out the primary sector as having been particularly neglected, with many schools not having PE equipment. The Education and Social Research Institute (ESRI) also commented that primary schools were worse off than second-level schools regarding the availability of sports facilities (ESRI, 2006). In the literature review above, indicates challenges PE as a subject face in any school set up and not in an inclusive environment.

In their critical review of research regarding inclusive education, Goransson and Nijholm (2014) conclude that “reviews of the field sometimes seem to overlook that the definitions problem indicates differences in beliefs about what schools can and should accomplish”(p. 275). Furthermore, Norwich (2013) explains that the reason inclusive education can be considered an ‘illusion’ is “because of the disparities in what is understood by inclusive education and how it has been practiced internationally” (p. 92). Therefore, the definition of inclusive education relates to contextual interpretations of how it is or should be practiced. Indeed, inclusive PE practice varies significantly internationally. For example, in Kasama, it was found that, most facilities still had at least one barrier that would impede those with physical disability from using the facilities (Mary et.al, 2000 cited by Boland, 2005). Significant differences in habitual physical activity levels varied with age (Longmuil & Bar-or, 2000) and are related to both the type of disability and the barriers to participation that exists with regards to different disabilities and to other factors that

may compound discrimination and prejudices. Unfriendly and negative attitude and the absence of inclusive approaches can create insurmountable barriers to participation for many people with disabilities around the world (Rimmer, 2003 citing Stark, 2001 and Stuif et.al, 1990).

Unsuitable housing excludes children from everyday play and leisure activities with the home and parents suggest that if mainstream services were more accessible and they had better housing they would have less need for short-term care (Mitchell et..al, 2001 citing Oldman et..al 1998).

Mitchell and Sloper (2001) from the social policy research unit university of York, reviewed play and leisure services for children with disabilities and their families. They found evidence that older children in particular reported difficulties accessing social and leisure facilities. Watson et..al, (1999) and Beresford (2002) pointed out that, lack of inclusive activities leads to boredom and loneliness and means that children with disabilities spend more time at home and more time watching television than non-disabled children (Mulderij,1996). Children with disabilities are significantly less likely to be enrolled in school than peers without disabilities. For example, in the Philippines, one study found that having a family member with a disability increases the unlikely to be enrolled in school than peers without disabilities. A survey in the United Republic of Tanzania in 2008 found that children with disabilities who attended primary school progressed to higher levels of education at only half the rate of children without disabilities. A study in Thailand found that almost all 6 to 9 years old who had no disability had been to school in 2005/06 and yet 34 percent of those with walking or moving impairment and 51 percent of those who were at higher risk of mental disability had never been to school. In another study in Malawi in 2004 found that a child with a disability was twice as likely to have never attended school as a peer without disabilities UNICEF (2012). All the above studies show that pupils with disabilities face a lot of challenges that can help meet their needs. On the other hand, these studies have not brought to light how these children with and without disabilities should overcome these problems so that their education is easily met.

Identifying the obstacles to an inclusive physical education is one of the first step towards inclusion. However, over simplifying the term and trying to reach a decision concerning just the 'location where children with SEN should be educated is something that was dismissed by advocates of the 'social model of disability' such as Barton (1998) who suggested a more holistic approach to this issue.

This negative perception of inclusive physical education is not unique to Zambia; it is a widely held societal view in many regions of the world. For example, one can find parallels in Houlihan and Green's (2006) review of debates on the role of physical education in Britain in the 1970s, when established education administrators' and philosophers questioned the transferability of skills learned from movement and game. Miles and Singal (2010:9) mention that "*mainstream teachers*" in Zambia perceived the term as referring exclusively to the education of students with special educational needs (SEN). Almost the same situation is observed in India. In this case, however, it was the government instead of the teachers that made this special interpretation of inclusive education "Miles and Singal, 2010". Therefore, Zambia and India teachers' understanding of inclusive education translates in special but not necessarily to inclusive provision. Writing about inclusive education in Ireland, McDonnell (2000) concludes that the assumptions and practices in the Irish educational system (such as the reflection of a medical/pathological model of disability in official education documents) do not favor inclusive education, since they contradict its basic principle of equality. Gyimah et..al (2009) reported on a centralized educational system which lacks co-ordination between mainstream schooling and special education planning in Ghana. The curriculum is both one and for all students and as such, the assessment of student with SEN often leads them to special schools. As a result, "in spite of a shift towards inclusion, institutionalization is an entrenched practice in Ghana" (p.790).

Although a special or personalized curriculum was introduced with the 1996 educating our future document; it is only suggested for 'student with 'Mild special education needs'. The expression of this police document leaves space for interpretations and, as a result, the students in the mainstream depend on their teachers' good will or correct interpretation to receive a suitable and appropriate inclusive education. A realization that not only

teachers, but also students with and without disabilities are key stakeholders; hence it has prompted this research to seek the student voice in inclusive PE in the mainstream. As Vickerman (2012) notes, “when referring to students with SEN within a PE context, it is evident from research that children’s voice are often overlooked” (p. 252). In addition, Dyson (2006) noted that “there is no clear line of inquiring of students’ perspectives in physical education that exists over a period of time” (p. 342). Today students have been ‘recognized as key stakeholders in their own lives’ (Vickerman, 2012:251) and want to speak up’ “as part of valuing their independence and autonomy” (Coates and Vickerman, 2010:1518). As a result, studies representing and investing the voice of students with SEN in PE are now taking place (Haegele and Sutherland, 2015). The findings of these studies suggest that students with SEN had both positive and negative experiences in PE (Haegele, Sutherland, 2015; Coales and Vickerman, 2008). Positive experience related to students feeling included while participating “Skillfully in activities,” having “a sense of belonging amongst their peers” and being able to “share in the benefits of the activities” (Coates and Vickerman, 2008:170).

The above studies have provided some evidence of challenges PE teachers face in the implementation of inclusive learning in different parts of the world. Yet this study has also identified some of the challenges faced by PE teachers in the implementation of inclusive PE in primary schools in Mkushi District.

There are various challenges physical education teachers face in the implementation of inclusive learning as an approach to Education for All (EFA). Including children with disabilities in mainstream-PE has become more common in recent years (Nadean & Tessier, 2006). According to Sherrill (2004), he observed that the key to changing behaviors towards individuals who are different is attitudes. Meaning that, the attitudes of PE teachers play a vital role and should be taken into consideration when making changes as they can have a direct impact on the success of the students’ learning process. For instance, studies done by Campo (2013) focused on teacher and students’ attitudes towards inclusion in physical education in Portugal, the scholar points that attitude barriers to inclusion are arguably greater than barriers posed by material resources. In support, according to UNESCO, a major factor towards the inclusion of students with disabilities

in the education system is addressing the attitudes and skills of teachers and the real key resource for successful inclusion lies inside the teacher's head.

In spite of the scientific proof of the benefits of physical program and the fact that the 1948 UNESCO chapter enshrined physical education as a fundamental human right. Hardman (2008) indicates that, PE continues to be a marginalized subject in school curricula worldwide. In an international survey, which investigated other African nations he discovered that, the status of PE was low and the subject was in grave danger of being sidelined. This is because the perception of PE as a subject generally is said to be negative. In his research to the critical status of PE (Berlin,1999) showed the essential status of PE around the globe, in spite of the social and economic class, one of the main issues identified by Hardman (1999) is resources. Meaning, the provision of amenities and their maintenance are insufficient in many schools across the globe. Research indicates that, only 31% of the countries in the world have enough amenities, in poor countries, there are major challenges in providing a full variety of amenities. The gap identified with the current study is that, implementation of PE in inclusive education is not only about material things, but it's also about the individual interest as well. In fact, even countries with a well-recognized system of physical education programs, there are causes of poor maintenance and loss of amenities noted by (Hardman, 1999).

2.4 Ways in which PE can be taught effective in inclusive learning

According to the study carried out by Santomier and others (1993) observed that a majority of teachers consider their own teaching skills, education and learning materials available as inadequate to the task of instructing children in integrated PE classes. This suggests that many of those who teach in an integrated PE set up are not prepared to teach in that environment. This situation is likely to generate negative opinions and attitudes of teachers, on the level of social acceptance of children with disabilities in inclusive settings (Santomier, 1985). The study by Santomier and others is relevant to the current study because it was also looking at ways in which PE can be improved with the availability of education learning materials.

Scholars Block and Obrusnikova (2007) found that the key to achieve positive results is not only placing pupils with special needs in PE, but also the behavior of teachers in promoting positive social interactions and develop non-competitive activities of cooperation, thus promoting positive attitudes of pupils without disabilities. Academic work from Block (2007) extends this argument by supporting that PE offers opportunities for social acceptance and interaction between students with and without disabilities because of its unique instructional setting. The main finding of their study suggests that PE teachers advocated for inclusion in PE classes, although they arise some challenges that can be an obstacle to its effectiveness.

Studies done in African by Serpell (1988, cited by Ronning et al., 1993) using the “social-friend” approach revealed that families and friends played an important role in fostering positive behavior and performance among children with disabilities. However, the studies did not go into details to bring out ways that can provide effective teaching of inclusive physical education in primary schools.

“Maximizing the participation of all learners in the community schools of their choice” is another definition of inclusive education, one given by Thomas and Vaughan (2004:134). In her small-scale study, Corbett (2001) also found that one of the most important factors in order for a school to become effectively inclusive is a shared vision by the school team (p. 58). This sense of unity and ‘school wide effort’ as essential to an inclusive education environment permeates the findings of many Authors (Corbett, 2001; Grenier, 2010). It is, however, not the only factor that promotes the effective existence of inclusive PE in schools. An administration which encourages such a vision, experienced teachers, resources and “open receptivity to learning new skills and trying out whatever strategies seem to be useful” there are also important factors in creating an inclusive school (Corbett, 2001:58). It seems that apart from being an issue that involves student participation and freedom of choice, inclusion is also perceived as a continual process, to which everyone needs to contribute. In addition, positive teacher attitudes towards inclusion (Haegele and Sutherland, 2015) and empowering students with SEN to make their own choices (Coates and Vickerman, 2008) have been reported to improve inclusion in PE.

Meagan and Mac Phail (2006) examined the relation between specific special educational needs and selected factors affecting PE teachers' attitude in Ireland. The specific special education needs the researchers referred to, were emotional and behavioral disorders (EBD), specific learning disabilities (SLD), Mild-Moderate Mental Impairments (MMMI) and Moderate Severe Mental Impairment (MSMI). Obrusnikova (2008), also found that there is a statistically significant relation "between the overall belief score of the teachers and the perceived competence of teaching children with disabilities" (p. 641). Lastly, inclusive PE teachers who had less favorable beliefs also mentioned receiving little or no training regarding teaching students with emotional and behavioral disorders. This is not surprising given that a literature review regarding teaching students with emotional showed that negative feelings towards inclusion were often associated with PE teachers' inadequate training experience and knowledge in the inclusion of students with SEN (Block and Obrusnikova, 2007).

In another mixed study carried out by Combs et..al (2010), Physical Educator's Attitude Towards Individuals with Disabilities (PEATID-III) was used to help the identification and selection of four in-service elementary school PE teachers, two with positive towards inclusion of students with Mild to Moderate learning difficulties and another two with negative attitudes towards inclusion of students with disabilities in mainstream settings. The main purpose of this study was to investigate the four selected PE teachers' attitudes towards inclusion, the reasons formation and their effect on PE teachers' way of teaching. This was done through in-depth interviews. The analysis of the qualitative data revealed that teachers with positive attitudes engaged in behaviors that "researcher in physical education have associated with increased levels of student learning and effective teaching" (Combs et..al, 2010). As a result, teachers with positive attitudes have been described as using a variety of teaching styles.

However, inclusive PE as well as inclusive education is not only dependent on the placement, but also the quality of inclusion. Use of an adapted PE lesson in a mainstream environment can enhance the experience of a PE lesson not as only for students with SEN but also for students without SEN. After all, as Winnick (2000) suggests:

Although an adapted PE program is individualized, it can be implemented in a group setting and should be geared to each student's needs, limitations and abilities (p.5).

It is also suggested that the teacher of an adapted PE lesson should provide and create a "positive environment where students can succeed" (Winnick, 2000:8). An adapted PE lesson in the mainstream environment serves the values of inclusive lesson and the concept of inclusion as understood and discussed earlier in this review. This conclusion is supported by an understanding of inclusion in which "flexibility, adaptation and openness to change are seen as critical success factors" (Vickerman, 2007a, p.61).

In the UK on the other hand, inclusion in education and in PE receives more attention and constant efforts are being made to achieve this. Indicative of this trend is the initiative of Young Sport Charitable Organization devoted to improving the lives of youth through PE and sport sponsored by the super-market chain Sainsbury's. Their cooperation resulted in a training program which "equips qualified teachers with tools and practical ideas to fully include all pupils in curriculum PE" (Youth sport Trust, nda). Through this program, teachers are helped to improve their confidence and skills in; "enabling inclusion of all pupils and become able to apply these values in their own school environment (Youth Sport Trust, nda). Training in the inclusion spectrum is provided to the teachers and additional access to online resources furthers their knowledge and confidence in inclusive teaching. Another initiative in the UK supported "the development of opportunities for the young disabled people to access high quality PE and school sport" through the co-operation of the DFE with the Youth Sport Trust (Black et..al, 2015:362).

Top sport ability, the resulting initiative, aimed to provide more options for physical activity to disabled students, to introduce "sports and activities in support of the school game program" and to create a vehicle for the inclusion of disabled and non-disabled young people together by providing a free online resource offering schools practical advice on how to achieve them (Youth Sport Trust, ndb). Initiatives like these show a whole society effort and awareness which develop and transform the notion of inclusion in education and in PE particular. Such initiatives do not exist in Zambia or [most] Zambian schools where inclusion is being implemented by teachers who often feel

unsupported and underprepared. Hence, this study would like to find the best ways in which children with and without disabilities in primary schools in Mkushi District can effectively be taught.

However, as more students with special education needs are being integrated in mainstream education at both primary and post-primary levels, it is important that all the partners in education and in particular teachers in mainstream schools have an understanding of the issues involved.

CHAPTER THREE: METHODOLOGY

3.1 Overview

This chapter presents the description of the methodology and different procedures that were used during data collection and analysis. Reasons and justifications for the research design, study-area, sample and sampling procedures, administration of research instruments, data collection techniques that will be used in the research study are also given.

3.2 Research Design

Research design may be referred to as a plan of the study that will help achieve the research objectives and answer the research questions. Research designs are the specific procedures involved in the research process, which are; data collection, data analysis and report writing (Creswell, 2012: 20). According to Bryman (2012) research design provides a framework for the collection and analysis of data. The purpose of research design is to help the researcher to organize his or her ideas in a way that the research will be in a good flow. Bryman (2012) gives five types of research designs which are; experimental, cross-sectional or survey, longitudinal, case study and comparative design. This study adopted a case study in qualitative methods. A case study was employed in order for the researcher to describe as much as possible the phenomenon and remain true to the facts. In this study, the case of study was to identify challenges physical education teachers face in the implementation of inclusive learning in selected primary schools of Mkushi District of Zambia. The research approach was helpful in getting a detailed insight on challenges physical education teachers face in the implementation of inclusive physical education to children with and without disabilities in the mainstream. In-depth interviews, observation and focus group discussions with the use of semi-structured interview guides were used for the purpose of collecting data from different kinds of informants triangulated to contrast the data and ‘validate’ to see if it yields similar findings (Arksey and Knight, 1999; Holloway, 1997).

3.3 Study Area

The research study was carried out in selected primary schools of Mkushi District in central province of Zambia. Physical education teachers in these rural schools face a lot of challenges in the implementation of inclusive education to children with disabilities, “this poses a great danger to the quality of human capital Zambia produces if the situation is not critically and positively addressed” (Ntambo, 2005:39).

3.4 Data Collection

According to Kombo and Tromp (2006), data collection refers to the gathering of information to serve or prove some facts. The study involved the two types of data collection methods, which are primary and secondary. According to Salkind (2010) primary data source is an original data source, that is one in which the data are collected firsthand by the researcher for a specific research purpose or project. For example, the most common techniques are self-administered surveys, interviews, field observation and experiments. Primary data was collected during the course of the first term of the school calendar through field research which involved interviews, focus group discussions (FGD) and observation. Huff (2016), defines secondary data as data which is collected by someone who is other than the user. Common sources of secondary data include information obtained through desk research of literature review of relevant books, publications, official report and journals respectively.

3.5 Target Population

Orodho (2008) defines population as, all the items or people under consideration. Furthermore, McMillan (1992:69), defines population as a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research. In addition, McMillan (1992) indicates that the specification of the population begins with the research problem and review of the literature, through which a population is described conceptually. Therefore, all the five selected primary schools in Mkushi District formed up the study population. This implies

that the study population included all head teachers, PE teachers, pupils (abled and disabled), parents and official at DEBS office of Mkushi District.

3.6 Sampling Techniques

According to Bloor & Wood (2006) sampling is the selection of cases from wider populations. A sample is representative of the population from which it is selected if the characteristics of the sample approximate to the characteristics in the population. Samples might only be representative with respect to characteristics that are important to the study question, although at the beginning of a study the researcher might not know which characteristics are relevant (Bloor and Wood, 2006).

This study employed purposeful sampling. In purposeful sampling the aim is to choose cases that are likely to be information rich with respect to the purpose of the study (Gall et al, 2007). Purposeful sampling according to Patton is the typical approach to sampling with the aim of generating insight and in-depth understanding of the topic of interest as cited in Braun & Clarke (2013). According to this method, sample members from the school system that were selected from the study area, they were selected based on their knowledge and experience regarding inclusive physical education. Additionally, in purposeful sampling, certain individuals have rich background knowledge. Kombo and Tromp (2006) stated that the power of purposive sampling lay in selecting information related to the central issues under the study. Purposive sampling was used to select PE teachers, head teachers, the education standard officer from (DEBS) office, Pupils and parents. These participants were in a position to meaningfully discuss issues concerning challenges PE teachers face in the implementation of inclusive learning in selected primary schools in Mkushi District.

In addition, the study drew data from other sources such as articles in magazines, publications, official report and journals. This was in line with Leedy and Ormrod's (2005) observation that the qualitative researcher did not only draw their data from a variety of people, but also from objects, textual materials and audio-visual and electronic records. The study did not involve all primary schools in Mkushi District but only sampled five (5) of them.

3.7 Sample Size

According to Sarantakos (2005:170), sample size refers to the number of participants or objects which are used for research projects. Webster (1985), points out that a sample is a finite part of a statistical population whose properties were studied to gain information about the whole. Qualitative sample size should be large enough to obtain data to sufficiently describe the phenomenon of interest and address the research question. When dealing with people, sample size can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. The goal of qualitative researchers should be the attainment of saturation. Glaser and Strauss (1967) see saturation to be the point of diminishing return, that is, when data has started repeating itself. Further, data analysis was done throughout the data collection process, and a saturation point was reached when new data did not contribute to new knowledge. In addition, Boyed (2001) suggests that saturation can often be reached after interviewing two to ten participants. From this presentation, it is evident that there are no closely defined rules for sample size in qualitative research (Baum, 2002; Patton, 2002). According to Patton (2002), information rich informants produce insights and in-depth understanding and not empirical generalizations.

The nature of the study concerning challenges PE teachers face made it necessary for the researcher to focus on those who were in key positions in implementing inclusive PE at community, school and district level. These were the people considered to have the information in the implementation of inclusive PE in primary schools in Mkushi District. Gall et al (2007) emphasize that purposeful sampling doesn't aim to achieve population validity, but a deep understanding of selected individuals. In addition, they are key players in promoting inclusive PE in the mainstream classes in the District. Therefore, their opinions were more likely to reflect the reality of the situation in primary schools. In line with that Gall et al (2007) argues that the study intentionally opted to select cases of which it considered to be information rich with respect to its purpose.

There are a total number of eighty-two (82) primary schools and out of this number; five (5) schools were purposive selected. The reason for choosing the five schools was because

teachers in these schools taught inclusive physical education for learners with and without disabilities in the mainstream. The other reason was due to time limitations and resources to reach all primary schools in the District. The information gathered from the five schools can therefore be a representative of the conditions of other schools in Mkushi District.

The sample for this study consisted of 41 respondents who were purposively selected. The sample consisted of 5 head teachers, 5 PE teachers, 20 pupils, 10 parents and one Education Standard Officer (ESO) Special from DEBS. The sampling units are as summarized below in (Table 3.1).

Table 3.1 Summary of participants, methods and analysis

Research Question	Population and sampling	Data collection method	Analysis of particular data
<ul style="list-style-type: none"> Knowledge PE teachers have on inclusion 	The physical education teachers, head teachers, parents and ESO	Interviews, focus group discussion and observation.	Thematic analysis
<ul style="list-style-type: none"> How is physical education lesson taught in inclusive classroom? 	PE teachers, head teachers, sampling was done using homogeneous sampling.		

<ul style="list-style-type: none"> • What challenges do physical education teachers face in implementing inclusive education? 	PE teachers, head teachers, pupils, parents of children with and without disabilities, staff at DEBS (ESO). Sampling was done using expert sampling (stakeholders).		
<ul style="list-style-type: none"> • How can physical education teachers effectively teach in an inclusive PE class? 	PE teachers, head teachers, pupils, parents and Education Standard Officer (ESO)		

(Source: Field Data, 2019)

3.7 Research Instruments

The research instruments that were used when collecting data is the semi-structured interview guide, observation check list and focus group discussion. Semi-structured interviews allow for deviation from a pre-arranged text and changing the wording of questions or the order in which they are asked (Opie, 2004). Further, Opie (2004) supports the use of semi-structured interviews because they have an overall shape, which helps to avoid aimless ramblings. These tools were helpful in soliciting for information regarding the challenges physical education teachers face in the implementation of inclusive education in primary schools. Here follows a description of each instruments (interviews, observations and focus group discussion) used.

3.7.1 Interviews

This study involved in-depth interviews, which are attached in appendix number 3, 4 and 5. The interviews involved open-ended questions that were asked to the interviewees. The questions were constructed from my knowledge gained from literature review on inclusive physical education, my experience in Zambia's education system, my educational

background, and my personal interest. According to Maxwell (2005) interview is often an efficient and valid way of understanding someone's perspective. The questions the researcher asked were therefore inquisitive, exploratory and analytical focusing on the challenges physical education teachers face in the implementation of inclusive education in Mkushi District of Zambia. This study allowed explanation of the interviewees' views about the challenges they face in the implementation of inclusive PE. The instruments were administered by the researcher to the participants. All the questions were read to the respondents by the researcher which made it easier to clarify any misinterpretation with the respondent regarding the meaning of the questions right away. The instruments comprised of open ended questions which were used to collect data from the participants. Open ended questions were helpful for the researcher to collect information from respondents' views regarding the study.

The interviews were administered to the five head teacher, five PE teachers and an officer from DEBS office that was sampled for the study. Interviews allowed the researcher to gather more data from research participants' values in their own voices. During the interviews, the researcher used the interview guide and a tape recorder with the permission of participants. The researcher interviewed the PE teachers on their experiences during physical education lessons. In line with this, Kvale (1996) explains that interviews in qualitative research attempt to understand the world from a subjective point of view, to unfold the meaning of peoples' understandings, to discover their lived world prior to scientific justifications.

Gall et al., (2007) mentions three types of interviews in qualitative research. The first is an informal conversation interview which relies entirely on the spontaneous generation of questions and natural interaction and research participants may not realize that they are being interviewed. The second type is the general interview guide approach which involves the same outline of a set of themes to be explored with each respondent. The third type is the standardized open-ended interview which involves the same set of questions being asked to each respondent in order to minimize the possibility of bias.

Specifically, the interview focused on how the PE teachers interacted with the learners with physical disabilities, facilitated peer support, analyzed the tasks to suit learners with physical disabilities, adapted equipment, rules and regulations of the game and organized the learners and the learning environment. In addition, this method provided an opportunity to see responses that were made by the teachers like the tone of the voice, facial expressions, language and hesitations. For example, one PE teacher from one of the schools, occasionally used demonstrations to explain their experiences and views. This is information, which could not have been gotten through other methods like a questionnaire, which is usually answered in the absence of the investigator.

The researcher conducted eleven (11) in-depth interviews by interviewing head teachers, PE teachers in schools and ESO at DEBS office according to time that was agreed between them to conduct the interviews. Interviews were conducted over a space of six weeks between March and April 2018.

Advantages of interview

There are several advantages of interviews according to different scholars. Interviews should encourage respondents to develop their own ideas, feelings, insights, expectations or attitudes thereby “allowing the respondents to say what they think and to do so with greater richness and spontaneity” (Oppenheim, 1992:81). Conducting an interview and analyzing its content requires considerable interpersonal skills. As Oppenheim (1992) notes “The interviewer should be able to maintain control of the interview, to probe gently but incisively and to a pleasant measure of authority and an assurance of confidentiality”. There is the possibility of immediate follow-up and clarification.

The advantage of using interview in this study was its adaptability in adjusting the questions in the process of the interviewing informants. Thereby enabling, further probe, clarification of concepts, experiences and follow-ups on specific response from the head teachers, PE teachers and ESO.

Limitations of Interview Method

Limitations in qualitative research may occur depending on the procedure of conducting interviews. Normally the limitations occur because of unexpected behavior of the interviewees on the way they answer the questions and how they react to sensitive issues. Creswell (2007) gives some of the limitations of conducting an interview.

Conducting an interview is demanding and this might be a problem, especially to most of the researchers who are not experienced in doing research. Preparations of the interview equipment may lead to the limitation of the study because they need to be well prepared before the interview, for example, recording equipment. For example, responding by using low voice and handling emotional outbursts may create a barrier during the interview (Creswell, 2007). During this study, the researcher had a similar problem with one head teacher who was emotionally unstable when answering to some questions. When asked a question he didn't want to clearly explain and express his views. As a result, it was difficult for the researcher to get the required data from him, as it affected the flow of questioning.

3.7.2 Observation

The observation was also one of my main instruments of collecting data in this study. Since the study was about challenges in the implementation of inclusive physical education, it was important to see what teachers do in the classroom. Maxwell (2005) argues that it is known that observation often provides a direct and influential way of learning about people's behavior and the context in which this occurs. Therefore, it can be defined in the following way:

Observation is a research method that enables researchers to systematically observe and record people's behavior, actions and interactions. The method also allows researchers to obtain a detailed description of social settings or event in order to situate people's behavior within their own socio-cultural content (Bailey, Hennink and Hutter, 2011).

In line with this Gall et al (2007) says observation provides rich data sources that offer an in-depth explanation of the case. During this study, the researcher observed teaching methods which were used by the teachers during classroom instructions to pupils of any given grade from four to seven with a focus on seeing how the teacher integrates those with and without disabilities in PE. Ten (10) observations were carried out in 10 weeks of the study period. The number of observations may depend on the extent of data for data triangulation (Whitehead, 1977). In support, Maxwell (2004) states that, if the population is very homogeneous with respect to these phenomena, a small number of observations or interviews may be quite adequate to achieve data triangulation. "Observation should end when theoretical saturation is reached, which occurs when further observations begin to add little or nothing to researchers' understanding. This usually takes a period of days or months, but, depending on the phenomenon in question, sometimes several years" (Liu & Maitlis, 2010).

One of the limitations of observation is that participants might act differently knowing that they are being observed, thus this could lead to a lack of important information needed as respondents act differently with the observer around (Creswel, 2003). During this study, the researcher observed that one of the PE teachers taught very well when he knew he was being observed but did an opposite thing when left alone. This was evident when the researcher visited one of the schools; he noticed that one of the PE teachers was not as active as he was when been observed last time.

It is important in this study to mention that; observation method may supplement what the oral interview may not suffice. In line with this, Gall et al (2007) states that there are two types of observations in qualitative research, participant and non-participant observation approach.

This study used a non-participant observation-approach, which refers to conducting an observation without participating in the activities what you are observing (Leavy and Biber, 2011). The major focus of these observations within and outside classroom in the five schools was as follows;

- Teacher-learner interaction: here the main focus was to see how the teacher interacted with pupils with and without disabilities during teaching and learning process.
- Learner-learner interaction: the main focus was the interaction between pupils with and without disabilities.
- Teacher's preparedness: the focus on how the teacher was able to integrate pupils with and without disabilities.
- Identify or observe the challenges faced by teachers when teaching pupils with and without disabilities.

During observation, the researcher took the position of an onlooker during the pupils' free play, during break time and physical activities. The researcher observed PE teachers' interaction with pupils outside classroom and during physical activities without them knowing that they are being observed. In both ways of observing participants, observing teaching methodology and other inform practices was also useful in providing a broader view of how the school environment operates. In addition, it was a confirmation of how PE teachers taught pupils when they were directly observed and if the information, they gave during interviews was true. Boyd (2001) suggests that saturation can often be reached after observing or interviewing two to ten participants.

Prior to any interview or observation exercise face to face, appointments were made with the participants. Confirmations were further done through phone calls to each of the participants. This was especially crucial in trying to avoid unnecessary postponements as the study only had a 10 weeks schedule.

Teacher	Observation	Time	Duration spent	Subject
Teacher A	2	80 min	2 weeks	Expressive Arts (PE)
Teacher B	2	80 min	2 weeks	Expressive Arts (PE)
Teacher C	2	80 min	2 weeks	Expressive Arts (PE)
Teacher D	2	80 min	2 weeks	Expressive Arts (PE)
Teacher E	2	80 min	2 weeks	Expressive Arts (PE)
TOTAL	10		10 weeks	5

***Table 3.2 showing the observation schedule
(Source, Field Data, 2019)***

Advantages of observation

During the 10 weeks of research observations as mentioned earlier, the researcher observed five physical education teachers' lesson theory and particular sessions as well as the teaching methods used. The value of this method in this study was that it permitted for a direct observation of what PE teachers did, encountered and said as they facilitated participation of learners with physical disabilities in inclusive physical education lessons. Thus, first-hand experience with the phenomenon under study. Observation allows the researcher to formulate their own version of what is occurring independent of the

participants (Gall et al., 2007; Robson, 2002). In addition, this method was useful in that it allowed an opportunity for observing the pupils' level of participation in order to determine the possible outcome of the focus group discussion. The main aim of the researcher during these observations was to observe pupils' participation and interactions during the lesson, with particular attention being paid to pupils with disabilities. Cook (2011) Points out that, non-participant observation is where researchers take a fly on the wall approach and observes individuals and groups without getting involved in the life of the group. The researcher believed that non-participant observation gave him a great chance to observe what the teachers were doing in an inclusive PE class. Non-participant observation is often used in tangent with other data collection methods, and can offer a more "nuanced and dynamic" appreciation of situations that cannot be as easily captured through other methods (Liu and Maitlis, 2010).

3.7.3 Focus Group Discussions

Focus groups are small groups of people who are brought together by a 'moderator' (the researcher) to explore attitudes and perceptions, feelings and ideas about a specific topic. In other words, they are organized discussions with a selected group of individuals to gain information about their views & experiences of a topic (Denscombe, 2007). The researcher conducted a maximum of two (2) FGDs that were separately held, one for pupils with and without disabilities, and the other one for parents. The focus group discussion had ten participants for parents and twenty for pupils. These were chosen on the basis of being knowledgeable and representation of the target population. The researcher conducted one FGD for pupils in the morning session and the other one for parents was conducted in the afternoon and this was audio recorded. Two audio recorders were used at each focus group discussion to provide backup recordings. The facilitator ensured smooth flow of the discussion and coverage of the topic.

3.8 Data Processing and Analysis

Qualitative data which was derived from FGDs, in-depth interviews and interview with key informants was analyzed through thematic analysis which considered word count or the number of times a concept occurred in the narrative. Responses from the audio tape

recorder were also transcribed and analyzed using content analysis (Ryan and Bernard, 2000). The researcher grouped the data into themes and all units of data on particular issues were coded thematically. Thematic analysis was used to analyse the data. Major themes were drawn from the interviews with respondents and FGDs with participants. Description of each theme was done, analysed and interpreted critically and objectively.

Data processing and organization was done immediately after each interview. This was to ensure that the interviews, notes and participants were properly labeled for easy management. Also audio files were marked with codes together with all notes made during the interviews. Interviews done in local languages were translated into English language. Then the researcher read through the transcribed scripts several times to gain an understanding of the collected data. In the next stage, the researcher identified the thematic framework through initial coding of the collected data. This was done using NVIVO 8 software to code and the Table below shows the listed of all identified codes which participants brought out. Finally, in the mapping and interpretation stage, patterns, associations, concepts and explanations were searched in the data.

Table 3.3 below shows the sub-themes, categories and themes that were used in the generation of analysis of the collected data.

Sub-themes	Categories	Themes
A system of education which includes everyone. It improves social acceptance, social competence friendship and self-esteem.	Inclusion Benefits	Knowledge of PE teachers have on inclusion
The teaching methods used in inclusive PE are; Peer-tutoring, question and answer, lecture method, group discussion, demonstration, sports and games, oral and	Strategies/Methods	How is physical education lesson taught

<p>written questions and guided participation and small groups.</p> <p>There are few or no Teaching and learning aids for inclusive PE in most schools.</p> <p>The infrastructure is very bad to meet the proper standards for inclusive PE.</p> <p>Some parents with pupils with disabilities don't love their children participating in inclusive PE.</p> <p>Too much work for PE teachers handling pupils with and without disabilities in PE lessons.</p> <p>Many teachers lack the knowledge and skills required to meet the needs of pupils with SEN.</p> <p>No legal policy framework to help in the implementation of inclusive education.</p> <p>There poor funding to meet the required standards of inclusive physical education.</p>	<p>Lack of T/L resources</p> <p>Poor infrastructure</p> <p>Negative attitude by parents</p> <p>Lack of assistant PE teachers</p> <p>Lack of specific training</p> <p>Lack of legal policies</p> <p>Funding</p>	<p>in inclusive classroom</p> <p>Challenges physical education teachers face in implementing inclusive education</p>
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<p>Government through Ministry of General Education should employ more PE teachers specifically in inclusive PE.</p> <p>Class teachers to identify those pupils who can be helping them with PE activities.</p> <p>MoGE and schools to be organizing CPD training for PE teachers in the area of inclusive PE.</p> <p>Co-operation among school administrators, teachers, parents and other stakeholders should be encouraged.</p> <p>There should be provision of teaching and learning materials which might be helpful for PE teachers and pupils.</p> <p>Government through the MoGE should modify the existing physical facilities for easy accessibility.</p> <p>Government should allocate funds to schools to help in procuring special sports equipment.</p>	<p>Assistant PE teachers</p> <p>Peer Tutoring</p> <p>Continued Professional Development</p> <p>Stakeholders to Co-operate</p> <p>Adequate teaching and learning resources</p> <p>Infrastructure</p> <p>Funding</p>	<p>To determine how PE teachers can effectively teach in inclusive classroom</p>
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FIG: 5 Selected Sub-themes, Categories and Themes

3.9 Pilot Study

A pilot study is important as it may help to eliminate any ambiguous, confusing or sensitive questions (Opie, 2004:116). In this research, a one week pilot study was conducted to ensure the clarity of the questions and to determine the interpretation of the volunteer participants. Two head teachers, two PE teachers, ESO special, two parents and two pupils were presented with draft interview questions to be used in the study. Interviews were then carried out with those participants based on the draft questions. Following the interview feedback which was obtained from the participants and the

interview questions to be used in the study were revised and finalized. Through conducting the pilot interviews, the researcher was made aware of the importance of negotiating the method of recording interviews well in advance with the participants (Opie, 2004:16). The interview guide questions (Appendix 1, 2 and 3) were in English. Further correction was made to the interview guide questions after the pilot study. One of the corrections made was ambiguous statements were rephrased and unnecessary ones deleted to enhance the validity of the data collection tools before the actual study was carried out. Lastly, the English interview guide questions for parents and pupils were translated from English to Bemba due to the fact that the means of communication in Mkushi District is Bemba.

3.10 Data Quality Assurance

In a qualitative study validity and reliability are the terms that are used to measure the quality of the study. The criteria that have traditionally been used to judge the quality of research are validity, reliability and objectivity (Scaife, 2004:71). Lincoln and Guba (1985) have suggested that a better indicator might be the trustworthiness of the research. Trustworthiness as defined by Lincoln and Guba (1985) involves “credibility, transferability, dependability and conformability”.

3.11 Validity

The goal of qualitative research is not to practice generalizations, but rather generate in-depth understandings of particular phenomena (Leininger, 1994). Therefore, researcher rigor should be evaluated using different criteria from the positivist constructs of internal and external validity, reliability, and objectivity (Lincoln & Guba, 1985). According to Stake (2003: 134) a good case study research follows disciplined practices of analysis and triangulation to tease out what deserves to be called experiential knowledge from what is opinion and preference. The researcher took a long time in collecting data using observations, focus group discussion and interviews so as to collect rich and valid data. Both long term involvement and interviews, enabled the researcher to collect data that was detailed and varied enough to provide a full and revealing picture of what is going on (Maxwell, 2005). After collecting data, the researcher gave feedback to the people who were studied to reduce misinterpreting the meaning of what they have said and done, and

perspectives they have towards inclusive PE in primary schools. Validity of the study went along the theory of analysis as stated above and the ethical issues as stated below.

3.12 Reliability

Reliability is defined as the consistency of a data collection tool in obtaining the same answers when the research is repeatedly done (Gall, Gall and Borg, 2007). Reliability is the accuracy of work in the research. For the research to be reliable, it must prove that if it were to be done on a similar group of respondents in a similar context, the similar results would be found. According to Gall et al (2007) reliability is used to measure the quality of the research in qualitative paradigm. Through interviews with unstructured questions, focus group discussion and observation methods which were used and repeating the same questions, is evidence of reliability. Using multiple methods as direct observation, focus group discussion and interview ensured reliability due to the fact that; the greater the number of methods used the more quality the findings will be.

During data collection process, the researcher made sure that phone contacts were maintained between the respondents and the researcher. This helped him to continue asking for more information and clarification in areas which seemed necessary.

3.12.1 Securing Validity and Reliability

This study made an account on all issues related to validity and reliability. During the preparation of the interview guide which was used in the study, the questions were discussed. A pilot study was carried out to see if the questions were reasonable, useful and easily comprehended to the interviewees. Bemba language in collecting data was used because this is the language well understood by the informants (parents and pupils). The fact that the researcher was acquainted with the field and culture where the research was conducted also added to the validity and reliability of the study.

3.13 Ethical Considerations

Researchers must make sure that they have taken all possible safe guides to avoid doing wrong to anyone involved in research (Sikes, p. 30). Regarding ethical consideration, the

researcher was governed by the research code of ethics of the UNZA ethics committee in maintaining privacy and confidentiality and other related values. The researcher promised to the participants of the study that the information, which was collected from the respondents, would not be transferred to third party and it would not be exploited for undertaking other than the purpose of the research study and academic purpose.

According to Bailey, Hennink and Hutter (2011), ethical issues have the following consideration:

- Informed consent. Individuals should be provided with sufficient information about the research, in a format that is comprehensible to them, and make a voluntary decision to participate in a research study.
- Self-determination. Individuals have the right to refuse participation and also pull out at any time.
- Minimization of harm. Researchers should not do any harm to participants or put them at risk.
- Anonymity. Researchers should protect the identity of research participants at all times.
- Confidentiality. Researches should ensure that all data records are kept confidential at all times.

Thus, the researcher was given clearance from the ethical committee and was given a letter of introduction from the University of Zambia. Participants were treated with utmost respect and no respondent was forced to give information or answers. Confidentiality of the individual respondents was highly observed.

3.14 Conclusion

This chapter presented the research methodology which was used in this study. The chapter is composed of the research design, study area, data collection, population description sampling techniques, and sample size. The data collection methods and techniques, pilot study and data analysis tools and ethical considerations were also discussed. The next chapter will present the research findings. The findings will be presented according to the research questions of the study.

CHAPTER FOUR: RESEARCH FINDINGS

4.1 Overview

This chapter presents the research findings. The findings are presented according to the research questions. First the study attempted to answer a general research question which is: What challenges do PETs face in the implementation of inclusive learning in selected primary schools of Mkushi District? The question was broken down into the sub research questions below (i) What kind of knowledge do PETs have on inclusive education? (ii) How are physical education lessons taught in inclusive classroom? (iii) What challenges do physical education teachers face in the implementation of inclusive learning? (iv) How examine how physical education teachers effectively teach in inclusive learning?

4.2 Socio-Demographic Characteristics

Demographic information provides data regarding research participants and is necessary for the determination of whether the individuals in a particular study are a representative sample of the target population for generalization purposes (Salkind, 2010). Socio-demographic characteristics include, examples of demographic characteristics such as age, race, gender, ethnicity, education, sexual orientation, marital status, family size, health and disability status.

Forty-one (41) respondents that participated in the study were aged between 11 and 55 years old. Parents, one DEBS officer, head teachers and PE teachers were aged between 25 to 55years and Pupils with and without disabilities were aged between 11 and 15 years old. Among the ten parents who were involved in the study, five parents had children with different disabilities. One pupil had visual impairment (short sighted), another one had hearing impairment (deaf), the third had Communication Disorders in Speech, the fourth one had Mild learning disability and the fifth was physically disabled.

4.2.1 Attributes of Participants

In this study, the participants had varying attributes which were grouped in categories of age (young and old), pupil with and without a disability in an inclusive PE class, parents with children with and without disabilities, education levels for ESO, head teachers, PE teachers. The other attribute was gender because both sexes (males and females) were included.

The study was conducted in five inclusive primary schools. The researcher targeted any grade from four to seven of each school as long as that grade was mainstreamed. Through the researcher's observation, it was found out that most of the primary schools in Mkushi District had a large number of children but few teachers. Most of the PE teachers had not enough experience in teaching inclusive PE lessons. The teaching experiences varied from one teacher to another. According to our Zambian school curriculum, all teachers at primary school level are assigned to teach all subjects in all grades, including PE.

In the presentation of the findings, verbalism statements from the respondents are used in order to maintain the originality of the information collected. The findings are presented in consideration of the research questions. In each part the researcher started by presenting the data, followed by discussion of the findings in relation to the theoretical approach and literature which were reviewed in chapter two. Names of all informants and schools in this study have been anonymised to ensure confidentiality. The anonymity of respondents is ensured by Appendices; PE teachers, parents, head teachers, an officer from DEBS and pupils by (Appendices PWOD, PWD). Questions of common interest were put to all five groups. In addition to the questions that were common to all the interviews, questions of specific relevance to each group were put to the relevant group.

4.3 Participants' Knowledge on Inclusive Education

When participants were asked to explain their general knowledge of the concept of inclusive education, they expressed a variety of opinions. However, in general they held what can be seen to be limited rather than wide-ranging views on inclusive education. Mr.

Bwalya, a PE teacher from Chipata primary school said, “I really don’t know much to do with the concept of inclusive education but all I know is education for children with special needs education”. The above expression explains that PE teachers understood inclusive as education for children with disability but without the features that compose inclusive education (Acedo, 2008). Some participants seemed to lack understanding of the difference between the concepts “special education” and “inclusive education”. In addition, some participants perceived to view “Special” and “Inclusive” education as similar terms. Inclusive education was a contested term (Florian, 2008) as respondents lacked knowledge that “special” and “inclusive” were two integrated terms (Ghergut, 2012). This comment was taken from one of the PE teachers from Kasofi primary school: “In my view, I think inclusive education is special education and it means special school for disabled children, such as those found at Zonal Special School.” This participant attempted to give a simple explanation of understanding the concept of inclusive education in his experience by naming a local special school known to him as Zonal Special School. This shows that the participant viewed inclusive education through the medical model of disability when he used the older terms “special education” and “handicapped” (Wendell, 1996).

These PE teachers did not seem to appreciate that special education has been altered to inclusive education by applying the social model of disability in which children with disability are no longer called handicapped (Terzi, 2004). Miles and Singal (2010:9) mention that “*mainstream teachers*” in Zambia perceived the term inclusive education as referring exclusively to the education of students with special educational needs (SEN). This implies that, participants tended to regard inclusive education as a segregated education, like when one of the participants mentioned the local special school (Wendell, 1996), rather than seeing it as a regular education that aims to increase the capacity of schools to respond to diversity (Booth & Ainscow, 2002; Kearney & Kane, 2006).

In an interview with the head teacher from Namatama primary school, he responded to the question on (inclusive education) by saying, “...this is the type of education which is provided to children who are able and disabled in the same classes”. From this

explanation, it clearly shows that the respondent was aware of inclusive education since he was able to give a general concept on the question the researcher asked.

One of the head teacher and a PE teacher from Holy Cross primary school had a similar view, “Inclusive PE is a system of education where all children including those with special needs education and during PE in the same class with the able children”. Furthermore, in an interview with an officer from DEBS (responsible for special), her response to the question on (inclusive physical education) was, “... yes, inclusive PE is to teach PE to disabled children in the same classroom with other normal children”. From the above explanation, some of the participants had expressed some knowledge of the concept of inclusive education, although only a handful was certain about the concept.

However, a 13-year-old boy pupil without a disability (PWOD) from the pupils FGD understood inclusive education by labeling his classmates with a disability to the impairments they had. In support, one of the participants from the pupils’ FGD used her local language to explain what inclusive education meant to her, by referring to the impairments that children had (Fisher & Goodley, 2007). A 12-year-old girl (PWOD), responded by saying that, “ine ifyo ndemona inclusive education cipilibula kwati ifyo alemoneka Chola ninkonya matwi”. (In my own view, inclusive education means including people who are deaf like what Chola is). During the FGD, an 11-year-old pupil, a pupil with a disability (PWD) laughed at Chole. The researcher then asked the boy what was fun? The boy responded by saying, “Chole does opposite things to what the teacher do and what the rest of the class does”. From the comments above, it is clearly visible that in some schools, labeling, exclusion, separation, and segregation of the students with disability were practiced. However, cited in Amanda, (2012) indicated the negative consequence of exclusion of the PWDs from physical activities. He stated that, social isolation of children with disabilities has a detrimental effect on their social-emotional development, which results in low self-esteem and confidence, fear of failure and school attendance and lack of motivation. In the parents’ FGD, a mother of 9-year-old (PWD), defined the term in her own language as,

“Ukumona kwandi inclusive education bana abaesambilila pamo icapala abana abesu abalemana elo naba shalemana”. (In my view, inclusive education involves all the pupils who are able and disabled, learning together).

According to her definition, this parent had an idea of inclusive education even though she failed to give some examples when the researcher asked her “who are those students involved and what are their needs”.

4.3.1 Benefits of Inclusive Physical Education

Participants were asked to explain the benefits of inclusive PE. The Participants indicated a number of benefits regarding the placement of pupils with and without disabilities in inclusive PE classroom. PE teachers held favorable attitudes, and there was a sense of predisposition to inclusion. Generally, respondents expressed several advantages for all persons involved, considering that inclusive PE improves social acceptance and social competence for both pupils with and without disabilities. This is in line with Smith, (2003) who argued that sport, exercise and physical activity settings may afford opportunities for children with and without disability to interact and develop friendships. Moreover, it can raise the children’s self-respect and social skills (Block, 1999). PE teachers working in inclusive classes can also benefit from it: they can gain better insight in to individual differences between students, consult related specialists and increase or broaden their professional competence. A mother of a 10-year-old-pupil from the FGD said that “Being with peers is absolutely very good to them [pupils with disabilities]”, all the parents shared this opinion. Another parent from the FDG whose child was disabled (PWD), also recalled, “It’s very important because Physical Education does make my daughter feel that she isn’t different than any other kids”. The reason she mentioned that, it was on the fact that even though her child has a learning disability, she has never complained about feeling different or left. In addition, Muwana (2012) in her study in Zambia concluded that inclusive education benefited both students with and with disabilities socially and academically. Robinson et al (2014) also reported that positive social relationships between students with and without disabilities were one of the most important building blocks to the success of inclusive education. From the above comments, the study

concluded that, benefits for children of mainstream abilities include a more positive attitude to individuals with disability, a higher level of social skills, readiness to help others and increase self-respect.

Two of the parents and one PE teacher explained how all children regardless of their needs are encouraged to take part in sports and games. Two parents commented on how their children being involved in sport in the school has really helped their self-esteem. In pupils' FGD, all the pupils had a common view of doing PE activities together. A 13-year-old boy (PWD) said that, "we usually play football and other PE games". Another 12-year-old pupil, (PWOD) in the FGD said, "PE helps us to be fit". Physical activity also helps build and maintain healthy muscles, bones, and joints and it is also an important part in the treatment of certain chronic conditions (CDC, 2000). In addition, physical activity helps control weight and improves mental health (USDHHS, 1996). It is assumed that health-related fitness components (aerobic endurance, muscular strength, flexibility, body composition), improve with regular physical activity. In another interview held with one of the officers from DEBS office, she explained that, "Pupils being integrated is extremely beneficial, even in the sense of mutual support that can occur between pupils, creating strong friendships for life".

All the participants agreed that inclusive setting in PE develop experiences of enormous benefits for students with and without disabilities in terms of social acceptance, and in regard to peers without disabilities, allows "... giving a student responsibility for a peer with disabilities, to help and to guide him along the class activities". The two head teachers, one from Kalingalinga primary school and another one from Chipata primary school had similar comments regarding the interaction between pupils, as they said, "prepare them for life in terms of education and sensitivity to the future, as they explore their most human and social features." This was also evident from DEBS officer's statement that said, "It is extremely beneficial, particularly in terms of mutual support between students ... and will enable all students to learn to work together".

Although inclusion was viewed as positive for students with and without disabilities, opinions were divided in terms of advantages to the educator. Regarding teaching students

with disabilities in general schools, on the other hand, some teachers consider that inclusive PE is also positive for teachers. One of the head teachers from Kasofi primary school recalled, “because the teacher will be able to learn from the child and their differences”. “... To the teacher it can also be an advantage”. By dealing with a child with disability, you will gain experience for subsequent years, you find yourself better prepared, and know how to deal more effectively with these students. This is supported by Feiman-Nasmer and Buchmann (1985) who stated that, first-hand experience is particularly evident in contributing to learn to teach. When you have a child with a disability for a whole year, you'll be able to learn regarding the differences he or she presents, and you'll grow with this situation. So, next year, if this situation repeats, “you'll already know how to handle it, knowing how he or she reacts to certain stimuli, and so it is beneficial, and it is clear that the class will become more productive for all involved”, (The head teacher from Namatama primary school).

4.4 How physical education is taught in inclusive classroom

Methods used by PE teachers in teaching pupils (PWD and PWOD) in inclusive PE classrooms.

4.4.1 Teaching methods

It was important to know different teaching methods used by PE teachers to meet the needs of the pupils with and without disabilities in and outside the classroom. PE teachers were asked the following question; “Please can you kindly tell me what type of teaching methods you use when teaching inclusive PE to pupils with and without a disability”? Methods of teaching refer to systematic ways of teaching or imparting knowledge. Methods of teaching are expected to be chosen to suit particular types of learning; the nature of the learners whether with one special need like visually impaired, gifted and talented, physically disabilities among others (Akinboyeje 2005). In line with this constructivism as a curriculum organizer and a teaching strategy, has been effective for diverse types of students in inclusive schools, including those labeled as having special needs, students regarded as gifted, and students considered at risk (Pelech and Pieper, 2010). In addition, Vygotsky’s cognitive development and the idea of ZDP insist upon

giving assistance and help to the learners (Rogoff, 2003). It is believed that if these learners are given assistance, they could perform better. Children's level of understanding differs from one another, so it is important for PE teachers to use different environments apart from classes to develop a better understanding.

All the five PE teachers replied that they use different types of methods to meet the needs of the learners in the classroom depending on the topic and content of that lesson. For example, some of the ways they use are; peer-tutoring, question and answer Lecture method, group discussion, demonstration, sports and games, oral and written question, guided participation, small groups and discussion. Commonly used teaching methods for inclusive education may include class participation, demonstration, whole class teaching, explaining and group work methods (Ondiek 1986). All the participants agreed that it is difficult to use one method of teaching in an inclusive environment. Therefore, most of the PE teachers prefer to use different methods in teaching. In an interview with one of the PE teachers, from Kalingalinga primary school, he stated that:

“An ability to adapt to the barriers that each student has, being able to help them overcome their difficulties and shortcomings. It is important if we introduce an exercise to a student, we should be concerned about explaining in a way that he or she can understand, and thus accomplish it”.

A head teacher from Holy Cross primary school said that, “it is their (PE teachers) responsibility to know how to receive and welcome the students the best way possible and include them in the class activities completely”. In addition, one of the PE teachers from the same school said that:

“I normally use mixed method since the special needs students get tired too early. Otherwise, pupils won't concentrate so changing activities even if the target is to teach them the same thing is important in inclusive PE lessons.

Another method mentioned by the participants was peer tutoring. This is a method which employs peers in teaching and learning to help each other. All the five PE teachers interviewed, agreed of using this method in teaching. Two PE teachers, one from

Namatama and the other one from Kasofi primary school gave a similar comment as they stated that, “they like the method because it increases the interaction between the pupils in an inclusive classroom.” Another PE teacher added by saying that, “a student feels more comfortable being taught by a fellow student, hence meeting the needs of the student, hence, increasing the cognitive ability development. In addition, one of the female PE teachers indicated that, “I prefer using pupils who understood well the activities after explaining to them to assist those with a disability in the class”. Furthermore, a male PE teacher from Namatama primary emphasized that, “I use peer tutoring because students can easily learn from their fellow students”. On the contrary, one of the PE teachers revealed that, “sometimes it is usually difficult for me to leave work to peer tutoring because at times the lack concentration”.

From the researcher’s observation, all the four PE teachers used peer tutoring in their PE classes when teaching except for one PE teacher who was usually not comfortable leaving work to his pupils. It is believed that peer tutoring can increase the achievement in different subjects to the learners. The teacher should play a big role in monitoring, evaluating and making sure that the pairs are helpful to them.

In addition, another method used by participants was question and answer. It is important to apply different methods in inclusive context since the teaching methods are an essential tool in reaching the learners' needs. Question and answer helps the learners to get the opportunity and explore more the concepts. By applying this method in the inclusive classroom, PE teachers will be able to give more examples and clear up the confusion that might exist among the pupils. This method was used by all the five teachers in asking questions in their lessons. In support, a PE teacher from Holy Cross primary school reported that, “in most of my teaching, I usually ask questions to the pupils and let them respond according to their understanding”. Furthermore, one PE teacher from Chipata primary school, emphasized that, “question and answers in the inclusive PE lesson, simplifies work because students with and without disabilities can easily learn from their fellow pupils’ answers”. In an interview held with each participant, it was explained that, PE teachers have been trying to help and include each and every pupil in their classes according to their needs. Unfortunately, the challenge is still to those children with visual

impairment and hearing impairment. Two PE teachers from different schools had a similar response that they face some challenges because their schools do not have the essential tools to help their pupils learn effectively.

Furthermore, a PE teacher from Kasofi primary school said that, “our school does not have any inclusive PE teaching and learning aids to deal with a specific child’s need”. Another PE participant from Kalingalinga primary, added on by saying that:

“As a school we are supposed to have special playing fields and wheel chairs to cater for the disabled but nothing has been done by the government”. He continued by saying, “I personally find it difficult to involve Andy who has one leg longer than the other, making my work more difficult”.

During observations, it was revealed that question and answer was the method used by all the PE teachers. The researcher observed one female PE teacher from Holy Cross while using this method when teaching a grade 4 class on ‘Movement’. She asked the question by writing on the chalkboard and asked the pupils to define the word Movement. Pupils gave different responses according to their understanding. While the teacher used this method in the class and she asked the pupils to respond together at the same time (chorus answers). The same applied to other PE teachers who used mixed method.

Lecture method is among the teaching method mentioned to be used by teachers and can be applied in a context where there are many students in the classroom. In an interview with one of the head teacher, he argued that, “some of the PE teachers prefer using this method because it is a good way in accomplishing the content on time”. One of the PE teachers from Namatama primary school said that, “I use this method only when I want to provide some information to pupils when they need to do a certain work”. Furthermore, another PE teacher, the researcher observed from Kalingalinga primary school, used this method. In support, one of the PE teachers stated that, “It simplifies work since she had many pupils in the classroom”. From the researcher’s observation this method was not used alone by PE teachers in inclusive PE classrooms. The three PE teachers used the lecture method in a combination with other methods to support the lesson. Only two PE teachers preferred to use the lecture method in their lessons. It is a type of teaching method

where by, pupils learn by being involved in the process of teaching and learning. PE teachers said they use this method in inclusive context because it involves learners. The two PE teachers, from Kasofi and Chipata primary school, said that this method helps learners to gain more knowledge as they will be able to get opinion from each other. In support, a male PE agreed by saying that, “it makes learning to be more interesting to pupils.” Through observation, it was revealed that PE teachers preferred using group discussion because it was easier to help learners in the groups. One of the PE teachers said that, “group discussion helps all the learners to participate in the inclusive PE lesson”.

In addition, one very important method that was mentioned by the participants was demonstration method. In an inclusive PE context, demonstration is used as a way of teaching learners through observation or by imitation. Most pupils love to observe what others do something before they can do it themselves. The five PE teachers interviewed, said that they normally use this method because it helps pupils learn new skills. One of the participants emphasized that this method helps learners to build more confidence and facilitates learning evaluation. A female PE teacher from Holy Cross primary school said that, “I sometimes take a pupil with a disability in front of the class and see if he or she can do what was exactly doing”. In an interview, another PE teacher had this to say, “...I do star jumps ten times and I ask them to do the same”. This was revealed during observation that demonstration helped pupils to learn easily. The researcher observed that this method when used by one of the PE teachers in a certain school, both the able and disabled pupils were able to get enough support and the teacher was able to evaluate depending on the performance of each individual pupil.

Another important method mentioned by one of the participants was sports and games which are very important in inclusive physical education. Two PE teachers said that they preferred using this method in inclusive PE classes. It is believed that in inclusive PE, sports and games play a great role in establishing a good relationship between pupils and increases the development of cognitive abilities of the learners. One of the participants admitted that both abled and disabled pupils love play especially when taken at the playground. Another PE teacher had the following to say: “I usually teach them by songs, sports and game.” In addition, another PE from Kasofi primary school stated that, “Pupils

in the class differ in term of ability, so what we do with them is to put them where they fit depending on their strength and weakness”. Through observation this study made, it concluded that, the use of sports and games, helps the learners increase knowledge and skills hence, building their cognitive abilities. All the learners seemed to be enjoying and interested in the lesson. This method gave all learners the opportunity to participate in learning. One PE teacher mentioned that, “Sports and games as stated, help students to have well healthy.”

Oral and written question was one of those methods mentioned by participants. In an inclusive PE class, using oral and written question as a teaching method is important because all the pupils will be able to participate fully in the lesson. All the PE teachers admitted to use this method in teaching. One of the head teachers emphasized that inclusive PE classroom comprises of pupils with different needs, so it is a task of all PE teacher to use this teaching method in order to meet the learners’ needs. In addition, a female PE teacher who had a similar view added by saying: “I normally write the questions on the chalkboard and I read the same questions to those having visual impairment”. Through observation, oral and written testing proved to be useful in inclusive PE since all the learners regardless of their disabilities were able to do the test. This was used by one of the PE teachers during a PE test. For example, those who had hearing impairment were involved in written testing and those who are visual impairment the teacher used oral testing. The teacher was able to determine the independent level of mastery for every child in the subject matter. In relation to the above method is Small group discussion method. This method is done by having a small group discussion obtained through the teachers’ supervision. This method is believed to be the best method in learner-centered approach, where by the learners are being involved in the whole process of teaching and learning. Some teachers said they like using this method, though one of the PE teachers, said that, “I don’t use this method all the time because I have many pupils in the classroom”. One of the other PE teachers stated that, “I normally use small group discussion when I want the children to use books in doing exercises”. Through observation, the researcher saw two teachers using this method. When other teachers were asked, they said it is difficult to use this method since we have many pupils in the class; hence, it becomes difficult to

manage them. However, in a manageable class this method increases participation among children in an inclusive PE classroom.

Finally, collaborative teaching and learning method was one of the methods mentioned by the participants. Teamwork among PE teachers in inclusive classroom is very important. Children with learning difficulties need classrooms in which there is collaborative learning negotiation, problem solving and discussion among pupils (Gross, 2002). This method might be helpful to pupils since PE teachers differ in the way of presenting materials. Furthermore, collaboration between pupils is necessary in teaching as it was stated by one of the head teachers that pupils with low ability in learning will learn from their more capable peers. In addition, a PE teacher from Namatama primary school said that, “I use capable peers who I know can help those with disabilities in an activity”. Another PE teacher commented that, “When I’m faced with a challenge, I talk to another PE teacher so that he or she can help me”. Teachers in teams of two or three learn how to discuss a student’s problem among themselves and seek an answer prior to referral for special help (Pugash & Johnson, 1995). According to the researcher’s observation, this method has proved to be effective in inclusive PE classrooms while it was being used by one male and female PE teacher. The female teacher explained how she asked for help from other teachers when she faced a problem with any of the learners. This method helps the learners to work together and it also improves social interaction among learners. It is a good strategy of teaching PE in an inclusive classroom.

4.5 Challenges PE teachers have in implementing inclusive education

The main aim of the researcher during data collection was to identify challenges which PE teachers face in implementing inclusive PE. The responses obtained from the participants helped the researcher me to understand the challenges PE teachers face in the implementation of inclusive education in primary schools in Mkushi District. Although participants advocated for inclusive PE settings, they pointed out some challenges that significantly influence effective inclusion in PE classes. The participants had this to say:

Insufficient teaching and learning materials was one of the problems faced by most of the PE teachers in primary schools in Mkushi District. Evidence suggests that the lack of

relevant facilities and materials is a major obstacle to the implementation of effective inclusion (Eleweke & Rodda 2002:116). Teaching and learning aids are very important in teaching pupils in an inclusive PE class. Since a good lesson presentation should comprise all the essential tools which will help the learners understand well the lesson. Insufficient teaching resources make it difficult for the teachers to deliver the materials and for the learners to understand the lesson. Hence it is a challenge for PE teachers to implement inclusive education in a context like this. A PE from Chipata primary school had this to say, “It is very difficult to include and meet each and every learner’s need without proper teaching and learning aids”. Another PE teacher explained that, “I have two groups in my class, the abled and disabled pupils but the school only has one book for PE”. One of the 15-years-old pupils (PWOD) in the FGD stated that, “We don’t have footballs at our school and a playing ground”. One of the head teachers, revealed that, “We don’t have supporting teaching and learning materials for inclusive PE”. An officer from DEBS, said that, “Most primary schools are lacking inclusive PE materials but am aware of two to three secondary school in our District that have being given a few PE equipment”. From my point of view, all the five teachers interviewed and observed, they really didn’t use the necessary learning aid in terms of [equipment] in their PE lessons, especially to assist pupils with different disabilities.

Furthermore, over enrollment of learners in classes was one of the identified constraints by participants as one of the challenges PE teachers face in implementing inclusive PE in Mkushi District. All the participants complained of overcrowding in classes and PE teachers need support, but it becomes a challenge because teachers cannot manage, they large numbers. Teachers struggle to involve parents in the learning process, and they feel inadequate in themselves as persons and in training to deal with so much diversity amongst the large number of learners in the classrooms (Nkone, 2008:52). Therefore, the large number of pupils in the classroom affects the implementation of inclusive PE. A PE teacher from Holy Cross primary school commented that, “It is really very involving integrating children with and without disabilities in a class when they are many”. In support, one of the PE teachers explained that, “it is really unfair that teachers are overloaded with this burden to hand such a crowd of sixty-five + + + children and in the

same class you still need to attend to pupils with disabilities”. During the researcher’s lesson observation, one PE teacher was unable to control and meet each and every pupil’s needs due to a big number of pupils in class.

Inadequate infrastructure was also cited as another challenge among participants, especially among the PE teachers. Most primary schools have poor infrastructure and apparatuses that can meet the needs of pupils within and outside the classroom. The issue becomes even more striking as we step into the area of inclusive PE. In Zambia, many schools lack standard classrooms and playing fields, which is a great challenge for many PE teachers to implement inclusive PE. For example, this is illustrated below in figure 7. They are therefore, overburdened making it impossible for PE teachers to achieve the objectives of inclusive PE. And this was revealed during an interview with the teachers and head teachers. The officer at DEBS, responsible for SEN in the District had this to say, “Most of our infrastructure and playing field are in a bad state in these primary schools in our district”. From the researcher’s observation, he observed that PE teachers couldn’t fully meet their objectives of the lesson due to limited room and poor sports infrastructure. During the researcher’s lesson observation, the room itself was not good enough for one the teacher to demonstrate his lesson.

The picture below shows poor classroom block in one of the primary schools in Mkushi District.



Figure. 4.1 Condition of classrooms in one of the primary schools, taken by Author 3/03/18

In addition, lack of inclusive education training was seen to be one of the contributing factors for PE teachers' poor implementation of inclusive education. Many PE teachers' failure to implement inclusive PE is a result of not having educational background in inclusive education. Most of the participants complained about this situation and noted that it really affected their performance. Mphunngoa (2008:83) indicates that all teachers need a thorough grounding in multiracial and mainstream education, to enable them to provide quality service for children with a great variety of linguistic backgrounds, interests, cultural expectations, mother tongue language and learning abilities. Teachers need specific knowledge and skills that promote pedagogical and educational practice. The training course fosters the development of new attitudes and approaches, solidifying changes to negative attitudes toward the inclusion of individuals with disabilities in general education. On the part of the PE teachers, all indicated that they were trained teachers, but they did not have specific training in inclusive education. The teachers' worries were in part influenced by the lack of knowledge, showing some reluctance in including the students with disabilities in a proper way. A few comments that support this view include:

“If PE teachers were specific trained in the area of inclusive education, they would be more prepared and would respond better”, (a PE teacher, from Holy Cross). Similarly, “...professional background appears to be a crucial factor in teachers' competence”, (officer, from DEBS office).

In a separate interview, one of the PE teachers explained that “... there are times when you do not know if the response to the situation concerning the child with disabilities was the most appropriate”. In addition, one of the head teachers, one head teacher, said that, “Many teachers in our schools don't have skills in handling different disabilities due to lack of specific training”. A parent from FGD mother of 10-year-old pupil summarized this emergent need by stating that “of course, if PE teachers had more training in the area, they would be able to integrate our children very well”.

As a result of lack of training in inclusive education, most of the participants caused another problem of lack of confidence and experiences among teachers. The PE teachers and head teachers reported that experience played a pivotal role in gaining confidence

teaching children with and without disabilities in the mainstream especially in PE. For example, one PE teacher, from Kalingalinga primary school, commented that:

(I'm) not particularly confident because I do not have a lot of experience with a range of physical disabilities. I am not confident at all, because I haven't had the experience. Another PE teacher, from Chipata with a similar view, said that, "I would say I am confident at all, I wouldn't say any of us in the school are confident at all, because we haven't had that support to know how to adapt them (PWD) fully in to a lesson".

From the teachers' point of view, experience seems to be viewed as a necessary, but not sufficient condition for confident and competent inclusion of pupils with disabilities. From the teacher's discussion, it is understandable that exposure to an increasingly wide range of abilities and needs can lead some to feel uncertain and inadequately prepared.

Another challenge given by participants was the system in the MoGE having unclear policies on how inclusive PE in primary schools should be implemented in Zambia. They believe that if there could be a clear stated policy how to implement inclusive PE, it could be a better way for PE teachers. They cannot implement a policy that they do not understand its purpose and aim. Another PE teacher stated that, "What we are taught at college about inclusion and what we find in schools are totally two different things to what the policy states". In addition, a PE teacher from Kasofi primary said that, "I don't even know how to integrate children with disabilities in PE classroom". Furthermore, one head teacher from Chipata primary said that, "At times it is difficult to monitor teachers in inclusive PE when there are no proper guidelines on how inclusive physical education should be implemented". As a result, due to lack of unclear policies it has caused a problem of lack of financial support from the government in areas of inclusive PE in primary schools. There is lack of support from the government that is caused by lack of a policy on inclusive education. Teachers complained that the government is not very supportive in the implementation of inclusive PE because all the promises made by its officials have come to naught. Another PE teacher, had this to say, "My school here and other schools I have taught in Mkushi District, lack government support in terms of

inclusive education, as a result teacher fail to teach effectively”. The officer responsible for (SEN) DEBS had this to say:

“The government through the Ministry of General Education promised to build a Standard special school in Mkushi District specifically at Katuba primary but fund were used in Chibombo District to build a special school there”.

It was evident from the observation that PE teachers really lack the support from the government through MoGE.

Another challenge mentioned by the participants was lack of collaboration between teachers and parents. This becomes a setback in the implementation of inclusive PE because teachers and parents need to work together in the achievement of this goal. This was also supported by the head teacher who said that there was no effective cooperation between teachers and parents of pupils with disabilities. A PE teacher from Kalingalinga primary school commented that, “I was followed by Jane’s mother, who asked me to stop involving her child in any form of physical education”. A mother of a 12-year-old pupil, in the FGD had this to say: “Our school football pitch is very bad that my child who has a disability with her hand might end up falling and get injured”, that’s why I dislike her taking part in PE”. From the researcher’s observation, he concluded that due to unsafe environment, was the reason why most of the parents were uncomfortable allowing their children to get involved in PE activities.

In addition, negative attitude of teachers and parents was identified as among the challenges of inclusive PE in primary schools. According to the findings of the study, most of the PE teachers have negative attitude towards pupils with disabilities. The blame is based on facts that they are not specifically trained in inclusive education and such do not possess the necessary skills to offer quality services to the students. It also arises out of the frustration of not acquiring teaching materials and aids for inclusive education classes. In addition to these, the teachers said that there is also a challenge of parent’s negative attitudes towards their children with disabilities. Therefore, it seems that some of the parents fail to accept the challenges a child faces due to the disability. A PE teacher explained that, “Many parents have not accepted their children disabilities and they don’t

accept our advice”. Another PE teacher, from Namatama primary school, with a similar observation, said that, “parents neglect their children and they don’t seem to care for their children with disabilities”.

From the researcher’s observation, during a parent FGD, he noticed one strange thing from one of the parents, mother of 14-year-old pupil, who had a disability (hearing impairment), came in the room to ask the mother what time they would go home. Unfortunately, this parent couldn’t give a proper answer, because she didn’t know how to use sign language to her child. Meaning, this makes it difficult for the two, a parent and a pupil to easily communicate. I think that’s why most parents develop negative attitude towards a child’s disability. When their child is first diagnosed as having a serious disability, most parents feel shock and denial, guilt, anger and sadness before they finally adjust (Peterson, 1987).

4.6 Effective ways of teaching inclusive PE

After identifying the challenges encountered by teachers in an inclusive PE class, participants were asked to talk about ways in which PE can be taught effectively in inclusive learning. All of the participants were in agreement that the best solution was having an additional assistant PE teacher with the pupils with disabilities; i.e., ideally, classes with pupils with disabilities should have two PE teachers. It is often the Teaching Assistant (TA) who is credited with understanding the students’ needs and abilities the most.

Several comments supported this notion, such as “...the ideal situation of teaching with the support of a teacher with specific training in the area of inclusive PE”, (a PE teacher from Kalingalinga primary school). In the parents FGD, mothers discussed the role of TA and their influence on their children’s participation in physical education. A mother of a 12-year pupil explained:

I think a TA is necessary in inclusive PE lessons, this can help the other teacher to be with the rest of the class and guide them in PE activities.

In addition, pupils’ problems are able to be shared between the two teachers and solutions can be found.

Participants stated that having an Assistant Physical Education Teacher (APET) in PE to assist the children with disabilities in their lessons and to help them, would be the best solution. Likewise, “if there are teacher assistants and special education teachers for other subjects, there should also be an APET for PE classes”, (head teacher from Holy Cross primary school). Another head teacher, from Chipata primary school, stated that, “if we had the support of a PE teacher with some training and experience in the area it would be perfect”. “I think the idea of having the support of a fellow expert is even more imperative when we have a disability in the class”, (PE teacher from Holy Cross primary). During the interview, one of the PE teachers suggested that, “peer tutoring could be a solution, for successful inclusive PE. For example, *‘working in pairs’*, “We could put a reliable pupil to work with the peer with disabilities to help and guide him through activities in the PE class.” One PE teacher from Kalingalinga School recalled that, “If we delegate some responsibility for certain students, they also will consider themselves more important and conscientious”. At the same school, the head teacher added by saying that, “there is more involvement by pupils in the class”.

Findings also suggest that PE teachers are likely to be receptive to the idea of improving their skills, as a possible solution to effectively include pupils with and without disabilities. They made numerous comments that supported the need for a specific training program. This can be understood and complemented by the participants’ statements: “... if our knowledge had more depth, we would be able to take best results of the intervention, and thus improve and enhance the effectiveness of our class”, (a PE teacher from Holy Cross school); “The MoGE itself could promote training workshops targeted to the area”, stated by a PE teacher. In support, one of the head teachers who had a similar view pointed out that “It might be necessary and important to develop specific training opportunities for PE teachers in order to give them pedagogical tools to implement in their classes”.

According to data from the current study, teaching experience, pupils with and without disabilities, also seems to manifest itself as a decisive element in the formation and development of inclusive PE among PE teachers. During the interview, with a PE teacher from Kasofi primary school, he said that, “When we are alone with certain kids, that’s, where we experiment, and I think that’s where we also grow a little bit and that brings a

lot of experience to the area”. An officer from DEBS said that, “an experience with a PWD will certainly promote strategies and means to act more gainful in the teaching and learning process”. One of the head teachers commented that, "experience is a process that happens gradually, I think with time; we will have more experience to develop safer and more effective strategies that allow us to include more quality pupils with disabilities in our class. According to the researcher’s conclusion, in order for PE teachers in primary schools to effectively teach inclusive PE, a lot of support and many other things needs to be put in place starting by schools and the MoGE and other stockholders.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Overview

The study aimed at identifying challenges physical education teachers face in the implementation of inclusive education. Therefore, this Chapter generally provides an overview and discussion of results in comparison and contrast with other studies on the four research questions.

5. 2 Comparing and contrasting with other studies

The following paragraphs discuss how the findings from this study compare and contrast with similar studies conducted in other settings. The discussion is based on the broader themes: Participants' knowledge on inclusive education, to find out how physical education is taught in inclusive classroom, challenges facing PE teachers in implementing inclusive education, ways in which PE can be taught in inclusive learning.

5. 3 Participants' knowledge on inclusive education

The response of interview shows that all the participants are aware of inclusive education since all of them were able to give their understanding of inclusive PE and its benefits. The findings revealed PE teachers had a variety of opinions about the concept of inclusive education. Even though inclusive education can be so much more than what they have said. Studies done in Zambia by Mandyata (2002) revealed that non-acceptance of children with disabilities by ordinary teachers in Kasama was mostly due to lack of training and resources to equip teachers in handling children with special needs in ordinary class. Suzanne (1999) stresses that teacher's knowledge and beliefs on inclusive education could lead to its proper implementation. Having an idea of inclusive education does not mean they know everything as related to inclusive education. They perceived inclusive education in the paradigm of special education, such as an education based on disability (Skrtic, 1991 and Valeo, 2009). They did not see it as a reform that has taken a particular path that led to re-badging 'special education' as 'inclusive education' in policy and

disability discourses (Slee, 2008). Many participants in this group lacked the knowledge to define what constitutes inclusive education. However, the study showed that teachers' training program had a bit enabled them to conceptualise embodied capital such as an education based on disability. Pelech and Pieper (2010) argue that becoming a constructivist teacher, you will find yourself thinking differently about how you think about knowledge, learning and the role of the teacher. In addition to that, constructivist teacher will understand the planning process, assessment and curriculum which are suitable to different types of learners in the classroom. All PE teachers have education background in different aspects and not necessarily in inclusive education but they can teach in an inclusive PE classroom.

Further, the study revealed that most of the teachers do not have knowledge in inclusive PE and out of those interviewed; only two teachers out of five had taught inclusive classes for more than three years. This was also evident in literature review as Winger (2008: 18) noted that "low quality of Teacher Education (TED) or lack of qualified teachers might be one reason behind the poor learning outcome". From the findings, it is evident that lack of training and experience compared to relevance of teachers owns teaching in inclusive PE reduces the skill to meet specific needs of the learners.

5.3.1 Benefits of Inclusive PE

All the respondents stated that doing physical activity has numerous values on the life of a person, with or without disabilities. Understanding this, Steve (2013:15) observed that, sport and physical activities are important components in a healthy lifestyle for children. Physical activity contributes to developing healthy bones and efficient heart and lung function, and can positively impact on the functioning of the body's immune system. Sport and physical activity contribute highly to the prevention of chronic diseases such as cardiovascular disease, diabetes, hypertension, obesity and osteoporosis. According to the findings, the importance of PWD and PWOD participating in physical education practical class was assessed and pupils replied that they benefited in terms of development of body strength, socialization with peers and equal opportunity to participation with others. These findings were similar to socio-cultural theory's Zone of Proximal Development (ZPD) in

that Vygotsky argues that students can learn through interaction with others. According to Vygotsky, social interaction between those who are less experienced and those who are more experienced is an essential component of the zone of proximal development. The similarity shows that PE teachers being implementers of inclusive PE in primary schools are cultivating the spirit of social interaction to pupils with and without disabilities.

In addition, happiness and avoidance of sense of inferiority, prevention from disease, having good posture and health, physical fitness qualities like strength, flexibility, speed power and so on, and efficiency of performing daily activities, were among the benefits. Their able peers also explained that PWD can build their knowledge and body strength, participation on sport races and got national and international recognition and waving the flag of their country in the world champion and be a proud for their citizens if they participate in physical education practical class. They also added that, PWD can best understand as they can perform any activity like their able peers and can also help them to build self-confidence and to be psychologically fit and safe. Sport, exercise, and physical activity settings may afford opportunities for children with and without disabilities to interact and develop friendships (Smith, 2003). Research on participation motives in sport, exercise, and physical activity has frequently identified the need to be with, or to make new friends, as a major motive (Smith, 2003; Weiss, Smith, & Theeboom, 1996). Peers and friends are among the influential social agents of physical activity participation, along with coaches, parents, and teachers. Physical activity may provide an important vehicle for promoting positive peer relations, and thus it is somewhat surprising that there is very little research on peer group acceptance and friendships in these domains (Weiss & Stuntz, 2004).

The above findings were in line with the goal of adoption of the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) in 2015 which were followed by Sport for Development and Peace community with strong interest and a commitment to continue using sport as a unique tool to support this new global plan of action.

Due to a joint effort, particularly including UN Member States' support to recognize the

contribution of sport to the SDGs, Heads of State and Government and High Representatives declared in the Political Declaration for the new Agenda that:

Sport is also an important enabler of sustainable development. We recognize the growing contribution of sport to the realization of development and peace in its promotion of tolerance and respect and the contributions it makes to the empowerment of women and of young people, individuals and communities as well as to health, education and social inclusion objectives (2030 Agenda for Sustainable Development A/RES/70/1, paragraph 37).

In view of the above, one may argue that Sport can promote personal well-being and encourage social inclusion which may lead to larger economic participation. It can help educate empower individuals with social and life skills for a self-reliant and sustainable life. It follows, therefore, that the country would benefit greatly both socially and economically because the children grow up to be productive members of society due to sport.

5.3.2 How physical education is taught in inclusive classroom

The study established that out of five teachers who were interviewed, only two had training in special education. As a result, this affected the way teachers taught PE lessons to pupils in class. Some of the pupils were left out of the learning process, special those with disabilities. This is evident by what one of the participants, a PE teacher from Kasofi primary who said that: “I don’t even know how to integrate children with disabilities in physical education classroom”. Earlier studies found that the use of multiple methods of instruction motivated students (Nongola 2001 and Abosi 2007) and improved the bond between teachers and students. As such, there was enough evidence to suggest that inappropriate methods of teaching discouraged cooperation between teachers and students with disabilities. Teachers seem to operate on the medical understanding of disabilities with a demand that PWDs adjust to ‘fit’ into the school system rather than them.

PE teachers also complained about lack of resources, they reported that the only readily available teaching aid was chalk and the black board. Teaching aids are very important since they help teachers to simplify the lesson and make it easy for the students to understand in the class. According to Mitzal (in Azeb, 1998) any discussion of class room organization must begin with some attention to resources and facilities that the specific

setup demands or effectiveness of PE teaching learning process. Mitzel further states that, when there is no lack of equipment and materials that contribute to the understanding of pupils, teaching cannot be challenged indeed. As in the case of schools in Mkush District, they lack PE equipment making it difficult for PE teachers to include and meet pupils' needs, especially those with disabilities. The crux of educational quality among others heavily relies up on the environmental (both internal and external) conditions and materials of the class room whenever theoretical issues are presented in classrooms for students, it is practically proved that students get the most out of them when they are supported by teaching materials (Houlok, 1990). Therefore, in a situation like this where most of the PE teachers do not have teaching aids especially books then it becomes a problem for students to understand the lesson. Furthermore, students learn by participating in activities that enable them to create their own knowledge.

Using different teaching method in an inclusive classroom such as learner-cantered approach is important and helpful to all the students. In support, socio-cultural theory argued that the responsibility of learning should reside increasingly with the learner. Vygotsky's social cultural theory thus emphasizes the importance of the learner being actively involved in the learning process, unlike previous educational viewpoints where the responsibility rested with the teacher to teach and where the learner played a passive, receptive role. Von Glasersfeld (1989) emphasized that learners construct their own understanding and that they do not simply mirror and reflect what they read. Learners look for meaning and will try to find regularity and order in the events of the world even in the absence of full or complete information. The use of different teaching methods in an inclusive PE classroom such as learner-cantered approach is important because it is in line with the theory governing the current study. Thus, during the findings of this study, it was observed that learner-cantered approach was used by two PE teachers from Kalingalinga and Holy Cross primary school. On the contrary, when other three PE teachers were asked, they said, "it is difficult to use this method since we have many students in the class hence becomes difficult to manage them". The comments given by the rest of the teachers were true, reason being that, many of the primary schools in Mkushi District are over- enrolled, making it very difficult for PE teachers to use some of the teaching methods effectively.

A major difficulty in present day PE is the unwillingness of our teachers to adopt progressive teaching practices that relate to their students, and make physical education appealing and inclusive to all (Kasser, Susan L., 1995). However, in a manageable class this method increases participation among children in an inclusive classroom.

In addition, this study established that children have different levels of understanding and using mixed methods while teaching, helps the children to learn from one another. According to Vygotsky (1978), students have different cognitive level of development and he emphasizes that every child is born into a different cultural historical setting and develops in an interaction with his or her surroundings. In addition to that social constructivist acknowledges the importance on cooperative group work and discussion focused on reliable investigations and problem solving (Westwood, 2004). Von Bertalaff's system theory suggests that to succeed in education students should be seen as individuals (Sterrett, 2011). This is the only way in which a teacher can attend to the needs of the students as an individual.

5.4 Challenges facing PE teachers in implementing inclusive education

Challenges facing PE teachers in the implementation of inclusive education in primary schools in Zambia are many. The study covered only five primary schools in five different zones in Mkushi District with a sample of forty-one participants only and this may not be representative across the country. There might be different challenges in other schools. What the study was able to find is that most of the blame on implementation of inclusive PE goes to schools and government. In literature review Mmbaga (2002:175) stresses the challenge on implementation of inclusive education that, "schools are not making necessary purchases of teaching and learning materials, equipment for making teaching aids and materials for building and completing the required number of classrooms and furniture to avoid overcrowding and having pupils sit on the floor". Public schools in Zambia are funded and audited by government and if schools are not provided sufficient funding, they cannot make purchases of the material needed to carry out the education function. Similarly, Kalabula (1991) pointed out that most children with disabilities placed in ordinary classes in Zambian schools did not have adequate human and material support.

In addition, studies done in Zambia revealed that teachers indicated that there was need for a legal framework and policy on the provision of inclusive schooling in Zambia, (Ndhlovu, 2008). Moberg and Kasonde- Ng'andu had also identified the lack of a legal framework on inclusive education as one of the barriers to inclusive education. For example, Kasonde-Ng'andu (2001) sighted lack of laws and policies to give direction to all educationists in the education system in relation to inclusive education. In line with this disintegration of policy has been pointed out as a key barrier in understanding it in relation to different areas of inclusion (Gidley, 2010). Teachers complain that what the government says is quite different from practice. In short there is no enough support from the government concerning inclusive education. Hornby (1999) gives some factors for a successful inclusion these are, visionary leadership, collaboration between stakeholders, refocused use of assessment, support for staff and students, appropriate funding levels, parental involvement, effective programme models, curriculum adaptation and instructional practices. Hornby's factors for a successful inclusion are in line with Von Bertalanffy general system theory governing the current study. According to the theory, adherence to visionary leadership, collaboration between stakeholders and shared interactions of persons who are within the same social system helps to successfully achieved the intended goals. In many developing countries there can be issues around shortage of staff, huge class sizes, lack of support staff and additional administrative responsibilities and less space of collaboration may act as a barrier for the implementation of inclusive education Ainscow & Sandill (2010).

A good teacher is the one who knows his or her pupils' needs. A teacher will not be able to know the needs of the children if he or she does not know the level of understanding between the learners. It is evident that, culture of the work place affects teachers, their work output and definitely their students (Ainscow & Sandill, 2010). System theory suggests that teachers should take a look at each learner and understand that each one is unique. Furthermore, they emphasis that students' differences if given the right guidance students will find the right fit within the classroom environment as they meet new challenges (Sterrett, 2011). An analysis of the observations by Mandyata (2002) implies that if support services were available in schools' teachers would accept children with

disabilities. Training in special education for all teachers is therefore, critical to the success of inclusive education in Zambia. A research done in Tanzania by Miles (2003) revealed that some of the teachers in Tanzania had received in service training, however still expressing their need for training and their lack of self-confidence in teaching children with learning difficulties, in spite of the fact that many of them were used to handling classes of over 100 children. A study carried out in Latvia also revealed that PE teachers did not feel properly trained to work with students with disabilities (Klavina, Block, & Larins, 2007). The suggestions given by the respondents towards the improvement of inclusive PE in Zambia are very important. This is because inclusive PE cannot happen overnight. It is a process which may take a number of years. These suggestions if taken into consideration might help to make some good changes in inclusive education.

Ainscow & Sandil (2010) emphasize that the development of inclusive education practices requires processes of social learning within particular organizational contexts. They also give possible examples of low leverage activity in the education field including: policy documents, conferences and in-service courses (ibid). A review of literature concluded that the issue of inclusion is increasingly seen as a key challenge for educational leaders. They also suggest that with continuing diversity, schools in Mkushi District will need to thrive on uncertainty and have a greater capacity of collective problem-solving. Hence, they will be able to respond to a wider range of learners in PE classes. Constructivist leadership involves reciprocal processes that enable participants in an educational community to construct meanings that lead toward a common purpose about schooling.

Furthermore, PE teachers' comments in this study showed that their lack of professional development skills led into a prevailing status quo of lack of implementation of inclusive education. This study's finding matched that of Ntombela, (2009) who found that professional development used to train teachers in the South African schools was ineffectual for the implementation of inclusive education policy. As a result, what was intended to take root in the classroom did not occur.

This study highlighted that lack of professional development as a significant constraint regarding implementation of an inclusive education policy in primary schools. It has

shown that teachers 'professional development needs have not been met adequately, not enough even for them to know what inclusive education was about. PE teachers recognized the lack of available opportunities for them to enhance their skills and knowledge in inclusion.

5.5 Ways in which PE can be taught effectively in inclusive learning

Participants advanced a number of interventions PE teachers can effectively teach in inclusive learning. All of them were in agreement that the best solution was having an additional PE teacher with students with disabilities. Meaning, classes with students with disabilities should have two PE teachers. Evans (1995) Points out that the inclusion philosophy requires the application of a variety of other strategies that can maintain a diverse group of students in the general education environment. These strategies include consultant teacher models, collaborative consultation, collaborative teaching and cooperative professional development. Participants stated that having an APE teacher to assist the children with disabilities in their lessons and to help them would be the best solution. This means that according to the interviewees, having teacher assistants to help PE teachers in an inclusive environment would make teaching easier. According to Kirk et..al (1996), a support facilitator may be used to serve as a resource locator for the regular classroom teacher, or to play the role of team teaching. Just about everybody agrees that simply placing a child with special needs into a regular PE classroom, without making additional and necessary resources available to the classroom teacher, is a recipe for failure. Although in Zambia, as in most African countries, formally there are no adapted physical education professionals.

The study further revealed that peer tutoring seems to be well developed and highly successful element of support in PE classes, as confirmed in the research study done by (Klavina & Block, 2008). For example, Wood, Bruner and Ross (1976) described the peer tutoring process in terms of providing scaffolding that helps a pupil solve a problem or perform a task that he or she couldn't do alone. Vygotsky (1978) believed that learning takes place within the zone of proximal development. In this, pupils can, with help from adults or peers who are more advanced, master concepts and ideas that they cannot

understand on their own. Findings indicated that instructional and physical interaction behaviors between students increased. Although social interaction remained low, the activity engagement time increased for all students. The study is in line with the findings presented: as noted before by all participants in this study, peer tutoring seems to be a practical and easy solution to implement inclusion in PE classes in primary schools in Mkushi District. Vygotsky (1993) stressed that interaction with peers (or collective upbringing) is one of the most important socio-cultural conditions for development and socialization among children with disabilities.

Furthermore, the study established that introducing professional development can help PE teachers with knowledge that can help handle pupils found in the mainstream. This is supported by Morley, et al (2005) who reported that continuing professional development was seen by some of the teachers as the key factor to increase formal and informal training opportunities for students with disabilities. According to Combs, et al. (2010), explicit strategies for improving attitudes toward students with disabilities should increase the successful assimilation of students into inclusive physical education classroom. It appears to be obvious that it might be necessary and crucial to develop specific training opportunities for PE teachers to give them pedagogical tools to implement in their classes.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Overview

This chapter provides a brief summary and conclusion of the study and states some recommendations from the study. The chapter also offers suggestion for further study.

6.2 Summary

The study aimed at identifying the challenges physical education teachers face in the implementation of inclusive education in selected primary schools in Mkushi District, Zambia. This research used four specific objectives as summarized below:

The first objective was to examine the respondents' knowledge on inclusive education and its benefit to pupils in a PE class. The study found out that all the respondents have knowledge about inclusive education. All the participants were able to explain the concepts of inclusive education according to their understanding. Furthermore, all the participants were able to briefly bring out the benefits of inclusive PE; working together, building friendship and self-confidence. In addition, the study revealed that not all PE teachers had formal education on inclusive education. The classroom does not support inclusive education and this was evident from the sitting arrangement where pupils with mental disability sat on their own desks. When the researcher asked one of the PE teachers, she said that, "these two pupils (PWD) love sitting alone and when they seat with other pupils they begin to fight".

The second objective was to explore how physical education is taught in inclusive learning; specifically, methods used by PE teachers. Methods of teaching refer to systematic ways of teaching or imparting knowledge. The findings indicate that, most of the PE teachers use mixed method when teaching. For example, they use peer tutoring, question and answer, small group discussion, sports, games, songs and group discussions. The pupils were very active and fully participated during the lessons, specifically pupils without disabilities (PWOD). The findings indicate that, pupils with disabilities do not benefit from the way their teachers present the PE lessons in the class. This has been due

to the absence of teaching and learning aids which can be used by pupils. As a result, pupils were reported being frustrated by this. In addition, lack of enough knowledge on inclusive physical education among PE teachers, also affected the pupils' understanding in the classroom. As earlier stated, some PE teachers do not know how to handle the pupils in inclusive classroom.

The third objective was to identify challenges physical education teachers face in the implementation of inclusive education. The findings revealed that, PE teachers face problems when teaching in inclusive classes because they lack some skills on how to handle the pupils. There is absence of teaching and learning aids especially for pupils with disabilities. There is no enough support from the government that can help to maintain pupils at school, for instance, books and facilities for sports and games. There are no professional development trainings for PE teachers to attend so that they can learn new skills on how to handle the children in inclusive PE classes. There is no much good cooperation among teachers and parents on solving the problems the children have. In short, the system does not give enough support to teachers so that they can get motivation on teaching in inclusive education classes. It shows that teachers have been left with the burden of taking care of the children at school and other stakeholders don't see it as their responsibility. For example, the head teachers, parents, administrators and the Ministry of General Education do not participate fully as it should be.

The fourth objective was to examine how physical education teachers can effectively teach PE in inclusive learning. In suggesting the way forward, the following were suggested: specific training in inclusive PE by universities and teacher training colleges. The MoGE must promote workshops in inclusive PE teachers and should be formally educated so that they have the knowledge and skills to handle pupil with and without disabilities. The teacher can use peer tutoring as a hand-on solution. Through the use of peer tutoring some of the children in the classroom feels more comfortable to ask their fellow student than to the teacher therefore makes it easy for them to learn from each other. Cooperative learning can help the pupils learn to work together and develop social relationships. Actually, peer tutoring provides extra help to pupils who need it. There should be effective monitoring and evaluation if the goals of inclusive education have to be achieved. There should be

cooperation between teachers and other stakeholders to make it easy for the implementation of inclusive education in primary schools. Involving and supporting families is likely to be a more powerful intervention than one that focuses exclusively on the child. The purpose of this family-focused approach is to help parents become more autonomous and less dependent on professionals, to be able to form their own support networks as appropriate instead of being told by “experts” how to raise their children with disabilities (Zigler & Black, 1989). Teachers should be involved in decision making concerning how to implement inclusive education because this will help in achievement of its objectives. The government should ensure quality education to all the students. Finally, it was suggested that the government should employ teachers who have inclusive education knowledge and can be assisting PE teachers in inclusive lessons. It is by doing all these things that can guarantee PE teachers to effectively teach pupils with and without disabilities in inclusive PE classroom.

6.3 Conclusion

From the study, an overarching conclusion can be drawn which states that even though PE teachers have tried to implement the inclusive education policy, the students with learning disabilities still lack a certain level of equal access and opportunity to education in mainstream public primary schools in Mkushi District. Therefore, the conclusion of this study is according to the four specific objectives as summarized below:

The first objective was to examine the respondents’ knowledge on inclusive education and its benefit to pupils in a PE class. The study found out that all the respondents had knowledge about inclusive education. It concluded that PE teachers that teach in public primary schools in Mkushi District, are qualified enough to teach able pupils but not necessarily qualified to integrate pupils without disabilities. Though, only two teachers out of the 5 were qualified to teach pupils with disabilities. Thus, PE teachers find it challenging to cope with the pressures of teaching the whole class and then having to cater for the needs of pupils who have learning disabilities. Furthermore, all the participants were able to briefly bring out the benefits of inclusive PE; working together, building friendship and self-confidence.

The second objective was to explore how physical education is taught in inclusive learning. The findings indicate that, most of the PE teachers used mixed methods when teaching. For example, they used peer tutoring, question and answers, small group discussion, sports and games, songs, group discussion. The findings indicate that pupils with disabilities don't much benefit from the way their teachers present their PE lessons. This has been due to the absence of teaching and learning aids which can be used by pupils. In addition, Lack of enough knowledge on inclusive physical education among PE teachers also seems to affect the pupils' understanding in the classroom since the teachers do not know how to handle these pupils in inclusive classroom.

The third objective was to identify challenges physical education teachers face in the implementation of inclusive education. The findings revealed that, PE teachers face problems when teaching in inclusive classes because they lack some skills on how to handle the pupils. The results of the study also concluded that primary schools lack teaching and learning resources, poor infrastructure, over-crowded classroom and lack of enough support to teachers from stakeholders. For example, head teachers, parents, administrators and the Ministry of General Education.

The fourth objective was to examine how physical education teachers can effectively teach PE in inclusive learning. In suggesting the way forward, the following were suggested: specific training in Inclusive PE, by universities, teacher training colleges. The MoGE must promote work ships in inclusive PE teachers should be formally educated so that they have the knowledge and skills to handle pupil with and without disabilities. There should be cooperation between teachers and other stakeholders to make it easy for the implementation of inclusive PE in primary schools in Mkushi District. These challenges can be countered if all stakeholders are involved in decision making and particularly the teachers of inclusive physical education. Thus, it is evident in the findings that PE teachers in Mkushi are trying under hardships integrating PWDs in the mainstream.

6.4 Recommendations

Arising from the findings of the study, some recommendations can be made in the hope that these will help inclusive PE in primary schools to develop to the next level in the light

of the EFA, MDGs, SDGs philosophy of integrating children with disabilities in regular school without practices of exclusion. The findings obtained may also be of importance to individuals in Zambia, more specifically those in the fields of special needs education and physical education teachers. Firstly, there should be collaboration and cooperation among school administrators, teachers, pupils, parents and stakeholders. Cooperation helps the teaching and learning process in schools to run smoothly. Teachers are able to teach and learners are able to learn. Healthy interactions promote achievement for learners. Mmbaga (2002) argues that “the knowledge children create during their school and classroom experiences should be seen as a combination of interactions with teachers, adults, and other pupils the school should be seen as immediate and extended family members and to all the people who come in contact with them” (p.191). In support; according to Inclusive Leadership Report (2011), "Facilitating such collaborative problem-solving situations must be modeled, nurtured, and fostered by the school administrators.

Secondly, teachers urgently need practical inclusion skills and knowledge to competently face the challenges of inclusive education. Merging special education with regular education requires skilled inclusive teachers to carry out the government innovation on an inclusion education. It is vital that teachers in our primary schools are equipped with the appropriate skills and knowledge so that our disabled children in classes are not left behind by the exclusive practices of the regular school system. Skills and knowledge about inclusive education need to be taught to new teachers entering the profession. These skills must be taught at the level of pre-service teacher education. The Inclusive Education program could be successfully implemented if the level of the teachers’ competency is increased. Thus, the opportunities to attend courses that are related to the Inclusive Education program have to be created, especially for those who lack exposure and training in special education (Mohd Ali et al., 2006:42). Creating in-service opportunities for teachers in the field is also a key requirement. It is an over-simplification to believe that, once teachers have acquired inclusive skills through the provision of both pre-service and in-service training, their ‘knowledge’ will sustain them in the field when they uncover problems. Hence, this study would therefore recommend that teacher training institutions

also provide the practical component of inclusive education so that teachers are well equipped with skills and knowledge when they come face to-face with children with varying disabilities in their class.

Thirdly, there should be the provision of teaching and learning materials which might be helpful for PE teachers in order to help pupils learn with fewer difficulties especial those with special educational needs. Mmbaga (2002) suggests that, using whatever resources available in the classroom could have had telling effects on the learning of all children. She says “Given the assumption that any child may experience difficulties in school at some stage” teachers need to accept and find a way of how to help these children in regular classes suggest that collaboration between the teachers, administration of the schools, school inspectors and policy makers should begin.

Finally, the government should consider improving the structures of the buildings in schools by improving the physical facilities like the classrooms, the playground and ramps so that they are more accessible to the students with learning disabilities who might also be physically challenged. This would enable the physically challenged to move around the school campus more freely, hence making their environment more conducive. The government should also consider decreasing the classroom sizes in order to avoid overcrowding that leads to lack of space, poor ventilation and excess noise levels in a classroom.

6.5 Recommendation for Further Studies

Future research could be carried out to establish how lectures in Teacher training colleges effectively train teachers how to teach pupils with and without disabilities in inclusive PE in primary schools. This will ensure student teachers and serving teachers to have skills, experience and knowledge to implement inclusive PE.

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APPENDICES

APPENDIX 1: INFORMED CONCERT FORM

CONSENT FORM

If you sign this form, it means that the information sheet has been read and explained to you orally, or you have read the aims of this study and you have been given the chance to ask any questions now or at a later time. If you voluntarily agree to participate, confirm this below. By signing below, I agree to take part in the study.

Print name of participant:

Signature/Thumbprint of participant Date

Or legally Authorized representative or guardian for under age

Signature of person obtaining consent

Date

Signature of Witness to Consent Process Date

(Must not be a member of study team).

APPENDIX: 2 INTERVIEW GUIDE FOR TEACHERS

1. Sex Male () Female ()
2. Age:
3. For how long have you served as a teacher?
4. What is your highest level of professional training?

THEME 1: HOW IS PE TAUGHT IN INCLUSIVE SCHOOLS?

- What do you understand by term Inclusive Physical education?
- How interesting do you find it handling children with and without disabilities in the mainstream
- What can you say about the attitude of children without disabilities towards those with disabilities in your class?
- What are the advantages of integrating children with and without disabilities?
- How does the problem of large class size result the following;
 - a. Lack of effective communication in an inclusive PE class
 - b. Affect methods of teaching
 - What type of teaching methods do you use?

THEME 2: WHAT CHALLENGES DO PE TEACHERS FACE IN THE IMPLEMENTATION OF INCLUSIVE LEARNING?

- What are the disadvantages of integrating children with and without disabilities?
- What challenges do you face in administering inclusive PE in relation to?
 - a. Training of head teachers and Teachers

b. Resources and Facilities

c. Curriculum Content

d. attitudes of teachers, parents, Administrators and pupils.

- What are some of the problems do you face when dealing with inclusive PE?
- What causes some of these challenges?

THEME 3: HOW CAN PE TEACHERS EFFECTIVELY TEACH IN INCLUSIVE LEARNING?

- How competent enough do you feel to teach children with and without disabilities in your class?
- How do you effectively integrate those with and without disabilities in your PE lesson?
- As PE teacher, do you organize professional meetings with other PE teachers? Explain how u do it.
- How do you involve parents in terms of their children's progress and difficulties they face in learning?
- What can you say about parents' willingness to allow their children to participate in inclusive PE?
- Does inclusive PE help to make pupils with or without disabilities to work together if given a task to do?
- How is the attitude of children with or without disabilities towards each other?
- What ways can you suggest that can lead to effective implementation of inclusive PE in schools?

APPENDIX: 3 INTERVIEW GUIDE FOR HEAD TEACHER

1. Sex Male () Female ()
2. Age:
3. For how long have you served as a head teacher/ESO?
4. What is your highest level of professional training?

THEME 1.HOW IS PE TAUGHT IN INCLUSIVE LEARNING?

- Explain briefly what you understand by inclusive physical education (IPE)?
- What are the benefits of inclusive PE to children with and without disabilities?
- How do teachers of PE include each and every pupil with and without a disability in their everyday lesson?
- What happens during the lesson sessions, how does the teacher manage to handle each and every child's need?

THEME 2: WHAT CHALLENGES DO PE TEACHERS FACE IN THE IMPLEMENTATION OF INCLUSIVE LEARNING?

- What can you say about challenges on resources and facilities used to handle children with and without disabilities in inclusive PE?
- How suitable is the current curriculum content on the provision of inclusive PE in the mainstream?
- How is the attitude of;
 - a. PE Teachers towards pupils with and without disabilities
 - b. Pupils without disabilities towards those with disabilities

- What causes some of these challenges?
- What are some of the problems do you face when dealing with inclusive PE?

THEME 3: HOW CAN PE TEACHERS EFFECTIVELY TEACH IN INCLUSIVE LEARNING?

- How effectively do you integrate those with and without disabilities in your school/district, especial in PE?
- How frequent do you monitor PE Teachers lesson integration of children with and without disabilities?
- How do you involve PE teachers and parents in decision making on matters involving children with and without disabilities?
- Do you organize any professional training in relation to PE to teachers? Explain briefly
- Explain how PE can be taught effectively in inclusive PE in our learning.

APPENDIX: 4 INTERVIEW GUIDE FOR OFFICER FROM DEBS

1. Sex Male () Female ()
2. Age:
3. For how long have you served as ESO?
4. What is your highest level of professional training?

THEME 1.HOW IS PE TAUGHT IN INCLUSIVE LEARNING?

- Explain briefly what you understand by inclusive physical education (IPE)?
- What are the benefits of inclusive PE to children with and without disabilities
- How do teachers of PE include each and every pupil with and without a disability in their everyday lesson?
- What happens during the lesson sessions, how does the teacher manage to handle each and every child's need?

THEME 2: WHAT CHALLENGES DO PE TEACHERS FACE IN THE IMPLEMENTATION OF INCLUSIVE LEARNING?

- What can you say about challenges on resources and facilities used to handle children with and without disabilities in inclusive PE?
- How suitable is the current curriculum content on the provision of inclusive PE in the mainstream?
- How is the attitude of;
 - a. PE Teachers towards pupils with and without disabilities
 - b. Pupils without disabilities towards those with disabilities

- What causes some of these challenges?
- What are some of the problems do you face when dealing with inclusive PE?

THEME 3: HOW CAN PE TEACHERS EFFECTIVELY TEACH IN INCLUSIVE LEARNING?

- How effectively do you integrate those with and without disabilities in your school/district, especial in PE?
- How frequent do you monitor PE Teachers lesson integration of children with and without disabilities?
- How do you involve PE teachers and parents in decision making on matters involving children with and without disabilities?
- Do you organize any professional training in relation to PE to teachers? Explain briefly
- Explain how PE can be taught effectively in inclusive PE in our learning.

APPENDIX: 8 FOCUS GROUP DISCUSSIONS FOR PARENTS

THEME 1: HOW IS PE TAUGHT IN INCLUSIVE SCHOOLS?

- What do you understand by the term; physical education and inclusive education?
- What benefits do students gain from quality of teaching PE?
- In which ways do you think can PE Teachers teach to help improve pupils' performance?
- As parents, how do you help or make Teachers carry out their work easier?

THEME 2: WHAT CHALLENGES DO PE TEACHERS FACE IN THE IMPLEMENTATION OF INCLUSIVE LEARNING?

- What are some of the problems do your children face during the learning process in classroom and during practical session in PE?
- What do you think causes these challenges?
- How can these challenges be solved?

THEME 3: HOW CAN PE TEACHERS EFFECTIVELY TEACH IN INCLUSIVE LEARNING?

- How do you encourage your children to get involved in PE activities?
- How effective can teachers teach your child?
- Does the teacher and head Teacher invite you to discuss challenges they face when dealing with your children?
- What are some of the solutions can you suggest that can improve the implementation of inclusive PE in the mainstream?

THANK YOU

APPENDIX: 9 FOCUS GROUP DISCUSSIONS FOR PUPILS

THEME1: HOW IS PE TAUGHT IN INCLUSIVE SCHOOL

- What do you understand by the term Physical Education?
- What benefits do students gain from quality of teaching inclusive PE

THEME 2: WHAT CHALLENGES DO PE TEACHERS FACE IN THE IMPLEMENTATION OF INCLUSIVE LEARNING?

- How do you feel being in the same class with persons with disabilities or without disabilities?
- How do you find it easy to use PE facilities and equipment during the learning process in classroom and practical session in PE?
- What are some of the problems that you face during the lesson and practical session in PE?
- What are some of the solutions to these challenges?

THEME 3: HOW CAN PE TEACHERS EFFECTIVELY TEACH IN INCLUSIVE LEARNING?

- How do inclusive PE teachers motivate the interest of the students towards the subject?
- How is the Attitude of the PE Teacher towards pupils?
- What are some of the ways do you think PE Teachers can use to make you enjoy PE lessons?

THANK YOU

APPENDIX 10: OBSERVATION GUIDE

Name.....

Subject.....

Grade.....

Date.....

1. Looking at the classroom arrangement and organization if it facilitates inclusive PE education.
2. Observing the interaction between teacher and pupils in an inclusive PE classroom.
3. Communication between the teacher and pupils with and without disabilities.
4. Identified methods which teachers use in an inclusive PE classroom
 - (a)
 - (b)
 - (c)
5. Observing the effectiveness use of teaching aids.
6. Observing the way pupils with and without disabilities use learning materials.
7. observing the time pupils with and without disabilities spend on task.
8. Identifying teacher's knowledge and ability in instructing pupils in an inclusive PE classroom.
9. observing the way teachers use syllabus, scheme of work and lesson plan.

APPENDIX 11: TABLE SHOWING OBSERVATION SCHEDULE.

Teacher	Observation	Time	Subject
Teacher A	2	80 mins	Expressive arts
Teacher B	2	80 mins	Expressive arts
Teacher C	2	80 mins	Expressive arts
Teacher D	2	80 mins	Expressive arts
Teacher E	2	80 mins	Expressive arts
Total	10		5