

**EXPLORING TEACHERS AND LEARNERS EXPERIENCES WITH
INCLUSIVE METHODOLOGIES FOR LEARNERS WITH DISABILITIES:
A STUDY AT TWO SELECTED PRIMARY SCHOOLS IN ISOKA
DISTRICT, ZAMBIA.**

By

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requirements for the award of the Degree of Masters of Education in Special
Education**

(M.Ed-Special Education)

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DECLARATION

I, **Eness Nakamba**, hereby solely declare that the work contained in this dissertation has been composed and written by me and that this work is as the result of my own individual effort. I further sincerely declare that this research has not been previously published for any academic award at any other higher education institution, and that all the sources that I have used or quoted have been indicated and acknowledged accordingly by means of complete references.

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APPROVAL

This Dissertation of **Eness Nakamba** has been approved as fulfilling the requirements for the award of the Degree of Master of Education in Special Education by the University of Zambia.

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ABSTRACT

The study sought to explore inclusive methodologies for learners with different learning disabilities at two selected primary schools in Isoka district of Muchinga province of Zambia. The study adopted an exploratory phenomenological research design and it employed qualitative approach to collect data. A sample size comprised of 8 teachers and their learners in their irrespective classrooms were used. The participants were all selected through homogeneous sampling. The following instruments were used in data collection: interview guide, observation checklist and document analysis. Data collected was analysed using thematic analysis. This involved coding of data to generate the emerging themes.

The major findings of the study revealed that some teachers used ordinary teaching methods such as teacher exposition, whole class discussion, question and answer methods in their classroom. It was also discovered that some teachers used playing with the basket methods and songs. In addition, fast learners were dominating slow learners. The findings further revealed that there was inadequate time to attend to diverse needs of learners and lack of teaching and learning materials to use in inclusive classrooms. There was also shortage of desks forcing learners to sit on the floor during learning hours. Little or no parental involvement in the education of learners was observed and very few teachers were trained in special education. In light of these findings, the study recommended that inclusive schools be provided with adequate teaching and learning materials; teachers should be trained on how to use inclusive methods during their teaching training so as to cater for various needs of learners with disabilities.

DEDICATION

This work is dedicated to my husband, Mathews Mwale, my lovely children Walusungu Mwale, Wantula Mwale, Waliko Mwale and Wanipa Mwale whose unceasing hospitality created a favourable environment for my studies and had to forego the pleasure of being with me every day and enjoying the little resources inform of money at a time when life was very difficult, in order to ensure that I complete the Med study programme. Above all to God who gave me strength to endure every challenge I faced and strength to forge ahead with my studies.

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TABLE OF CONTENTS

COPYRIGHT	i
DECLARATION	ii
APPROVAL	iii
ABSTRACT	iv
DEDICATION	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS	vii
CHAPTER 1: INTRODUCTION	1
1.1 Overview.....	1
1.2 Background.....	1
1.3 Statement of the problem.....	5
1.4 Purpose of the study	6
1.5 Study objectives	6
1.6 Research questions	6
1.7 Significance of the study.....	6
1.8 Scope of the study	7
1.8.1 Limitation of the study	7
1.8.2 Delimitation of the study	8
1.9 Theoretical framework.....	8
1.10 Operational definition of terms	9
1.11 Summary of the chapter.....	10
1.12 Organisation of the dissertation.....	10

CHAPTER 2: LITERATURE REVIEW	12
2.1 Overview.....	12
2.2 Concept of Inclusive Education	12
2.3 Understanding Inclusive Methodologies	12
2.3.1 Universal Design for Learning (UDL)	12
2.3.2 Differentiated Instruction	16
2.4 Inclusive Methodologies for Learners with Disabilities.....	18
2.5 Benefits of Inclusive Methodologies.....	22
2.6 Implementation of Inclusive Methodologies	25
2.8 Summary of the chapter.....	26
CHAPTER 3: RESEARCH METHODOLOGY	28
3.1 Overview.....	28
3.2 Research approach and philosophical underpinning of the study	28
3.3 Research design.....	29
3.4 Study area or site	30
3.4 Study population	30
3.6 Sampling techniques	30
3.7 Study sample	30
3.7.1 Demographic information of Participants.....	31
(SOURCE: field work, 2023).....	31
3.8 Data collection methods and instruments	32
3.8.1 Lesson observations.....	32
3.8.2 Semi-structured interviews.....	32
3.8.3 Document analysis.....	33
3.9 Data collection procedures.....	34
3.10 Data analysis and procedure	34
3.11 Trustworthiness of the study.....	35

3.12 Ethical considerations.....	36
CHAPTER 4: PRESENTATION OF FINDINGS	37
4.1 Overview	37
4.2. Inclusive Methodologies used at selected primary schools in Isoka district.	37
4.2.1 Giving work based on learners’ abilities.....	38
4.2.2 Pair work and group work.....	39
4.2.3 Ordinary teaching methodologies.....	40
4.2.4 Playing with the basket and songs	41
4.3.4 How inclusive methodologies were used to promote participation of all learners in class.	43
4.3.5 Allowing learners to discuss and interact in groups	44
4.3.6 Giving homework and remedial work	44
4.4.0 How inclusive methodologies were used to benefit all learners in inclusive classrooms	45
4.4.1 Giving opportunities to every learner in class	46
4.4.2 Grouping learners according to their performance	47
4.5.3 Putting learners in Pairs and groups.	47
4.4.4 Using a variety of teaching methods.....	49
4.5 Teachers’ experiences on the implementation of inclusive methodologies ..	51
4.5.1 Fast learners dominating slow learners	51
4.5.2 Inadequate time to attend to diverse needs of learners	51
4.5.3 Overcrowding classes	52
4.5.4 Very few teachers trained in special education	53
4.5.6 Shortage of desks	54
4.5.7 Inadequate time to attend individual learners’ needs.....	55
4.5.8 Little or no parental involvement in learners’ education	55
4.6 Summary of findings for objective 1.....	56
4.7. Summary of findings for objective 2.....	56

4.8.9 Summary of findings for objective 3.	57
CHAPTER 5: DISCUSSION OF FINDINGS	58
5.1 Overview	58
5.3. How inclusive methodologies are used to promote participation of all learners in class.	62
5.4 How inclusive methodologies were used to benefit all learners in inclusive classroom.	64
5.5 Teachers experiences on the implementation of inclusive methodologies.	65
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS	69
6.1 Conclusion.....	69
6.2 Recommendations	70
6.3 Suggestions for Future Research	70
REFERENCES	72
APPENDICES.....	77
Appendix A: Research Instruments	77
Appendix B: Semi-structured interview guide for teachers.....	80
Appendix C: Document analysis sheet for teachers	81
Appendix D: Participant’s consent form.....	84
Appendix E: Ethical Approval Letter (DRGS)	85

CHAPTER 1: INTRODUCTION

1.1 Overview

This study investigated inclusive methodologies for learners with disabilities in Zambian primary curriculum delivery by exploring teachers' and learners' experiences at selected inclusive primary schools in Isoka district, Zambia. The first chapter presents the background of the study, statement of the problem, purpose of the study, study objectives, research questions, significance of the study, scope of the study, limitation of the study, theoretical framework, the operational definitions of terms, summary of the chapter and ends with the organisation of the dissertation.

1.2 Background

Worldwide, there has been emphasis on the need to extend access to education to all. This has been verified through a number of international conventions which include: The Salamanca statement on special needs education, UNESCO of 1994, The United Nation convention on the Right of the Child of 1989, and the United Nation international convention on the Right of the Persons with Disabilities of 2000. Education is understood as a tool that can be used to reduce poverty, to improve the lives of individuals and groups, and to transform societies (Grubb & Lazerson, 2004). Providing an inclusive education to all is necessary because it is linked to human, economic, and social development goals. Failure of any education system to provide an education for all children not only leads to an educational underclass, but also a social and economic underclass which has serious consequences for society now and in the future. Development of policies that support inclusive education at all levels of education is essential as a way of promoting learning and participation of all children in education.

Children with Disabilities face severe discrimination and exclusion from the education system which affects them in different ways. A number of initiatives have been taken by the global community to recognize education as a fundamental human right of every child. United Nations Universal Declaration of Human Rights (1948), United Nations Convention on the Rights of the Child (UNCRC, 1989) and United Nations Convention on Rights of Persons with Disabilities (UNCRPD, 2006) recognize education as a basic human right of everyone including Children with Disabilities. Article 23 of UNCRC (1989) is specifically concerned with People with Disabilities,

recognizing that they are the most vulnerable group that face different kinds of discrimination. Articles 28 and 29 cover the right to education and urge state parties to ensure that every child has an access to free and quality primary education on equal basis without discrimination. Article 24 of the UNCRPD (2006) specifically protects the right of children with disabilities to the education without any discrimination and urges state parties to ensure inclusion of children with disabilities in the mainstream education system.

Inclusive education is the process of responding to the diversity of children through enhancing participation in classrooms and reducing exclusion from education (UNESCO, 2007). The education system which addresses the needs of all children including children with disabilities in mainstream schools is termed as Inclusive Education System. According to Khan, Ahmed and Ghaznavi (2012), inclusive education expresses the obligation to provide every child with quality education in mainstream schools, to the maximum extent possible. An inclusive education system allows carrying educational services to the child, rather than carrying the child to the educational services. This system of education focuses upon children who are enrolled in schools, but are excluded from learning; those are out of schools, but can be educated if schools are accessible. These are children with severe disabilities, with specific learning needs and require a specialized environment. Inclusive education can be successful if a child friendly and accessible learning environment is provided to all children to ensure their inclusion in mainstream education system.

The diversity of students is one of the requirements in education, especially in inclusive education. The regulation of the Republic of Indonesia Minister of National Education Number 70 of 2009 explains that the diversity of students is assessed from the cognitive side classified into two categories, namely students with abnormalities and students who have the potential of intelligence and or special talent (Peraturan Menteri Pendidikan Nasional Republik of Indonesia, 2009). The abnormalities of the students referred to the Legislative Regulation are students with physical, emotional, mental and social abnormalities. There are 13 categories of students having abnormalities such as blind, deaf, speech impaired, mental retardation, physically disabled, unsociable, students with learning difficulties, slow learner, autism, motoric disorders, being a victim of drug abuse, drugs, and other addictive substances, double

handicap, and having other abnormalities (Peraturan Menteri Pendidikan Nasional Republik Indonesia, 2009).

The first attempts to teach learners with disabilities in Zambia were made in 1905 in the Eastern province by the missionaries of the Dutch Reformed church. The first schools for the learners with visual impairment were established in 1923 and 1929. The Zambia council for the Handicapped continued with service delivery under the Ministry of Labour and Social Services until 1971 when the Ministry of Education took over the difficult responsibility, upon taking over, Ministry of Education established a special college and an inspectorate at the MoE headquarters in Lusaka (Kalabula, 2003). After the Ministry of Education began administering special Education in Zambia in 1977, a number of special schools and institutions were built. However, in response to international pressure towards inclusion, a number of units and special classrooms within the general education schools were established (Kasonde & Moberg, 2001). By the late 1980s and early 1990s, a number of children with disabilities were placed in the general education settings. It is against this background that Zambia has embraced inclusive schooling through the 1996 Education policy, “Educating Our Future”. This is now supported to a certain extent by the Education Act of 2011, which has captured inclusive education. Through these education instruments, the Ministry of Education introduced special education practices in the mainstream or regular schools under the philosophy of inclusive schooling practices (MoE, 1996; GRZ, 2011). This move has marked a paradigm shift in the education of children with special educational needs where possible and practical receiving instructions through the mainstream school as opposed to exclusive or separate schools.

The education system in Zambia is based on the principle of a democratic society, whose main aim is inclusion (Ministry of Education, 1996). The inclusive education philosophy is ultimately a democratic philosophy focusing on having everybody involved in national affairs. According to the Ministry of Education (1996, p. xi), “The mission of the Ministry of Education is to guide the provision of education for all Zambians so that they are able to pursue knowledge and skills, manifest excellence in performance and moral uprightness, defend democratic ideals, and accept and value other persons on the basis of their personal worth and dignity, irrespective of gender, indication that the country through the national policy on education encourages

inclusive education which accommodates all the learners regardless of their different circumstances. Moreover, Zambia has made serious commitments regarding education of persons with disabilities by agreeing to the various conventions on education and rights of person's religion, ethnic origin, or any other discriminatory characteristic." This is a clear with disabilities. The country participated in the Salamanca conference in 1994 which recommended non-discriminatory education systems and also agreed to the Convention on the rights of the child (United nations, 1989).

Furthermore, Zambia has embraced all the Sustainable Development Goals, including Goal number 4 which is focussed on inclusiveness, equity and lifelong learning skills for all, including persons with disabilities (United Nations, 2016). In the quest to meet SDG number 4, Zambia has made steady progress in the provision of inclusive education, starting with pilot programmes between 1997 and 2001 on the Copperbelt, North Western and Western Provinces of the country (Ndonyo, 2007). It is commendable that the country has developed policies and legislation on the education of persons with disabilities and inclusive education to be precise (MOE, 1996; MESVETEE, 2013; MOGE, 2016; Chitiyo & Muwana, 2018). At the moment, inclusive education is being implemented in many primary and secondary schools across the country. It is therefore, important to look at how this inclusive education is being implemented in the country and see if it is meeting the desired goals.

It is worth noting that to teach learners with diverse abilities and needs in an inclusive manner requires the use of inclusive methodologies such as differentiated instruction and universal design for learning by teachers for every learner to benefit from the education being provided. Inclusive teaching methodologies refer to any teaching approaches that address the needs of learners with variety of backgrounds, learning modalities and abilities (Lledo, Lorenz, Lledo and Vazquez, 2020). Inclusive teaching methodologies is ultimately the way in which teachers are able to put inclusive concepts, theories and techniques into practice. However, inclusive teaching methodology can be challenging to enact, especially for those teachers and learners who have had little or no experience of inclusive methodology in their own education backgrounds. It needs practice and support, coupled with advocacy, to ensure that inclusive education is understood, used widely and sensitively and is ultimately effective (Kaplan & Lewis, 2013). It can be seen from this that inclusive education is

dependent upon the nature and quality of teaching and learning. This means that when teaching methodology is inclusive in form and function, the practice of such methodology itself is inclusive education advocacy.

The Ministry of Education upholds the principle that every individual, regardless of personal circumstances or capacity, has the right of access to and participation in the education system, this include children with disabilities who need special education (Ministry of Education, 1996). In this regard, only inclusive methodologies would ensure that all learners in inclusive education benefit from the education being provided. Moreover, the 2013 education curriculum framework also emphasizes on including learners with disabilities in regular classes.

Research has been conducted worldwide in Africa and the sub regions and Zambia in particular on inclusive education covering areas such as the definition and meaning of inclusive education, challenges involved in inclusive education, strategies used in the management of inclusive education, inclusive education and its benefits and other areas. However, Inclusive methodologies for learners with disabilities in primary curriculum delivery coupled with exploration of teachers' and learners' experiences has not received much attention in rural schools, hence this research was conducted in Isoka district, Zambia in the quest to fill the gap.

1.3 Statement of the problem

The Ministry of Education upholds the principle that every individual regardless of personal circumstances or capacity has the right to access and participate in the education system (Ministry of Education, 1996). There is also an emphasis that learners with special educational needs be included in regular classes to learn together with those without special educational needs in an inclusive education. Learners with special educational needs will require adapted curriculum and adapted technology relevant to their disabilities in order for them to learn effectively (MESVTEE, 2013). In Isoka district, learners with disabilities were being included in the regular classes. However, it was not clearly known how teachers implemented the inclusive teaching methodologies to cater for the needs of all learners in such classes. This prompted the researcher to embark on this empirical investigation of exploring inclusive methodologies for learners with disabilities in Zambian primary curriculum delivery

basing on the teachers' and learners' experiences at selected primary schools in Isoka district.

1.4 Purpose of the study

The purpose of this study was to explore inclusive methodologies used for learners with disabilities in Zambian primary curriculum delivery, and see how these methodologies promote participation of all learners, benefits of inclusive methodologies and experiences of teachers on implementation of inclusive methodologies in the selected primary schools of Isoka district in Muchinga province, Zambia.

1.5 Study objectives

The study was guided by the following objectives:

- (i) To explore inclusive methodologies used at selected inclusive primary schools in Isoka district.
- (ii) To explore how inclusive methodologies are used to benefit all learners in an inclusive classroom at selected primary schools in Isoka district.
- (iii) To examine the other experiences of teachers on the implementation of inclusive methodologies at selected primary schools in Isoka district.

1.6 Research questions

The research was guided by the following research questions:

- (i) What inclusive methodologies are used at selected primary schools in Isoka district?
- (ii) How do inclusive methodologies used by teachers benefit all learners at selected primary schools in Isoka district?
- (iii) What are the experiences of teachers about the use of inclusive methodologies they have been implementing at selected primary schools in Isoka district?

1.7 Significance of the study

It is believed that the findings of the study may help to enhance the understanding on how teachers would be managing their inclusive classes and in the process, establish gaps, if any, requiring attention in the implementation of the inclusive education policy. The study may significantly contribute to improvements in inclusive education by highlighting inclusive methodologies used at selected primary schools and how these methodologies were used to promote participation of all learners. The study

further highlights how inclusive methodologies were used to benefit all learners. This may greatly help teachers teaching in inclusive classes to select methodologies which are more appropriate to learners in such classes. The study also highlights the experiences of teachers on the implementation of inclusive methodologies which may also help stakeholders and policy makers to improve on the implementation of inclusive education in our country and world over. Further, it is believed that teachers, head teachers, education managers and indeed cooperating partners in the study districts might find the information generated more beneficial and contribute towards an effective class management system surrounding inclusive school practices.

1.8 Scope of the study

1.8.1 Limitation of the study

Limitations are the potential weaknesses in the study which are out of control of the researcher (Simon, 2011). The challenges this study encountered included the following: some participants were not willing to take part in the research hence the researcher only worked with individuals who were willing to provide the required information for the study. To overcome this problem the researcher prepared consent form for their approval to participate in the research. The other factor is that some teachers were busy with other personal activities while others were busy preparing the end of term test and it was the time when the National exams for grade four were being conducted so most of the teachers had busy schedules. However, this was resolved by making appointments to the participants and arranging with them the time to meet at their convenience. Hence the research took longer for the researcher to collect data from participant. However, triangulation of instruments was used in order to address the limitation. This was done by using instruments such as Semi-structured interview guides, document analysis checklist and observation checklist so as to capture the information that could not be gathered through the use of the single instruments. It should be noted that the findings from qualitative study cannot be generalized so this possess a limitation. Due to limited resources, time and transport to cover schools across the country, the study was confined to Isoka district in Muchinga province, Zambia. The small sample size in the study also restricted the generalization of the findings. However, the findings were still enough to understand the inclusive education methodologies used at the sampled primary schools in the district.

1.8.2 Delimitation of the study

Delimitations show how the study is narrowed in scope (Creswell, 1994). This study was conducted in Isoka district of Muchinga province, Zambia. The researcher only sampled two primary schools where inclusive education was being implemented in the district. The study targeted only the pupils in inclusive classrooms and only teachers handling inclusive classrooms at the time of study participated in the research because of the relevant information that they could bring out regarding inclusive education in their schools to support the findings of the study. Teachers at primary schools who did not teach inclusive classrooms were not sampled in the study.

1.9 Theoretical framework

This study was informed by Contact theory by Allport (1954). This theory states that positive interpersonal contact is likely to reduce existing preconception between the so-called in-group (the social group with which someone identifies) and the out-group (the social group with which someone does not identify) (Rademaker, De Boer, Kupers & Minneart, 2020). In order to obtain helpful effects, the contact should allow for true acquaintance and chances to exchange knowledge. Contact theory was appropriate for this study, as it advocates for social participation of learners in inclusive education. Learners with disabilities and those without should not see themselves as being out-group to each other. They need to learn together so that they can identify themselves as in-group regardless of their circumstance. This creates freedom for all, accommodates everyone and leaves no one behind. It is this same principles on which education system in Zambia is based.

This kind of contact allows members of the learners at selected inclusive schools to learn about each other and see how similar they really are. Contact that is only casual or superficial may achieve the opposite and reinforces stereotypes instead of breaking them down (Allport, 1954; Aberson, 2015). Allport's Contact Theory has been investigated to great extent, and direct contact has proven to be effective in reducing prejudice and promoting attitudes toward several "out-groups". The effect of contact has also been established with regard to students' attitudes toward peers with disabilities (MacMillan et al., 2014) and manipulated contact (Lindsay & Edwards, 2013).

Allport believed that providing information was a valuable addition to the contact opportunities. New and reliable information can correct existing stereotypes and

enables the adjustment of thoughts and beliefs, whereby positive attitudes are promoted (Allport, 1954). In order to break down negative generalizations, it is important to provide information originating from different and credible sources and to repeat this information. Considering the negative consequences of the difficulties students with disabilities experience in their social participation, it is important to establish how this situation can be improved. Contact Theory (1954) can be applied in inclusive education, and direct contact and information about disabilities can promote the social participation. Following Allport's Contact Theory, contact and information might not only be beneficial in promoting attitudes but can also positively impact negative behavior such as rejection and avoidance. Inversely, one review about educational interventions indicated that group activities and support groups for students with disabilities can successfully promote the social participation of students with disabilities (Garrote et al., 2017).

Contact theory was therefore appropriate for this study, as it advocates for social participation of learners in inclusive education. Learners with disabilities and those without should not see themselves as being out-groups to each other. They need to learn together so that they can identify themselves as in-group regardless of their circumstances. This creates freedom for all, accommodates everyone and leaves no one behind. It is these same principles on which education in Zambia is based. The Zambian education system also places emphasis on democratic principles of good governance, freedom for all, equality and equity (MOE, 1996), which are in line with contact theory. Therefore, it was appropriate to explore inclusive methodologies for learners with disabilities in Zambian primary curriculum delivery at selected primary schools in Isoka district, of Muchinga province, Zambia using Contact theory as a lens.

1.10 Operational definition of terms

Inclusive methodologies: Refers to any number of teaching approaches that address the needs of students with variety of backgrounds, learning modalities and abilities.

Curriculum: Curriculum is the outline of concepts taught to students to help them meet the content standards.

Special Needs: This is a general catch-all term for all children who need some form of assistance or special accommodation to learn.

Inclusive classroom: An inclusive classroom is a classroom in which all students, irrespective of their abilities or skills are welcomed holistically.

Universal Design for Learning (UDL): These are teaching strategy that approaches learning with equitability.

Differentiated Instruction: Differentiated instruction is a teaching approach in which the educators prepare and teach one main lesson with variations to cater for individual learner needs.

1.11 Summary of the chapter

This chapter gave an insight into the topic under investigation which is: Inclusive methodologies for learners with disabilities in Zambian primary curriculum delivery: Exploring teachers' and learners' experiences at two selected inclusive primary schools in Isoka district. The objectives of this study were to explore inclusive methodologies used at selected primary schools in Isoka district, to explore how the inclusive methodologies are used to benefit all learners in an inclusive classroom at selected primary schools in Isoka districts, and to examine the experiences of teachers on the implementation of inclusive methodologies at selected primary schools in Isoka district. This study was informed by Contact theory. This theory states that positive interpersonal contact is likely to reduce existing preconception between the so-called in-group (the social group with which someone identifies) and the out-group (the social group with which someone does not identify) hence being appropriate for use in inclusive education. The next section outlines the organisation of the dissertation.

1.12 Organisation of the dissertation

Chapter 1 introduces the study by giving the background, statement of the problem, purpose of the study, objectives with their research questions, and the significance of the study, delimitation, limitations, the theoretical framework and finally the operational definition of terms used in the study. Chapter 2 presents a review of

literature related to the problem under investigation. Literature is presented under the following sub-headings: concept of inclusive education, understanding inclusive methodologies; inclusive methodologies for learners with disabilities; inclusive methodologies used to promote participation of all learners; benefits of inclusive methodologies; and implementation of inclusive methodologies.

Chapter 3 gives the methodology which includes the research design, approach, methods, techniques, instruments and procedures for collecting and analysing data. Chapter 4 presents the findings of the research which are presented according to the themes that were obtained from all the four research questions. Chapter 5 provides the discussion of the findings presented in chapter four in the light of the research objectives. The findings are further discussed in view of the literature reviewed and the theoretical details that reflected the study. Chapter 6 provides the conclusion and recommendations based on the findings.

CHAPTER 2: LITERATURE REVIEW

2.1 Overview

This chapter reviews literature related to the problem under the study. It is an in-depth analysis of work that has been done by other researchers related to this area of study in comparison to the research which was undertaken with regard to inclusive methodologies for learners with disabilities in selected inclusive primary schools in Muchinga province of Zambia.

2.2 Concept of Inclusive Education

Inclusive education refers to education that is non discriminatory in terms of disability, culture, gender or staff that are assigned significance by the society (Ministry of Education-MoE, 1996). The general understanding of inclusive education is that all learners are included within the mainstream classroom and they all receive support in response to their needs (Ministry of Education-MoE, 1996). The trending practice is expected to offer several benefits where students gain new knowledge, connections and attitudes that are not fully attained in a segregated educational system (Paramanik et al, 2018). In addition, inclusive education is likely to assist in shaping a more suitable culture for citizens of the world since all children in school are learning about equality and the acceptance of human diversity (Paramanik et al, 2018).

2.3 Understanding Inclusive Methodologies

Inclusive methodologies refer to a number of teaching approaches that addresses the needs of students with variety of background learning modalities such as differentiated instruction and universal design for learning. Inclusive methodologies encompasses the inclusive learning that goes hand in hand with universal design for learning and differentiated instructions.

2.3.1 Universal Design for Learning (UDL)

Universal design for learning is a set of principles for curriculum development that gives all students an equal opportunity to learn. According to the National Centre on Universal Design for Learning, “Universal design for learning provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone. Burgstahler, (2016), describes UDL as a paradigm for higher education that would simultaneously address issues of equality, accessibility, social integrity and communication. UDL shares many commonalities with the theory of multiple

intelligences espoused by Professor Howard Gardner whose work documented “the extent to which students possess different kinds of minds and therefore learn, remember, perform and understand in different ways”.

In order to achieve inclusive methodologies in a classroom, there is need to remove barriers in the curriculum and present educational goals in interesting ways to engage all learners and serve all students equitably. Universal design for learning has set of principles born from desire to offer every student an equal opportunity to learn, based on the idea that every person has three primary brain networks that are responsible for how a person learns; the recognition of network and the effective networks. The three main principles of UDL are representation (what of learning), action and expression (the how of learning), engagement (the why of learning). These were formed based on the brain networks. To begin with, the first principle of UDL is the “what” of learning, it says multiple means of representation should be used in order to cater for all learners in an inclusive classroom. The teacher should provide examples that are culturally relevant to a broad audience. All the resources and digital texts should be inclusive and digitally accessible to all the learners by providing choice to read, watch or listen. All the activities to be done must be relevant to educational descriptions for images and graphics. Learners differ in the ways that they perceive and comprehend information that is presented to them.

Learning and transfer of learning occurs when multiple representations are used because they allow students to make connections as well as between concept (Wakefield, 2018). In line with that, it is important to note that some students are visual learners, others may grasp information better when it is presented through text or when it is spoken orally or taught through kinesthetic learning. Some learners do best with a combination of the above. While these inclusive differentiated teaching methodologies may support the needs of students with disabilities, they also offer diversity of instruction to the entire classroom giving every learner an opportunity to learn in the way they do best. Similarly, using different mediums to represent information and engage students is important in inclusive classrooms.

The second principle of universal design is the “multiple means of expression”. Some students may find that their best outlet and means of expression might be expressed through writing, while others may prefer to give an oral presentation, act out a play or

create a piece of art. Learners differ in the way that they can navigate a learning environment and express what they know. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ (Wakefield, 2018). Each student is different and should be given the opportunity to express their knowledge through the methods that work best for them. Learners differ in the ways that they perceive and comprehend information that is presented to them. The teacher can use multiple, accessible assessments such as oral presentations, demonstration, written work, exams that allow students choice of expression and ensure that adequate time is given to complete assignments. Multiple opportunities for students to practice and improve work and demonstrate their knowledge should be considered. The expectations should be kept high and communicate clearly the learning objectives and criteria. Additionally, teachers can use a diversity of materials and mediums to engage students. The videos and computer software in accompanying the traditional mediums of lecture and text through using varied teaching techniques and mediums. Teachers can increase the engagement of their entire class, not just the students who responds to a particular style of learning and expression.

The third principle of Universal design for learning is called multiple means of engagement. This is where the teacher insures communication types which are inclusive and digitally accessible to all learners including learners with sensory impairments by providing multiple ways to participate. The teacher should provide clear guidance and background information needed for participation so as to facilitate the exchange of ideas and sharing of perspectives between learners. There are a variety of sources that can influence individual variation in effect including neurology, culture, personal relevance, subjectivity, and background knowledge, along with a variety of other factors, (Wakefield, 2018).

Universal design for learning is a good approach to use in the classroom where there are learners with diverse disabilities. Students have different needs depending on their background learning styles, home environment and more. As a teacher you can use UDL in the classroom to help to accommodate each student's needs in the following ways, offering different options for assignment. There is not always one way to complete an assignment or at least not one way that works for every student. Offering varied methods can help encourage students to contribute in a way that works for them,

for example you can have paper assignments as well as video, slide show and speech stimulated options. In addition, flexible learning spaces may be helpful for some students as others benefit from quiet, independent work while others may require larger group work or more involvement from the teacher and peers. A teacher can create different environments in their classroom where students can learn and thrive (Wakefield, 2018). The other thing that teacher can do is to make materials to be accessible. Universal design for learning recognizes that if a student cannot access materials, they will not be able to learn. As a teacher, you can make learning materials for students in a variety of formats, such as online and printed worksheets, audio books and traditional books, (Areekkuzhiyil, 2022). Similarly, as a teacher you can consider sharing content in different ways to help meet the different learning styles of the students. This helps to ensure that students who struggle in one area for example reading, do not automatically fall behind their peers. The other thing is establishing goals. Students are different and they can benefit from goal setting for each individual students which can help motivate them, engage them in learning and create something for them to work towards. As a teacher you can take into consideration their strengths as well as areas of improvement as you work with them to create those goals, you can also provide feedback in addition to creating goal. Both positive and constructive feedback are important for student's progress. If students are not meeting their goals, help them understand why and develop strategies for future learning experiences.

In addition, the teacher should know the student Individualized Education Plan so that creation of an equitable learning environment for everyone is created. It is important for a teacher to familiarize with students IEP. IEP aim to support individualized instruction for children with special educational needs in order to provide them with adequate educational opportunities (Smith, 1990). The teacher can work with a school counsellor or teaching specialists to better understand the students' special needs. Individualized education plan may require additional educational services outside of the regular classroom. These services are typically provided and monitored by additional support staff.

2.3.2 Differentiated Instruction

The other important approach used in inclusive methodology in an inclusive class is differentiated instruction. Differentiated means tailoring instruction to meet individual needs. Differentiation teaches students and teachers that different people need different things at different times to be successful and to feel supported as a learner. Differentiated instruction requires the teacher to consider each learner's instruction level, learning preferences and interests and learning environment need to match learning goals, materials, instructional arrangements and means of assessment to those needs. Tomlinson, (2005), defines differentiated instruction as a philosophy of teaching that is based on the premise that students learn best when their readiness levels, interests and learning profiles are considered. A chief objective of differentiated instruction is to take full advantage of every students' ability to learn (Tomlinson, 2005). In addition, she pointed out that differentiating could be performed in a variety of ways, and if teachers are willing to use this philosophy in their classroom, they could opt for a more effective practice that responds to the needs of diverse learners (Tomlinson, 2005). He further explained that differentiation was not just an instructional strategy, but an innovative way of thinking about teaching and learning. Differentiated instruction is a teaching approach in which the educators prepare and teach one main lesson with variations to cater for individual learner needs (Nghpondoka, 2001). It also requires the educator to know his or her learners intellectual, emotional and physical state on an everyday basis since the needs of learners may vary overtime.

Nghpondoka, (2001:55), asserts that "in inclusive classrooms teachers need to be flexible to cater for the diversity of students needs through appropriate teaching programs, organization of resources and other adaptation that are necessary". This type of instruction is relevant to the aims and objectives of this research study as it assumes individualization, flexibility and inclusion of all learners regardless of their skills development, permitting the educator to weave individual goals into classroom content and instructional strategies.

Wu (2013) presented a number of instructional strategies that teachers can use to differentiate instruction. One of the most important strategies is a teacher working with a small group of students. With 6 or 8 students in close proximity the teacher can ask individual questions and ascertain where students are stuck or when they are ready to

move ahead. Learning stations are useful for differentiation. They are regions in the room where the students go to do specified work. Instructions at the station provide guidance on how to complete work appropriately, how to get help, where to put completed work and so on. Learning contracts are another helpful strategy. They allow teachers to design tasks targeted to particular student needs and also to give all students some in-common tasks. Typically students have the same number of tasks on their contracts and are all working on the same fundamental learning goals, but the work can emphasize a student's particular next steps toward those goals. Edwards and Pula (2008) discussed conferencing as a differentiated strategy to improve writing skills and ensure student success. Other differentiation strategies include "tiered activities," where the teacher keeps the concepts and skills the same for each student but provides "routes of access" that vary in complexity, abstractness, and open-endedness. Teachers may also use interest centers and anchor activities (Cox, 2008), focusing on the diverse needs of the individual learners (Chapman & King, 2005). But in spite of the many available strategies, Adami (2004) argued that, unfortunately many teachers still favor the whole-class teaching strategy rather than flexible grouping based on readiness, interests, or learning profile. Students' gender, culture, learning style, and intelligence preference can shape their learning profile (Cox, 2008).

Cusumano and Mueller (2007) reported on their elementary school's effort at implementing differentiated instruction to address their students' diverse learning needs. Alongside, there was a significant decline in student discipline referrals; teacher morale was higher; and there was remarkable improvement in students' reading, writing, and math performance levels. A key method used was fluid and flexible groupings through requisite assessment and continuous progress monitoring. In another study, differentiated instruction based on students' readiness, interests and learning profile led to enhanced achievement, study habits, social interaction, cooperation, attitude toward school, self-worth, motivation and engagement (Chamberlin & Powers, 2010). Differentiated instruction can also demonstrate institutional effectiveness and equip students with diverse learning experiences to highly respond to increased challenges in the global society. In higher education teaching is becoming more challenging as student populations become more culturally, socially, and academically diverse and the notion of "one-size-fits-all" does not work effectively (Pham, 2012). Unfortunately, differentiated instruction is not readily

implemented in college, despite evidence supporting learning gains and other benefits in grades kindergarten-12 (Chamberlin & Powers, 2010).

2.4 Inclusive Methodologies for Learners with Disabilities

Lorenzo-Llendo, Gonzalo-Lorenzo Lledo & Perz-Vazquez, (2020), conducted a study on inclusive methodologies among students with disabilities at University of Alicante in Spain. This study used causal-comparative design under non-experimental quantitative with a sample size of 313 teachers from the University of Alicante. The researcher used questionnaire as data collection instrument. The findings indicated that teachers were frequently using the visual aids and same materials both in theory and practice. The other outcome from this study was that teachers perceived and considered that students with disabilities were supposed to acquire the same skills as the other classmates and teachers had difficulties teaching them. The other finding was that teachers had significant differences in perception of teaching learners with disabilities. The study concluded that positive changes were perceived in teaching methodologies and recommended to continue making progress in improving teaching practice the quality of education that facilitated the conditions for the academic performance of people with disabilities. The study is related to the present study as it was conducted on inclusive methodologies like the present study. However, the study was carried out in the University of Alicante and used only teachers as participant while the present study will be carried out in primary school of Isoka District and will use both teachers and learners as participants. This study employed quantitative methodologies while the current study will use the qualitative methodology.

Jorum and Sujathamalini, (2016), conducted a study on attempts to evaluate the effective teaching practice for children with special learning needs. The research question framed in the present study for investigation is which practice will be effective in different inclusive classroom settings and what are the factors that contribute for effective practices? Qualitative research was carried out in the present study using the case study method of embedded single case design to answer the research question. This study was carried out in South Norway. Twenty four Schools from four municipalities in three counties were sampled for the present study. Eighty three observations were carried out in the classrooms of selected schools where different inclusive classroom practice was followed. The study observed different inclusive classroom settings namely traditional practice, variety and flexible practice,

one to one support practice outside and within the classroom and small groups outside the classroom. The investigators derived different criterion under three categories: 1) interaction 2) support and 3) adaptation for analyzing the best inclusive classroom practices. The following criteria were used under the interaction category; teacher interaction and collaboration, teacher and students interaction and collaboration. The criteria used in the support category are general teacher support, special teacher support, teacher supporting student participating in the learning community. The adaptation category has following criteria; classroom facilitation, learning materials and teachers instructions. The result of the study showed that each type of practice has its own advantages and disadvantages in the education of children with special needs. The strength and weakness of each practice were analyzed. The finding from the traditional practice shows that those students that need special support do not get the support they need to master their learning. Under the one to one support practice the students got the support they needed to master their learning and they had positive interaction with the teacher in the students' learning process, and the same results were found with one to one support inside the classroom. In small group practice the students had more support and a closer interaction with the teacher than in the traditional practice. The present study concluded that varied and flexible practice in the classroom had met all the criteria listed by the investigators and served the necessary learning requirements of children with special needs. Whereas the remaining four practices had served children with special need to a certain extent only. The study stated that there is a lack of expertise on the part of the general teachers to deliver adapted teaching learning process in an inclusive classroom practice. The study implied a need to build competencies on the part of the general teachers and provide necessary teaching and learning interaction, support and adaptation in all type of inclusive practices. This study is important, however it used a case study type of method while the present study will use exploratory phenomenology method.

Another study was done by Moriarity, (2007), on inclusive pedagogy, teaching methodologies to reach diverse learners in community colleges in Western Massachusetts in the United States of America. The study used both quantitative and qualitative method to find out the use of inclusive pedagogy in science technology engineering and mathematics in three community colleges. The sample size used was 231 participants from the stem colleges in Western Massachusetts. This study collected

data using questionnaires, interviews and observations. The findings from this study indicated that there were barriers for lack of inclusive mindsets, lack of pedagogy, high teaching loads and lack of time for instructional development. The study was informative, however, the participants used were only teachers and neglected other stakeholders such as students. The study was also done in colleges only.

Another study was conducted by Roseni (2014), on interactive inclusive teaching as a new methodology of the modern curriculum in five high schools in the city of Elbasan. The sample size consisted of 300 students and 10 English teachers in five high schools of Albanian, Albania. The researcher used questionnaires to high schools students and interviews for teachers. The study used both qualitative and quantitative in analyzing the data. The findings were that parents did not support new teaching methods, overcrowding classrooms, lack of materials for learners to use, lack of computer skills to teachers, lack of desks in classroom to accommodate all learners and learners liked mostly discussion and role-play in lessons. The study was informative , however, the participants used were students from high schools and teachers while this study will use teachers only with their respective classes, besides that the study used mixed method while this study will use only qualitative method.

Makobane (2001), conducted a research on classroom and school methodologies for inclusive classroom in three different secondary schools in South Africa. This study used qualitative case study method. The sample size used was 45 teachers from 3 different secondary schools. The study collected data through one on one interviews and observation. The study revealed the following; learners were struggling to understand learning instructions in English therefore, teachers opted to use both English and Setswana for learning instruction, teachers raised their voices in order to accommodate the intellectually challenged learners to hear and follow the learning content, teachers maintained eye contact and teaching slowly to cater for intellectually challenged, demonstration method was used, simplifying the activities to cater for differently abled learners, monitoring homework, involving learners in co-curricular activities, differently- abled was the term used in class to replace disabilities in order to avoid the myths and attitudes towards learners with disabilities, empowered and awareness on how to assist the different abled learners and working in collaboration with other stakeholders in education. The study concluded that learners engaged well in classroom because they were motivated, their performance improved and self-

esteem was noticed. The study is useful as it was conducted on inclusive methodologies like the present study. It will serve as baseline data for the present study.

Another study was conducted by Nanyama, Bota, & Muonja, (2019), on inclusive methodologies on learning and teaching materials used by teachers in Kenyan inclusive primary schools in Kenya. This study adopted a mixed-method research design that yielded both qualitative and quantitative data. The researcher sampled schools using stratified random sampling techniques to select 826 learners while purposive sampling was used to select 33 deputy head teachers and 4 educational officers. Census sampling was used to select 1 county Director of Education. The researcher used questionnaires, interview schedule, observation checklist, document analysis guide and focus group discussion to collect data. This study analyzed quantitative data by descriptively and inferentially by correlation while qualitative data was transcribed and presented as emergent themes. The findings were that teachers employed a variety of teaching strategies in inclusive classes, however, some strategies were not responsive to learners needs. The other finding was that there was lack of resources and lack of modification and adaptation of learning. This study recommended that the government of Kenya should provide relevant resources and modify the environment to be responsive to learners with special educational needs. This study is informative however, it used mixed method while the present study will only use qualitative method.

Muzata (2018), conducted a research on teaching skills of special education students on teaching practice at the University of Zambia in Zambia. The design of the study was qualitative approach. The study used purposive convenience sampling to identify the participants. The sample size that was used was 15 students from the University of Zambia. The study collected data through observation, unstructured interviews and use of the University of Zambia evaluation form. The data collected was analyzed by the use of Nvivo qualitative software. The findings agreed that students showed more understanding on their minor subjects than special education needs their major. In addition, the study revealed that students lacked skills for teaching learners with special educational needs in inclusive classroom and insufficient preparation with skills for inclusive classroom. The study recommended the agreement of the practice based approach to help prepare reflective teachers for special education. The study also

found out that, there was need of the teaching methodologies course and appropriate posting of students to schools where they can practice successfully. This study is therefore, related to the present study because it has a common boundary with the present study at hand and served as a baseline data for the study.

2.5 Benefits of Inclusive Methodologies.

Morningstar, Shogre, Lee & Born, (2015), conducted an inquiry on preliminary inclusive learning lessons that supports participation of learning in inclusive classroom in primary and secondary schools in United States. The study used quantitative approach. The participants were selected systematically. The study targeted six schools involved in inclusive practices. The sample size was 37 elementary and middle schools. The study used survey, interviews and observation to collect data. The study analyzed data using descriptive statistics which used frequency and Likert's scale. This study is useful, however, it used quantitative approach while the present study will use qualitative method.

Skinner (2018), conducted a study on exploring how students with learning disabilities participate in an inclusive classroom in primary and preschool in British Columbia. The study used qualitative case study. The researcher collected data through semi-structured interviews and observation. The study used purposive sampling to select a case for this study. The examining of data was through thematic analysis. The finding of the study suggested the key factors that influence participation in an inclusive classroom such as student's ability to communicate, classroom culture that respects diversity, fosters a sense of belonging and safety, values personal and social responsibility, access to adapted technology, elements of universal design for learning, weaving individualized learning outcomes into classroom activities and routines. In addition, findings suggest that interactions of personal factors of all the members of the class influence participation, thus personal factors of the classroom teachers, education assistants and peers were also to be considered. Furthermore, those social interactions contributed to the social environment in the classroom indicating personal factors which was to be considered always in the content of the social environment. This study is informative however, it looked at participants in both primary and preschool while the present study will focus only on primary schools.

Zubiri-Esnaola, Vudu, Rios-Gonzalez & Moria-Folch (2020), conducted a study on inclusivity, participation and collaboration of learning in interactive groups in different inclusive primary schools in Spain. The researcher used a communication methodology to collect and analyze observational and interview data from three classrooms where teaching and learning was organized through integrated groups, each in schools in a different school in Spain involved three classrooms. The researcher used a sample size of 75 participants consisting of 58 students, 3 teachers and 14 volunteers. The study used 8 classroom observations and 17 semi-structured interviews to collect data. The data was analyzed by qualitative method. The findings of this study were that, in classrooms that were studied, there was evidence that participants and observers felt that integrated groups promoted effective conditions for the inclusive participation of all learners, it also created a favorable climate for collaborative interactions regarding the target language and raised learning expectations for all students. This study is informative, however this study involved teachers, students and volunteers while the present study will only involve teachers and learners.

Asbjornslett & Hemmingson (2008), conducted a study on how teenagers with learning disabilities participated in inclusive teaching classes in secondary school in Scandinavia. The study used qualitative approach. The researcher used focus group and interviews as data collection method. The results of the study indicated that students with disabilities experienced participation when they felt as though they were “like” their classmates. The other findings were that learners were being provided with individual accommodations to engage meaningfully in activities by having the opportunities to be with their peers and to be where class activities were happening. This study is useful, however it focused on learners in secondary schools while the present study will concentrate on primary schools.

Rodan, Marauri, Aubert & Flechea (2021) conducted a study on how inclusive interactive learning environment benefit students with or without disabilities in 2 primary schools and 1 secondary school in Barcelona in Spain. The study used qualitative approach. The sample size was 25 including both learners and teachers from primary and secondary school. The study used purposive sampling to select the participants who had information on the study. This study by Rodan et al (2021) collected data using semi structured interviews and focus group discussions. The study

analyzed data using themes. The findings from this study showed that students with or without special educational needs participated in interactive learning activities with each other in different ways, they were able to respect each other and accept differences and acknowledged different abilities thereby creating opportunities for new friendships to develop. In addition, they learnt about abilities of helping each other to participate and learn to be patient by gaining the satisfaction in helping others learn and they benefit from cognitive effort required to explain themselves and from contributions of peers without special educational needs from which they could learn. This study is related to the present study because it also focused in primary school, it will serve as a baseline data for the present study.

Stoa (2016), conducted a research on benefits and limitation of inclusive practices on learners with disabilities in an inclusive classroom in Stoa University in United States. The findings were that teachers needed to return to their teaching methods and learning environment in order to be willing to alter what was not working for a student and also supporting students, social, emotional and physical needs which were critical in providing a positive learning environment for all. The other finding was that, teachers were to take appropriate training and workshops in collaborating with other professionals to sharpen their knowledge. This study is informative, however it was done in University while the present study will be done in primary schools.

Mueller (2014), conducted a study on the benefit of inclusive methodologies on students with disabilities Eastern Michigan University in the United States. The study used qualitative approach with the sample size of 10 students. The researcher used interviews as the method of collecting data. The findings were as follows, self-importance, skill development, generalization, increase in social interaction and reduces stigma and discrimination. The study is helpful however, it focused on students in the University while the current study looked at pupils in primary school.

Motitswe (2012), conducted a study on the benefits of teaching and learning methods in inclusive classrooms in the foundation phase at Bojanala Region in the North West province of South Africa. The researcher used a case study method. The sample size consisted of grade 1 class and 3 grade 3 classes. The study used qualitative method and purposive sampling. The researcher used three instruments which were, focus group interview, observation and document analysis to collect the data.

The results of this study indicated that teaching and learning was flexible, making use of differentiated methods such as multilevel teaching and learning, songs and rhymes, storytelling using puppets and big books. The other finding was that differentiation in terms of lesson planning activities and assessment standards was used to accommodate all learners. The study is informative, however, it was done in South Africa while this study will be done in Zambia.

2.6 Implementation of Inclusive Methodologies

Palczek, Krammer, & Gasteiger, (2017), conducted a research on how teachers implement inclusive practices in classroom in Styria a state in Austria. The study used qualitative approach and data was collected using interviews. The study targeted 25 experts and 4 centers which practiced inclusion and special educators for interviews. The findings were as follows, there was cooperation between general and special education teacher which was considered as the first step in implementing inclusive learning in the classroom. The use of differentiated teaching methods along with individual initiatives were other things that were practiced. This study is educative, however it only used one instrument in collecting data while the present study used document analysis sheet, interview guide and observation protocol.

Mongwaketse, (2016), conducted a study on approaches teachers use in their school classroom to implement and deliver instructions in inclusive classroom in primary schools in Botswana. The study considered six primary schools which were randomly selected. The sample size was 14 and data was collected through observation, interviews and document analysis. The findings were that teachers delivered some teacher centered type of teaching which left some learners less benefiting from the teaching process especially the learners with disabilities. Although teachers involved inclusive teaching, learners with learning disabilities were not given learning opportunities to participate in the teaching and learning process. The study suggested that learning should move from teaching the curriculum to understanding and developing inclusive curricula within a social constructivist discourse. The study is related to the present study as it used methods used in inclusive classroom like the present study, however, the study only used 14 participants while this study used only 8 participants. It served as a baseline data for this study.

Malata and Muzata (2022), conducted a study on implementing lesson preparation for inclusive teaching of learners with disabilities from grade one to seven at Kankumba

primary school in Zambia. The study used qualitative method and case study design. The sample size was 36, which included 18 participants, 1 head teacher, 5 parents, 6 class teacher and 6 children with disabilities. The study used purposive sampling and the instruments used in data collection were interview guide, focus group discussion guide, observation checklist and document analysis. The study analyzed data using thematic analysis. The outcomes of the study was that teachers did not plan for methods inclusively because some of the contents were left out, such as individualized education activities, teachers did not plan for methods that include learners. For example demonstration and group work instead of lecture method appeared frequently in their lesson plans. In addition, limited teaching and learning aids were reported on lesson plans and also the criteria to use to form groups were not indicated e.g. gender performance and age group. Furthermore, the types of rewards given to pupils with disabilities who performed well were not recorded in lesson plans. Lack of pupil interaction in inclusive setting was seen as to have contributed to significantly to poor academic performance of pupils. Also lack of proper inclusive lesson delivery and inclusive lesson preparation was worsened by lack of knowledge on inclusive lesson preparation by teachers. The study recommended that the school administration should monitor inclusive lessons preparation done by teachers. Also the government using expert's lecturers in teaching methods should organize seminars or in-service training to train all teachers how to prepare inclusive lesson plans. This study is formative as it used inclusive teaching similar to the current study. It served as reference for the present study.

2.8 Summary of the chapter

This study looked at use of inclusive methodologies for learners with learning disabilities in selected inclusive primary schools in Muchinga province. The study has never been conducted in Muchinga province, therefore, the views provided in the above cited studies indicate that there are so many researchers in Zambia and outside countries who have conducted research in the area of inclusive methodologies. For example, studies like that of Lorenzo-Llendo, Gonzalo-Lorenzo Llendo & Perz-Vazquez, (2020), on inclusive methodologies among students with disabilities at University of Alicante in Spain. Morarity, (2007), on Inclusive pedagogy, teaching methodologies to reach diverse learners in community colleges in Western Massachusetts in the United States and Mokabane, (2001), on classroom and school

methodologies for inclusive classroom in three different secondary schools in South Africa. The stated studies and many others were conducted around the area of inclusive methodologies, however, there is still a huge existing gap of knowledge on use of inclusive methodologies for learners with learning disabilities in selected special schools in Muchinga province which motivated the researcher to conduct this research.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Overview

This chapter discusses the general methodology that was employed in this study. According to Kazdin (1992), research methodology refers to the principles, procedures, and practices that govern the research. In a research report, methodology involves describing the strategies that are intended to be used when carrying out the study. Methodology here highlights the following: Research approach and philosophical underpinning of the study; research design; study area or site; study population; sampling techniques; study sample; data collection instruments; data collection procedures and time line; data analysis and procedure; credibility and trustworthiness of the study; and ethical considerations.

3.2 Research approach and philosophical underpinning of the study

The study employed a qualitative approach. A qualitative approach is a research paradigm which emphasizes inductive, interpretive methods applied to the everyday world which is seen as subjective and socially created (Anderson, 1987; Tracy, 2013). A qualitative research does not usually employ statistical procedures or other means of quantification, focusing instead on understanding the nature of the research problem rather than on the quantity of observed characteristics (Strauss & Corbin, 1994; Norton, 2009). In addition, Denzin and Lincoln (2011) stated that qualitative researchers generally assume that social reality is a human creation; they interpret and contextualize meanings from people's beliefs and practices. Moreover, qualitative approach allows gathering of multiple forms of data from multiple sources such as interviews, observations, documents and many more, rather than relying on a single data source. This increases the depth of understanding of the situation about a much smaller number of participants but reduces generalizability (Patton, 2002). Seale (2004) added that qualitative involves intensive studying of a single setting or a number of people.

The number of characteristics of qualitative approach highlighted above were in line with the assumptions of Interpretivism philosophy. Therefore, this study employed Interpretivism philosophy. Interpretivism philosophical paradigm is associated with the qualitative research approach because the paradigm seeks to understand a

phenomenon under investigation from the experiences of the participants using different data assembling agents (Heffernan, 2013).

The proponents of this philosophy put forward a number of basic ideas such as individuals seeking understanding of the world in which they live and work. As a result, individuals develop subjective meanings of their experiences directed at certain objects or things (Creswell, 2014). The paradigm was appropriate in this study because it emphasizes interaction between the researcher and the participants as well as the use of open-ended questions to allow participants share their views and experiences (Creswell, 2009). Hence, the role of the researcher was to interpret the experiences of the teachers implementing inclusive education by exploring their inclusive methodologies in primary schools.

3.3 Research design

This study employed a phenomenological exploratory research design. Researchers use phenomenological research designs to understand a phenomenon's universal nature by exploring the views of those who have experienced it. The purpose of the phenomenological exploratory research design was to illuminate the specific, to identify phenomena through how they were perceived by the actors in a situation. In the human sphere this normally translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participants (Lester, 1999). Therefore, this design was appropriate in this study because the researcher was interested in gathering in-depth information on inclusive methodologies for learners with disabilities used in primary curriculum delivery at two selected primary schools in Isoka district by observing teachers and learners, conducting semi-structured interviews with teachers and conducting document analysis by looking at the lesson plans and records of work of the teachers in order to see the inclusive methodologies used as reflected on their lesson plans and challenges teachers faced as far as implementation of inclusive methodologies at the two selected primary schools.

3.4 Study area or site

This study was carried out in Isoka district of Muchinga province, Zambia particularly at two selected primary schools where inclusive education was being implemented.

3.4 Study population

Population is defined as group of individuals, objects from which samples are taken for measurements (Kasonde-Ngandu, 2013). The population for this study consist of teachers teaching in inclusive classes in selected primary schools in Isoka district. With exploratory phenomenological research design therefore, to participate in the study eight, (8) teachers teaching in inclusive classes were selected to provide the best information.

3.6 Sampling techniques

Purposive sampling technique, homogenous in nature was used in this study. Purposive sampling is appropriate to select unique cases that are especially informative as it uses the judgement of an expert in selecting cases with specific purpose in mind (Kothari, 2004; Neumann, 2014). Homogenous purposive sampling was appropriate for this study because the researcher sought to study participants who exhibited similar characteristics by teaching inclusive classes. That was primary school teachers teaching in inclusive classrooms in Isoka district.

3.7 Study sample

According to Neumann (2014), when researchers sample, they select some cases to examine in detail, and then use what they learn from them to understand a much larger set of cases in similar contexts. Therefore, this study sampled a total of 8 teachers teaching in inclusive classes (4 teachers from each of the two selected primary schools in Isoka district). Learners in the classes for these 8 sampled teachers from where they taught, were used as participants for the study. In phenomenological studies, fewer individuals, typically between 6 and 10, are employed (Owusu, Gbordzoe, Debrah & Afful, 2021). Guetterman (2015) noted an average sample size of 15, ranging between 8 and 31 in educational research, similarly, 5 to 25 participants are suggested as adequate for phenomenological studies by Creswell (2013). Although small sample sizes are common in phenomenological studies, it is essential to emphasize that the researcher may need to keep adding individuals until saturation to fulfil the study's goal (Owusu, Gbordzoe, Debrah & Afful, 2021). The following subsection shows the demographic information of participants.

3.7.1 Demographic information of Participants

The demographic information in this section, refers to the number of participants in the study from two selected schools in Isoka district. Table 1 summarized the number of responses from the sampled participant from two (2) selected primary schools in Isoka district.

The table below shows Gender, grade level taught and school of participants

PARTICIPANTS	GRADE TAUGHT	SCHOOL
Mary	1	1
Sara	2	1
Gladys	3	1
Bessie	4	1
Jane	5	2
Suzan	6	2
Patience	7	2
Doris	7	2

Number: 08

(SOURCE: field work, 2023)

Table 1 shows a total number of 8 teachers teaching inclusive classrooms who were selected and recruited for the study from two (2) selected primary schools in Isoka district. The 8 participants interviewed were all female teachers teaching grade one (1) up to seven (7). The interviewed participants were given the code names. For example, teacher number one from school one will be referred to as T1s1. Participant two, being teacher number two from school one will be referred to as T2s1. Teacher number three from school one will be referred to as T3s1. Teacher number four from school two will be referred to as T4s2. Teacher number five from school two will be referred to as T5s2. Teacher number six from school two will be referred to as T6s2. Teacher number seven from school two will be referred to as T7s2. Teacher number eight from school two will be referred to as T8s2. All participants were from Isoka district.

3.8 Data collection methods and instruments

In this study, data was collected using lesson observations protocols, semi-structured interview guides, and document analysis schedules. The following subsections provide more details about data collection methods, instruments and procedures regarding the same.

3.8.1 Lesson observations

The researcher used lesson observation protocols when observing teachers and learners in inclusive classrooms and examined their inclusive methodologies in implementing primary curriculum, as well as learner participation in lessons with regards to the inclusive methodologies used. The rationale for lesson observations was to see what inclusive methodologies teachers used when teaching learners in inclusive classes, and learners' participation and benefit from those methodologies, as well as their experiences in handling inclusive education. According to McMillan and Schumacher (1993), lesson observation is a tool which provides information about the actual behavior of learners. Creswell (2014), added that, direct observation is useful because some behavior involves habitual routines of which people are hardly aware. Patton (2002) also observed that, observation is a data collection procedure whereby researchers try to understand what is happening in a given setting by paying attention, video recording, watching and listening carefully. Therefore, the researcher was able to watch and listen carefully on how teachers were using inclusive methods and how learners responded to those inclusive methodologies.

3.8.2 Semi-structured interviews

Interviews are questions asked orally (Kombo and Tromp, 2006). One on one interview was used to collect data from teachers regarding inclusive methodologies employed in implementing primary curriculum. The rationale of the interviews with the teachers was to have an in-depth understanding, opinions, and views pertaining to their experiences with regards to inclusive education implementation at their schools. Semi-structured interview guides was used for that purpose. According to Kvale (1996), researchers across the sphere contended that interviews are the best way to collect data because it helps the researcher to establish feelings, opinions, attitudes, views, and are useful in gathering in-depth data.

3.8.3 Document analysis

The researcher also used document analysis method by looking at the lesson plans and records of work of teachers who participated in the study, in order to find out if those documents reflected the inclusive methodologies teachers used and the challenges they encountered when implementing inclusive education. For that purpose, document analysis guide was used. Sources are generally classified into primary and secondary, the former being the original written material of the author's own experiences and observation, the latter derived from somewhere other than the original source (Bailey,1995,p.294; Mouton,2001 p.21-22;Neuman,2011,p.395).For McMillan and Schumacher(2001,p.42), primary source documents are the records of the past events that are written or printed, whether anecdotal notes ,diaries, letters, maps, journals, newspapers, or office minutes, whilst for Creswell (2003,p.188) distinguish between private and public documents. Richie and Lewis (2003,p.35) distinguish between documents (such as government publications),procedural documents minutes and meetings) and personal documents (letters and diaries).Given the objective of this study, the researcher used lesson plan documents to collect data in order to understand how teachers interpret policies, departmental circulars and other to relevant documents. Bogdan and Taylor (203, p.747) define a personal document as first-person account of the whole part of an individual's life or reflection on a specific topic or event. It may be any one of a wide spectrum of sources, such as personal letters, diaries, autobiography, newspapers, journal articles and minutes of meetings-mail discussions, and children's school work (Cresswell, 2003, p.187).Official documents are those compiled and maintained on a continuous basis by large organisations, such as government institutions (Bailey, 1995, p.94), and are more formal and structured than personal documents. They include minutes and agendas of meetings, memos, financial records, statistical reports, annual reports and process records. The researcher interpreted the data from such documents in order to find out if teachers were using inclusive methods for all the learners in inclusive classroom. The documents were collected, analysed and used as valuable sources to indicate whether the information gathered was valid.

3.9 Data collection procedures

Data collection was undertaken over a period of three months and the procedure was as follows: Firstly, data was obtained by observing teachers teaching in inclusive classes at the two selected primary schools in order to see the inclusive methodologies employed by those teachers as well as learners' participation in their inclusive classes; Secondly, semi-structured interviews was conducted with the same teachers in order to find out their views regarding implementation of inclusive education at their schools and the challenges they encountered with methodologies they used in primary curriculum implementation. Thirdly, the researcher then conducted document analysis by looking at the lesson plans and records of work of the same teachers in order to see the inclusive methodologies used as reflected on their lesson plans, and challenges teachers faced in as far as implementation of inclusive methodologies at the two selected primary schools was concerned.

3.10 Data analysis and procedure

Data analysis started during the collection exercise by arranging the data collected in line with research objectives. Dawson (2002) stated that, for qualitative data, the researcher might analyze as the research progresses, continually refining and reorganizing in light of the emerging results. Data collected through lesson observations, semi-structured interviews, and document analysis was analyzed vertically according to each instrument and horizontally across all the research instruments in line with the research questions, and themes were generated considering horizontal analysis. Data collected in this study was analyzed thematically. During analysis, data recorded from lesson observations, interviews and document study were transcribed, edited, coded, categorized, and tabulated according to the research questions (Kothari and Garg, 2014). Data which was answering research question one on inclusive methodologies used at two selected primary schools was manually coded with a numerical value of 1. Data answering research question two, three and four on how teachers use inclusive methodologies to promote learner participation; how teachers use inclusive methodologies to benefit all learners; and teachers' views on inclusive education at two selected primary schools was coded as 2, 3 and 4 respectively.

3.11 Trustworthiness of the study

To ensure credibility and trustworthiness of the study, the researcher considered triangulation (Neumann, 2014). Cohen, Manion and Morrison (2007) described triangulation as the use of two or more methods of data collection in the study of some aspects of human behavior. Therefore, the researcher used observation, semi-structured interviews and document analysis methods to collect data on inclusive methodologies used in implementing primary curriculum at selected primary schools in Isoka district. The consistency of findings from lesson observations was complemented by those from semi-structured interviews and document analysis thereby triangulating the results. Moreover, data collected was subjected to cross examination by the researcher's supervisor and colleagues in the department.

The researcher had to seek disconfirming evidence in order to develop a richer and in-depth understanding of how teachers implemented inclusive methodologies at selected primary schools in isoka district. The researcher also provided snapshots and excerpts from the data that were gathered as evidence. The other procedure was member checking, the credibility procedure shifts from the researchers to participants in the study. Lincoln and Guba (1985) described member checks as "the most crucial technique for establishing credibility in a study" (p. 314). It consists of taking data (findings) and interpretations back to the participants and other external persons so that they can confirm the credibility of the information and narrative account. During repeated observation, the researcher built trust with participants, established rapport so that participants were comfortable disclosing information, and the data collected was taken back to participants being studied. With the lens focused on participants, the researcher systematically checked the data and the narrative account with all the participants who confirmed the data as a true reflection of what took place.

A peer review or debriefing is a form of trustworthiness that the researcher used in this study, this involved review of the data and research process by someone who is familiar with the research or the phenomenon being explored. A peer reviewer provides support, plays devil's advocate, challenges the researchers' assumptions, pushes the researchers to the next step methodologically, and asks hard questions about methods and interpretations (Lincoln & Guba, 1985). The use of peer review enhanced

the accuracy of this study, this process involved the researcher presenting at a seminar at UNZA. The lens for establishing credibility and trustworthiness was external to this study, and a critical paradigm was operating because of the close collaboration between the external reviewer and the qualitative researcher.

3.12 Ethical considerations

Ethics may be referred to as doing what is morally and legally right in research, or norms for conduct that distinguish between right and wrong, acceptable and unacceptable behaviour in research (Parveen & Showkat, 2017). Ethical considerations are an important aspect of any study in that they establish trust between the participants and the researcher. According to Henning (2004), human beings are the objects of study in social sciences who should know that their privacy and humanity is protected. Therefore, they have every right to know what is going to happen to the information they provide during data gathering. In this regard, the researcher sought permission from the relevant authorities including the District Education Board Secretary (DEBS) and the Head teachers of the schools sampled. The researcher also sought permission from the participants so as to enable them participate fully, voluntarily and make sound decisions.

The researcher also explained the purpose of the study to the participants well in advance and assured them of their rights to anonymity, confidentiality as well as dignity (Denscombe, 2003; Ritchie & Lewis, 2003; Cohen, Manion & Morrison, 2007). A written consent was sought. The participants had the right to understand what the researcher was doing. The researcher protected the schools and participants by not mentioning their names when discussing the findings but they were given codes instead. It is important that social researchers get prior approval for their investigation from the ethics committee (Denscombe, 2003). Hence, ethical clearance was obtained from the University of Zambia Ethics committee before embarking on this study. To explore inclusive methodologies used at selected primary schools in Isoka district.

CHAPTER 4: PRESENTATION OF FINDINGS

4.1 Overview

The chapter presents the findings on how teachers use inclusive methodologies for learners with disabilities in an inclusive setting. Findings from semi-structured interviews, observations and document analysis are presented using reflective notes and verbatim extracts to give a voice to the responses provided. In this presentation, a number of themes emerged, however, data analysis was narrowed only to the three main objectives guiding this study despite that emphasis, the preceding part of this section, is dedicated to participant demographics.

The findings are organized under the following themes: Inclusive methodologies for learners with disabilities, inclusive methodologies used to promote participation of all learners, benefits of inclusive methodologies and implementation of inclusive methodologies.

Essentially, the findings appear under the above themes derived from the research objectives which were:

- (i) To explore inclusive methodologies used at selected primary schools in Isoka district.
- (ii) To explore how the inclusive methodologies are used to benefit all learners in an inclusive classroom at selected primary schools in Isoka district.
- (iii) To examine the experiences of teachers on the implementation of inclusive methodologies at selected primary schools in Isoka district.

4.2. Inclusive Methodologies used at selected primary schools in Isoka district.

The first objective of this study was to explore inclusive methodologies used at selected primary schools in Isoka district. To do this, the researcher observed lessons at the two selected primary schools in the district, conducted semi-structured interviews with teachers who were sampled, and did document analysis by looking at the lesson plans of teachers who were sampled, in order to see if inclusive methodologies used were planned before the lessons were delivered to the learners in classrooms. Hence this section highlights the findings of the first objective of the study. Various views about the inclusive methodologies used were collected from participants. The study indicated that class teachers do not prepare inclusive methods

in their lessons for children with disabilities. The views were recorded from lesson observations, the document analysis and semi-structured interviews with teachers. However, some teachers were observed giving work to learners based on their abilities. Some used pair work and group work method and while others used ordinary teaching methods such as whole class discussion, question and answer as well as teacher exposition methods when teaching in inclusive classrooms. Some teachers were also seen integrating playing with the basket and songs in their teaching. These themes are now presented below.

4.2.1 Giving work based on learners' abilities

Findings from lesson observations showed that some teachers gave learners tasks based on their abilities in the inclusive classroom. These teachers ensured that learners were engaged in the same lesson at various levels depending on their abilities. In literacy for example, those who could read fluently were given some passage to read, those who could only do some sounds were given work as such based on the same work. However, some teachers did not do that, as they gave the same work to all the learners regardless of their abilities. During semi-structured interview, the teacher (T6s2) had this to say:

“I usually give some exercises based on pupils' abilities so that they can learn on their pace, knowing very well that in this class there are pupils with mixed abilities, some are fast learners while others are slow learners, ...but at the end of the day all of them should learn something” (T6s2).

“...learners are given work which they can do by looking at their capabilities in doing certain tasks...that's what I do when teaching learners in inclusive classrooms” (T3s1).

“When teaching in inclusive classrooms I distribute tasks to individual learners based on their abilities in class activities....I know what each one of them is capable of doing, and so that's what I follow, but I also make sure that each one learns what they previously did not do...” (T1s1).

The researcher also conducted document analysis to see whether class teachers were using inclusive lesson plans. This was done by checking through the teaching files for all the eight teachers. Observations made were that some details on the lesson plans were missing. Some of the missing details were Individual Pupils Activity (IPA) or IEA sections for children with disabilities. It was also observed that simplified activities were not highlighted on lesson plans for particular disabilities. Out of the eight checked lesson plans only one lesson plan had simplified work indicated while the other seven lesson plans had none. It was also observed that extra activities for fast learners were not indicated on lesson plans. Moreover, documents such as (Individualized Education Program) IEP were also not available in the file.

Furthermore, the researcher observed that the lesson plans for all the teachers observed did not show planning taking into account the strategies to be used to learners who finished work on time and those learners who finish work with a lot of struggling and planning showing whether learners are benefiting from the lesson. The other thing that was observed was that all teachers did not give remedial work to learners who were lagging behind. That clearly showed that teachers not only did they lack knowledge but they were not serious with what they were doing. The lessons observed also showed some teachers did not give exercise and mark the learner's books making it more difficult to evaluate whether the learners had gotten the concept they were trying to teach.

4.2.2 Pair work and group work

Lesson observations also showed that some teachers (**T4s1** and **T7s2**) used pair work and group work when teaching in inclusive classrooms. These teachers used pair work and group work in order to ensure that all learners participated in the lesson at hand. However, it was observed that the groups were too large for all the learners to participate in the discussions. In one of the classes observed, the teacher put learners in three groups in a class of 70 pupils, resulting into confusion in class and some learners not to participate in classroom activities, hence some teachers preferred class discussion method and teacher expository method to group work. Most teachers that were interviewed showed concern over large numbers of learners in class and time management when using certain methods like group work.

On the issue of group work, the following excerpts serve as examples of what teachers said during semi-structured interviews:

“Group work is good because pair work improves pupil to pupil interaction, individual work improves self-expression and self-esteem, group work helps to interact with their friends, whole class for teacher to pupil relationship”(T1s1).

...though group work is effective when teaching in inclusive classrooms, especially when small groups are made...Pair work helps to improve pupil to pupil interaction, individual work improves self-expression and self-esteem (T2s2).

Learners in groups were seen discussing the tasks at hand and in pair work too. It was however, observed that some groups formed by teachers were too big to be effective, and that monitoring of such groups was not easy because of having too many pupils in inclusive classes. Moreover, learners with disabilities were also not well paired since they had different impairments. For example, there was a situation whereby a learner with hearing impairment was paired with that with speech impairment.

4.2.3 Ordinary teaching methodologies

Lesson observations also showed that some teachers used ordinary teaching methodologies. Most methods that were mainly used by these teachers were teacher exposition, whole class discussion, and question and answer method. Whole class discussion method was the most common method used by teachers, but was not very effective because some learners did not participate in the lesson just like question and answer method. Document analysis also showed that these teachers used ordinary teaching methods which were written on their lesson plans. The following excerpts are a typical example of what teachers said regarding the methodologies they use in inclusive classrooms:

“I use whole class discussions, teacher exposition to explain the concepts to the pupils and question and answer so that they can also participate in the lessons” (T4s1). “....pupils in my class are engaged in the lessons through discussion method and question and

answer....but I also explain concepts to them whilst they pay attention and listen” (T6s2).

From the above verbatim, teachers listed a number of strategies /methods that they used such as; whole class discussion, question and answer and many others, but what was surprisingly in their lessons is that they did not use some important strategies but only used question and answer, whole class discussion and teacher exposition. The other thing noted was that teachers did not mention strategies such as, Universal design for learning and differentiated instruction. Differentiated instruction is the teaching practice of tailoring instruction to meet individual learner’s needs. The study however, found that although teachers knew a number of approaches, they could not use them to teach their learners in their classrooms, and to cater for all learners needs due to workloads and challenge with time.

Furthermore, the researcher through interviews with teachers tried to find out why most important strategies were not used by most teachers, and they expressed ignorance of other methods which can be used in inclusive classrooms.

4.2.4 Playing with the basket and songs

Lesson observations also showed that some teachers used playing with the basket as an inclusive methodology to ensure that all the learners were taken on board. These teachers integrated playing with the basket strategy and songs into other ordinary teaching methods. This was observed in all the lessons which the researcher observed at school 1. Teachers who used this methodology were consistent with it. With some teachers, there was an improvement. Moreover, the researcher interviewed teachers on what type of strategies they used when teaching learners with different learning abilities in an inclusive classroom. One Teacher had this to say:

“I like using playing with the basket..... playing with the basket will not only enhance my learners’ performance but it will help them also to do the pre-writing exercises by so doing I mean a learner will start running with the basket in the hands so when the learner is holding the basket, that learner is exerting his/her hands in order to prepare for writing then at the same time, it helps enhances learners reading skills because in that basket there syllables written on paper or word cards, so when the learner picks that particular card he/she

has to read it, if she fails she is supposed to write it on the board in order for the friend to read for her so that activity really helps learners to enhance their reading skills and writing skills. There is another strategy called catch up. Catch up is the strategy which we use in order to help learners move together in order to have good performance of learners. These catch up is divided in three group, we have the below minimum and the minimum and the above minimum, so those who are below minimum you just have to start with them with letter sounds, then those who are minimum they are the ones which you read or write syllables, then those who are above are the ones which constructs sentences” (T7s2).

Another teacher (T8s2) also commented:

“The other strategy that I use is songs because it captures the learners’ attention and make them concentrate and interested in the lesson. I also use games to teach the learners because it enables the learners to fully participate in the lesson and also makes the learners by building critical thinking in learners” (T8s2).

Playing with the basket and songs were seeing to capture learners’ attention in inclusive classrooms where they were used. However, this methodology even though it was used by some teachers, document analysis showed that they did not plan for it to be used on the lesson plan. It was clear that the method was used as a by the way method and not planned in advance.

During document analysis, it came out clearly that some methods were planned in advance by some teachers to be used in inclusive classrooms. The following snapshot (Figure 1) provides evidence to this effect:

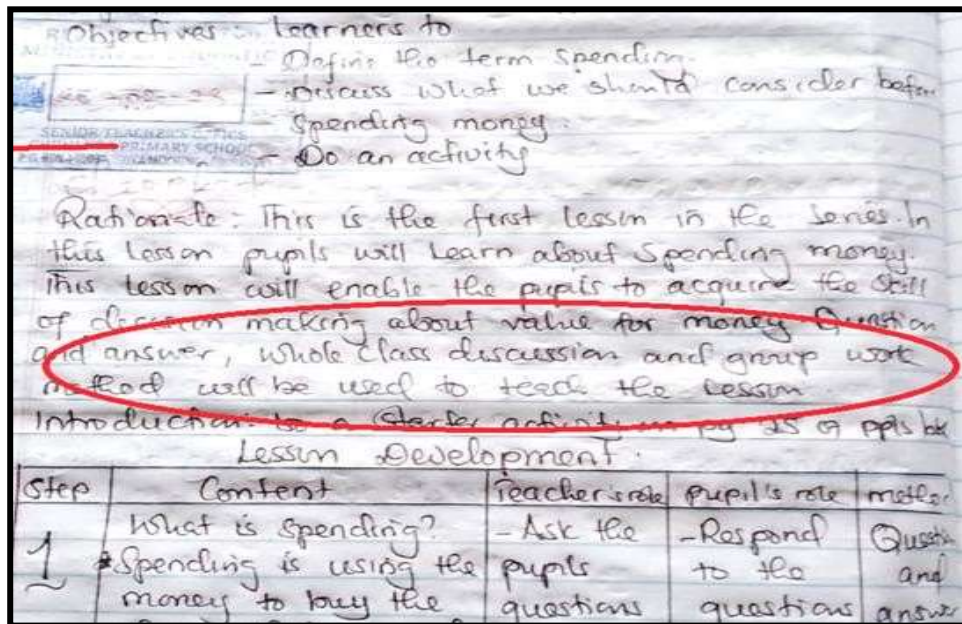


Figure 1: Methodologies on the lesson plan for T5s2 (2023).

As it can be seen in figure 1, teachers indicated methodologies on their lesson plans for inclusive classrooms. However, some methodologies used could not fully support the implementation of inclusive education in their classes. For example, whole classroom discussion to some extent did not support inclusive education because the method did not allow all the learners to participate fully.

For research question one, what came out clearly was that, at the two selected primary schools in Isoka district the dominant methodologies used by teachers were: giving learners work based on their abilities, pair work and group work, ordinary teaching methodologies as well as playing with the basket and songs. It was very clear that teachers generally lacked knowledge of some inclusive methodologies at selected primary schools in Isoka district. Most of them had limited methodologies to use in inclusive classrooms.

4.3.4 How inclusive methodologies were used to promote participation of all learners in class.

The second objective of the study was about exploring how inclusive methodologies were used to promote the participation of all learners in class. In this regard, the researcher observed lessons, did document analysis to see if learners' activities were planned for in advance and also interviewed teachers to see if that was being considered in their teaching. The following themes came out:

4.3.5 Allowing learners to discuss and interact in groups

The researcher found out from participants through semi-structured interviews, the best way to teach learners with different educational needs and ensure that they all participate in lessons. T3s1 had this to say:

“In my view the best way to teach learners with different needs is through discussions or group work because in group work there are learners with different abilities like I said earlier on, those learners who have problems to do the work as per expected are helped by those who are faster learner.. even some learners are shy to express themselves in front but when they are in groups they are able to participate and interact with each other freely” (T3s1).

Equally T5s2 said;

“.....before you start teaching you need to give them an activity at least they wave their hands, wave at each other if it is possible you dance a bit so that you put them in an learning mood, they more like exercise their hand in order for them to be ready to write yes” (T5s2).

Among the eight teachers observed, only one teacher was able to give work according to learner's abilities. She made about four groups and each group had their task to do, the fast learners were given their work, the slow learners also their work and the average learners were given their work to do though the teacher did not print out the task on the work sheet but just gave them verbally. Two teachers used group work but the number in each group was more than 15 making it difficult for the teachers to monitor the slow learners who were not participating and teacher could not control the class properly no wonder maybe other teachers preferred whole class teaching and question and answer and teacher exposition because of large numbers of learners making it difficult to manage time.

4.3.6 Giving homework and remedial work

The researcher observed that teachers gave homework and remedial work in order to ensure that every learner participates in lessons. Homework enabled learners to research and do the work, whilst remedial work bridged the gap between the fast

learners and slow learners which in turn allowed both the slow and fast learners to benefit from the teaching and learning. The researcher observed that teachers were failing to manage their class due to a large number of learners. Teachers in most classes observed failed to give and mark homework and remedial work to learners consistently, hence it was difficult to even know the level or pace at which the learners were moving. However, document analysis showed that some teachers gave homework, only that mostly it was not given within the normal teaching periods but afterwards. Some teachers gave remedial work and home work to accommodate learners who were not doing well T6s2 had this to say;

“When teaching learners with different abilities it is important to consistently give homework and remedial because you have to make sure that every learner goes out with a concept by the end of the lesson... To teach learners with different abilities, it is important to ensure that you cater for all of them, especially those struggling to understand the concepts at hand, through the use of remedial work...therefore, I use remedial work to ensure that my learners are moving almost at the same pace” (T4s1).

T5s2 who used different work to assign to learners had this to say;

I run out of time I fail to manage my time perfectly due to I need to divide my attention to the learners who are in need of my full time and let the other learners so I really run out of time. Classwork activity, it's very difficult for them to have one similar classwork because their performance is not the same. Therefore, I conduct remedial work for learners who are lagging behind” (T5s2).

At selected primary schools in the district, inclusive methodologies were seen being used to promote participation of all learners in class through allowing learners to interact in groups, through giving remedial work and homework. It was clear that through these activities, each learner benefited from inclusive education.

4.4.0 How inclusive methodologies were used to benefit all learners in inclusive classrooms

Object three focused on how inclusive methodologies were used by teachers benefited all the learners in inclusive classrooms at selected primary schools in Isoka district.

Here, the researcher was particularly interested in seeing how teachers used inclusive methodologies to benefit all learners regardless of their diverse abilities and conditions. To do that, the researcher observed the lessons, looked at the lesson plans for teachers and conducted semi-structured interviews with them. The following were the findings:

4.4.1 Giving opportunities to every learner in class

Lesson observations showed that teachers provided opportunities for every learner in class to attempt the questions during the teaching and learning. During semi-structured interviews, teachers also alluded to the fact that they provided opportunities to every learner in inclusive classrooms. The following verbatim are typical examples of what teachers said during interviews when they were asked on what they were doing to ensure that every learner benefited from inclusive methodologies used:

“In my view those learners can be helped by interacting with them as you are presenting a lesson there should be teacher pupil interaction more especially where you call learners by name and ask them individually to attempt questions at hand....., so they will be paying attention as you are calling their names and their participating this can help them even motivating them those who are doing fine you motivate them by clapping, those who are not doing fine you help them just there and then” (T3s1).

“It makes all the pupils to get involved and helps the pupils to bring out the potentials in them, gives the pupils chance to take part in the lesson”(T2s1).

“Whole class discussion, here at least everyone is given chance to take part, however it has to be narrowed up to group discussion coz in whole class discussion not everyone will participate, so as it narrowed to group work even those who are shy even those who did not participate in whole class discussion will be given that chance to participate. Also role play, some pupils have potential when they have been given a role to play in an activity but they can't express themselves in terms of explanation but in terms of maybe taking part in a sketch they are able to take part through role play.... Even

question and answer it works well by pointing at some pupils at random.... there are some pupils who are not willing to participate, but as you ask questions maybe you point at them they are able to give out answers and participate” (T2s1).

4.4.2 Grouping learners according to their performance

Classroom observations also showed that teachers grouped learners according to their performance so that even slow learners were taken on board at their own pace. This enabled teachers to ensure that every learner benefited from the lessons. The following excerpts are examples of what teachers said during interviews:

“I think it is vital as a teacher to group your learners... you group them according to first their performance. The capacity to handle certain works because we have fast learners and we also have slow learners, so you identify learners with small problems then you group them together because those learners with problems with need more of your attention so grouping of learners can really help in terms of handling learners with different educational needs. You can also attend to them one by one helps the learner to gain concentration and helps the teacher to know what other things you can help the learner to enhance the performance of that particular learner for example those with bad handwriting they would need a teacher to teach them how to write properly how can you teach someone who is learning how to write, you need to do pre-hand activity whereby for example just give that learner a small ball to play with, then from there a learner will gain that experience of touching the ball, touching the ball that’s how now will gain that knowledge of handling a pencil properly in order for her to learn” (T1s2).

4.5.3 Putting learners in Pairs and groups.

From lesson observations, it was seen that teachers put learners in pairs and small groups to ensure that everyone participated in the lesson. This came out during interviews as well. The following excerpts provide evidence to this effect:

“In order for them to benefit you need to use a variety of teaching methods there are learners who can’t talk as a whole class but when you put them in groups or pairs work they can do better they are able to express themselves. I feel a variety of methods can help” (T2s2).

“By using different methods especially the methods that involve the learners like group work, pair work and class discussion” (T1s1).

Document analysis showed that teachers planned group work activities in advance. Some teachers showed group work activities of their lesson plans. The snapshot below (Figure 2) shows the group work activity in a grade 3 class at school 1.

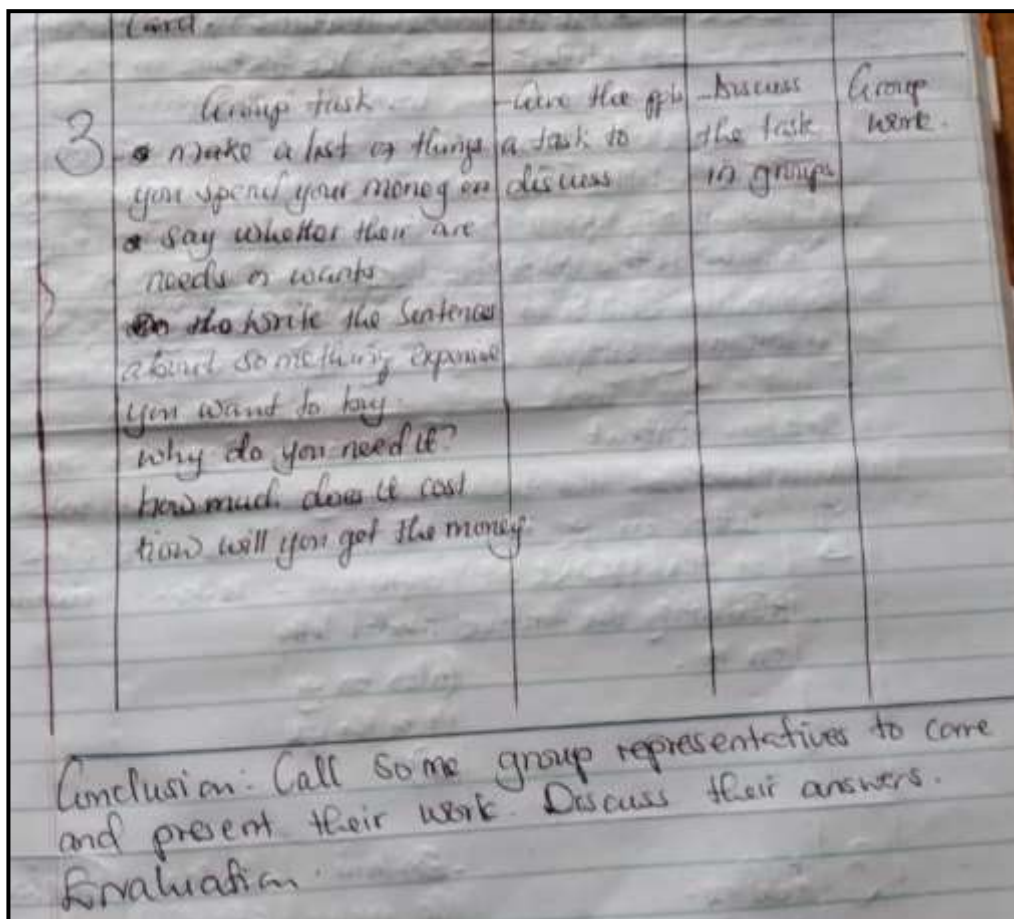


Figure 2: Group work activity on the lesson plan for T2s1, (2023)

The group work activities were the same for all the groups. However, the groups were formed according to learners’ abilities by some teachers. Even learners with learning abilities were taken on board in group activities at their own pace.

4.4.4 Using a variety of teaching methods

It was also evident that teachers used a variety of teaching methods to ensure that every learner learnt something from the lessons presented. This was in line with the fact that learners learn in different ways and hence no method can cater for all of them no matter how nice it can be. The following excerpts provide evidence to this:

“...ok I ensure that all learners with different educational learning abilities have participated in the classroom by using different methods when teaching, I use different methods when teaching I use individual work, demonstration, role play and discussion, these methods will enable all learners to participate we are doing discussion, I put my learners in sometimes pair or groups and all that so meaning everyone will need to participate, and then when doing individual work I have to check each and every learner how they are writing and how they are handling the question and everything that means every learner has participated in the classroom”(T1s2).

The methods that I use helps my learners not to feel they cannot do it, I boost the self-esteem of my learners because I like my learners to express themselves despite the challenges that they are facing, so my methods help my learners to enhance or rather have good self-esteem, that feel they can also do it, if that one can do it i can also do it. They improve on their reading, writing and communication skills because they don't just discuss but they present to the whole class and where necessary they even write on the board (T1s2).

Results from document analysis revealed that some teachers planned a variety of teaching and learning methods so as to ensure that all learners in inclusive classrooms benefited from lessons. The following snapshots (Figures 3 and 4) give evidence to this:

SCHOOL: Chiwanda P Date: 28/02/2023
 GRADE: 3 Time: 07:00 to 08:00
 SUBJECT: Mathematics Duration: 1 hour
 TOPIC: Addition Number of pgs: 68
 SUB-TOPIC: Add numbers using a number tree Pgs: 30, 42, 44
 T/L Aids: chart showing number tree
 REFERENCE: I.C.E.I PUPILS BOOK Page
 SPECIFIC OUTCOMES & S.B.A.T:
 Add whole numbers using number tree.

RATIONALE: This is lesson 4 of 5 lessons planned this week. They will learn about adding numbers using a number tree. class discussion, individual and pairwork.

INTRODUCTION: Tr to revise on the previous lessons through an example -

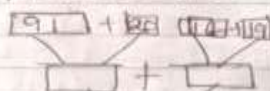
STEP	CONTENT	TEACHER'S ACTION	PUPILS ACTION
1	Example 1 Addition number tree 	Tr to write a number tree To solve as a class	- to pay attention and read numbers tr reads - to solve together with the tr.

Figure 3: Variety of methods on T2s1's lesson plans, (2023).

Subject: Social Studies Date: 11/03/2023
 Topic: Learning about money Duration: 60 mins
 Subtopic: Spending money No. of pgs:
 T/L Aids: Chart
 Reference: Guide to Social Studies Syllabus pg 19
 Oxford Let's do social studies pgs 25 - 27

Objectives: Learners to
 - Define the term spending.
 - Discuss what we should consider before spending money.
 - Do an activity

Rationale: This is the first lesson in the series. In this lesson pupils will learn about spending money. This lesson will enable the pupils to acquire the skill of decision making about value for money. Question and answer, whole class discussion and group work method will be used to teach the lesson.

Introduction: ~~to a starter activity on pg 25 of ppt~~

Lesson Development:

Step	Content	Teacher's role	Pupil's role	method
1	What is spending? Spending is using the money to buy the things that we need. What do we spend	- Ask the pupils questions	- Respond to the questions	Question and answer

Figure 4: Variety of teaching methods on the lesson plan for T5s2, (2023).

4.5 Teachers' experiences on the implementation of inclusive methodologies

The fourth objective focused on finding out teachers' experiences on the implementation of inclusive methodologies. In order to do this, teachers teaching in inclusive classrooms were asked to outline their experiences and the challenges they were facing when implementing inclusive education at primary school level. The following were the findings:

4.5.1 Fast learners dominating slow learners

In response to the semi-structure interviews, teachers indicated that it was challenging to teach learners with mixed abilities because fast learners dominated those with learning disabilities and slow learners. The following verbatim serve as examples of what teachers said during semi-structured interviews regarding this issue:

"The sharp ones dominating always, the shy ones not participating"
(T2s1).

"Those that are not on the same level when they raise their hand they will be discouraged by those that are intelligent and then if you don't have a concrete object or a picture where they are not able to see, it becomes a problem"(T3s2).

4.5.2 Inadequate time to attend to diverse needs of learners

Interviews with teachers teaching in inclusive education also revealed that another challenge in the implementation of inclusive education was inadequate time to attend to diverse needs of learners. The following verbatim are typical examples of what teachers said:

"I run out of time I fail to manage my time perfectly due to I need to divide my attention to the learners who are in need of my full time and let the other learners so I really run out of time. Classwork activity, it's very difficult for them to have one similar classwork because their performance is not the same. There are no desk in my class, I have a lot of pupils in my class hence the sitting arrangement is not ok, I control my learners handwriting its difficult and most of my learners sit on the floor so positioning of their books its difficult at times" (T1s2).

“When teaching learners with different abilities its somehow challenging because the pace at which they understand is different hence it takes time because you need to make sure that every learner goes out with a concept by the end of the lesson” (T2s2).

“The main challenge of teaching learners with different abilities is that it is time consuming you in the sense that you will find that maybe one method takes a lot of time and the other method will be affected so it’s a challenge when teaching learners with different abilities also the over enrolment it becomes a challenge coz you find that in class there are learners with different abilities so to cater all of them becomes a challenge and also abseentism when you teach those who missed the lesson will get behind. Late coming, maybe you’ve taught the method which was even meant for the same learner who has come late, still that child will not be catered for” (T4s1).

4.5.3 Overcrowding classes

Moreover, overcrowding classes was another challenge which came out in the implementation of inclusive education. This was due to over enrolment. Teachers said it was difficult for them to attend to every learner’s needs because of over enrolment. They added that learners with disabilities need a lot of time to get the concepts, but that time was not enough going by the numbers in classrooms. The following verbatim provide evidence to this fact:

“Over enrolment, like in my case most the learners are slow learners so I find it difficult to attend to them one by one. Most of them they don’t concentrate” (T1s1).

To provide further evidence, the snapshot below shows the number of pupils in one of the grade 3 classes at school 2. It can clearly be seen that the teacher planned for 68 pupils in class, comprising of 30 boys and 48 girls.

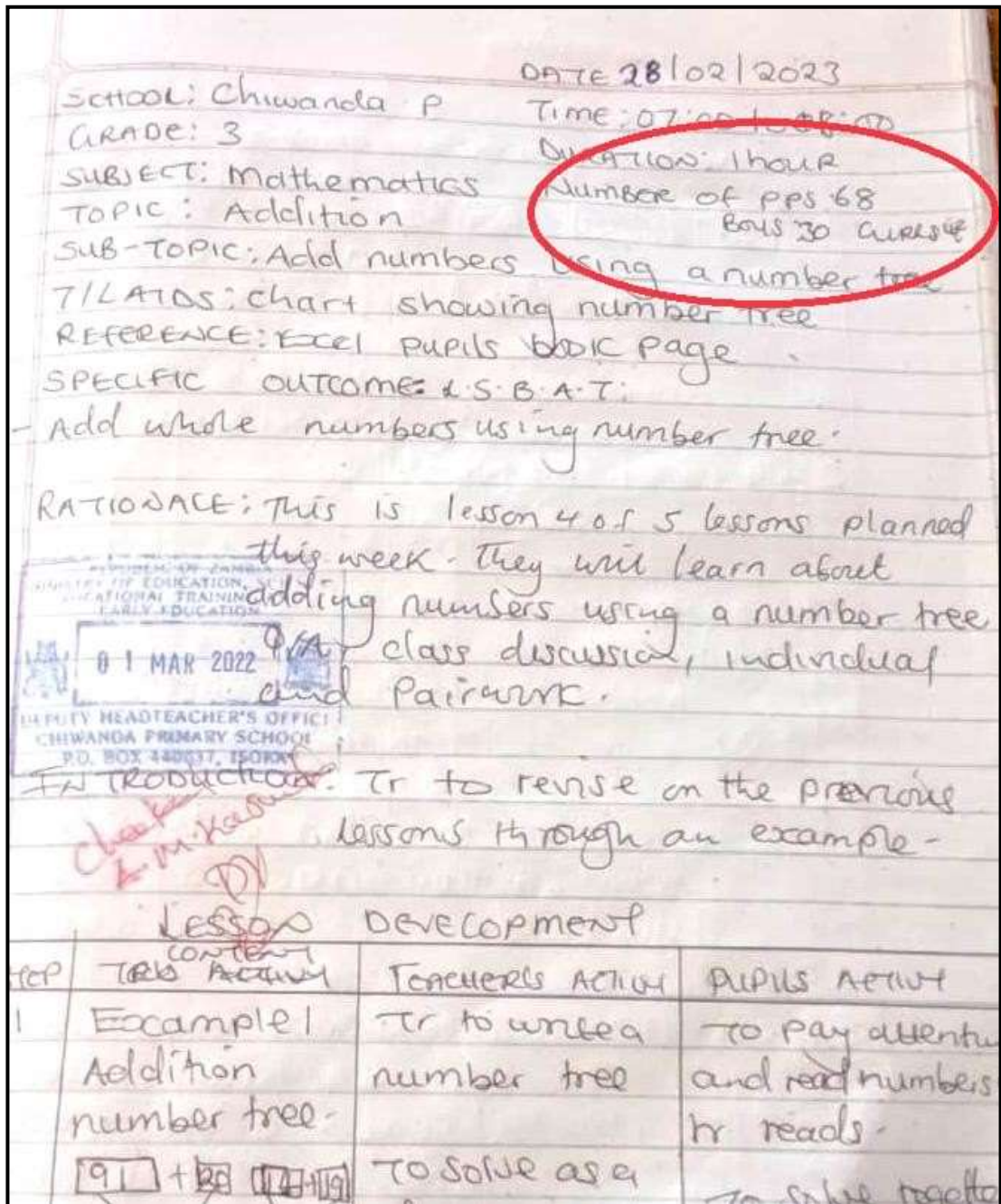


Figure 5: Number of learners in class on the lesson plan for T2s1, (2023).

4.5.4 Very few teachers trained in special education

Interviews with teachers also revealed that having very few teachers trained in special education was a challenge that made learners with special education needs to be disadvantaged when learning in inclusive classrooms. They added that teachers who are trained in special education stood a better chance in teaching in inclusive education classrooms because they are equipped to teach both normal learners and those with special education needs. The following excerpts provide evidence to this effect:

“I think the way it can be overcome is that those that have extreme challenges in learning they should be given to special teachers because they can know clearly how to handle them” (T2s2).

4.5.5 Lack of teaching and learning material to use in an inclusive classrooms.

The researcher observed that teachers were not using any text book when teaching and in almost all the classes it was observed that there was very little talking walls making it difficult for teachers to use inclusive methods. The school had no audio CDS, enough text books, no computers, video show, no concrete objects and other materials making it difficult for teachers to use inclusive methods to cater for all the learners in an inclusive classroom. The following verbatim act as examples of what teachers said regarding this issue:

In quest, one of the participant T3s1 stated:

“...the learning materials are few since there are more learners affecting some teaching methods” (T3s1).

“As a teacher I have to provide a platform to accommodate all the leaner, also by being resourceful because at times you find that the school has no material” (T6s2).

4.5.6 Shortage of desks

The researcher observed that there was a critical shortage of desks in the schools sampled. Many pupils were seeing sitting on the floor during lessons especially that there was over enrolment in the schools. During semi-structured interviews teachers also alluded to this fact. The following excerpts serve as examples of what teachers said regarding the shortage of desks in the schools:

“There are no desks in my class, I have a lot of pupils in my class hence the sitting arrangement is not ok, I control my learners handwriting its difficult and most of my learners sit on the floor so positioning of their books it’s difficult at times” (T2s1).

The researcher observed that pupils had nowhere to sit hence they were just sitting on the floor affecting their learning in class. The classroom management was difficult and teachers could not even pay attention to some of the pupils who were dozing and not

concentrating. Teachers had no one on one contact to learners because the number of learners were very high.

4.5.7 Inadequate time to attend individual learners' needs

Furthermore, the researcher observed that a good number of pupils were coming very late making it difficult for teachers to cater for them, teachers had no extra time to attend to them hence they were behind on some work which could result to poor performance of some learners.

Teacher (T4s2) also narrated:

“The main challenge of teaching learners with different abilities is that it is time consuming in the sense that you will find that maybe one method takes a lot of time and the other method will be affected so it’s a challenge when teaching learners with different abilities also the over enrolment it becomes a challenge coz you find that in class there are learners with different abilities so to cater all of them becomes a challenge and also absenteeism when you teach those who missed the lesson will get behind. Late coming, maybe you’ve taught the method which was even meant for the same learner who has come late, still that child will not be catered for” (T4s2).

4.5.8 Little or no parental involvement in learners' education

Little or no parental involvement was yet another challenge in the implementation of inclusive education in primary schools sampled. Teachers indicated categorically that some parents were not concerned with their children’s education, especially if they had learning disabilities. Some teachers had this to say:

“Parental involvement is another challenge we experience, some parents are not concerned in the education of their children whilst others show very little concern” (T8s2).

4.6 Summary of findings for objective 1.

Table 1: Objective 1 on inclusive methodologies used at selected primary schools in Isoka district.

Activity	Findings
Inclusive methodologies used at selected primary schools.	<ul style="list-style-type: none"> • Some teachers gave learners work based on their individual abilities. • Some teachers used pair work and group work when teaching learners in inclusive classrooms. • Some teachers used ordinary teaching methods such as teacher exposition, whole class discussion, question and answer methods in their classrooms. • Some teachers used playing with the basket method and songs.

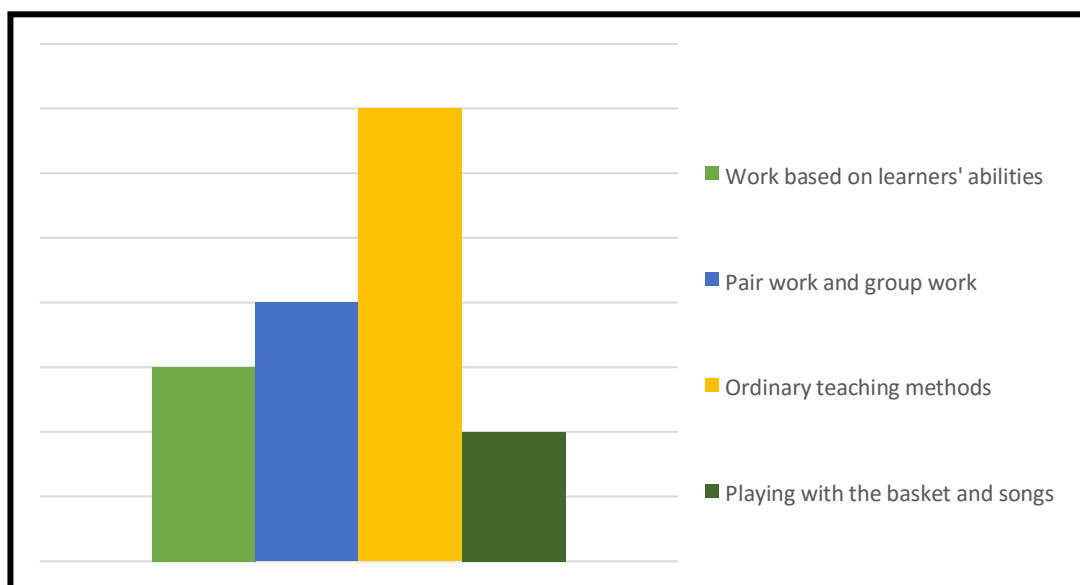


Figure 2: Summary coding of the responses participants gave on inclusive methodologies used at selected primary schools in Isoka district.

4.7. Summary of findings for objective 2

Table.2: Objective 2 on how inclusive methodologies were used to benefit all learners in an inclusive classroom.

Activity	Findings
How inclusive methodologies were used	<ul style="list-style-type: none"> • Teachers gave opportunities to every learner in class to attempt questions and tasks. • Teachers grouped learners according to their performance. • Teachers put learners in pairs and in groups

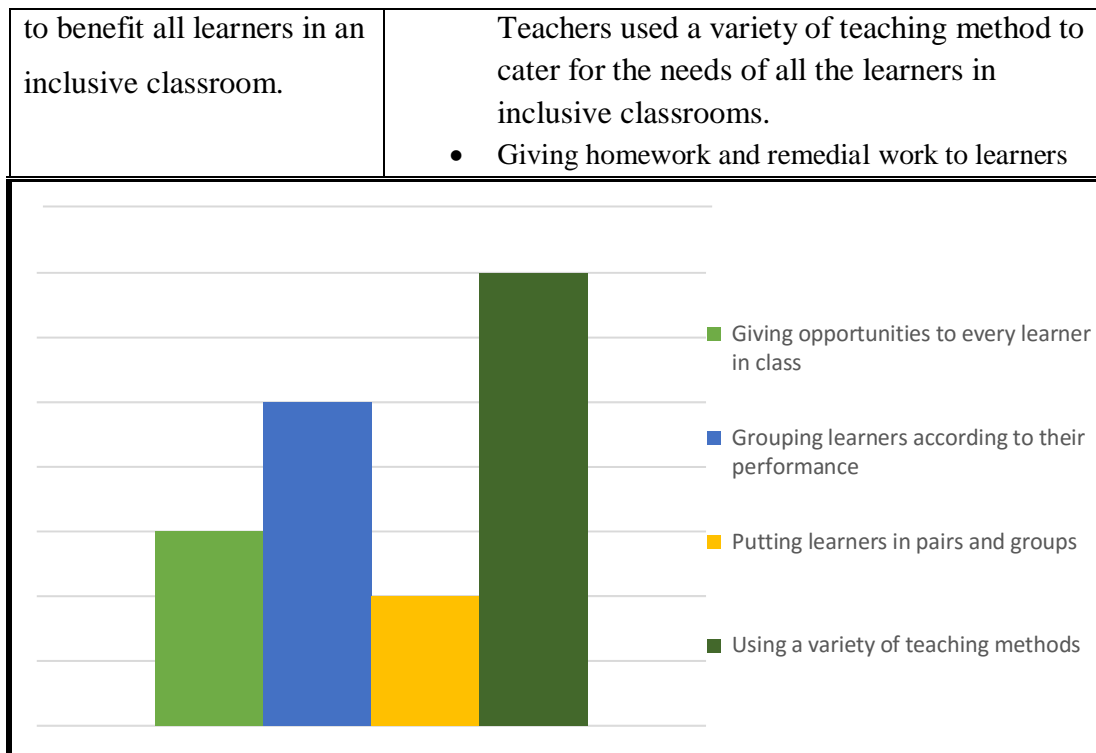


Figure 3: Summary coding of the responses participants gave on how inclusive methodologies were used to benefit of all learners in class.

4.8.9 Summary of findings for objective 3.

Table 3: Objective 3 on the experiences of teachers on the implementation of inclusive methodologies.

Activity	Findings
Experiences of teachers on the implementation of inclusive methodologies.	<ul style="list-style-type: none"> • Fast learners dominating slow learners. • Inadequate time to attend to diverse needs of learners. • Very few teachers trained in special education. • Lack of teaching and learning materials to use in inclusive classrooms. • Shortage of desks forcing learners to sit on the floor during learning hours. • Little or no parental involvement in the education of learners.

CHAPTER 5: DISCUSSION OF FINDINGS

5.1 Overview

This chapter discusses the findings of the study on Inclusive methodologies for learners with disabilities in Inclusive classrooms at two selected primary schools in Isoka district. The main findings are compared and discussed using themes and guided by research objectives. It should be acknowledged that the findings are not to be discussed in isolation because they are interrelated and reinforce each other. The chapter discusses all the findings presented in line with the study objectives. The study's research objectives were:

- (i) To explore inclusive methodologies used at selected primary schools in Isoka district.
- (ii) To explore how the inclusive methodologies are used to benefit all learners in an inclusive classroom at selected primary schools in Isoka district.
- (iii) To examine the experiences of teachers on the implementation of inclusive methodologies at selected primary schools in Isoka district.

5.2 Inclusive methodologies used at selected primary schools in Isoka district.

The first objective of the study sought to explore inclusive methodologies used at selected primary schools in Isoka district. Based on data collected, participants agreed that most teachers do not understand what it means by inclusive method in the preparation of lesson plans. It is very difficult for teachers to prepare inclusive lesson plans because they don't understand it well, instead they prepared general lesson plans. Lack of information on how to prepare inclusive lesson plans made teachers not to prepare inclusively as they did not know what to put on the lesson plan. However, some teachers gave learners work based on individual abilities, this was done by some teachers who put learners in groups especially when they were learning literacy, and work was assigned depending on their strength in those groups. Pupils interacting in groups and with the teachers is a good way of teaching in inclusive classrooms, especially if groups are small. This finding was also in line with Mokabane (2001) who suggested that any teacher who maintained eye contact, simplifying the activities to cater for differently abled learners does perform and achieve to expectation. Additionally, Wu (2013) stated that one of the most important strategies is a teacher

working with a small group of students. With 6 or 8 students in close proximity. This enables the teacher to ask individual questions and ascertain where students are stuck or when they are ready to move ahead. Furthermore, the other finding from the study indicated that some teachers used pair work. What came out was that most teachers complained of not having enough time to finish their work due to large numbers of pupils in class, hence some teachers opted to use teacher exposition so that they could manage on time. Teacher exposition disadvantaged the learners especially the learners with learning disabilities as it did not give enough time for all of them to take part in the lesson fully.

It was clearly seen that teachers who used ordinary teaching methods which were teacher centered such as whole class discussion, question and answer and other teacher centered method in their classroom, had no knowledge of good teaching approaches which are applicable in inclusive education, such as differentiated instruction and Universal design for learning. This is Contrary to that of Adami (2004) who indicated that, unfortunately many teachers still favor the whole class teaching strategy rather than flexible grouping based on readiness, interests, or learning profile. This simply means that teachers need to use methods which make learners become active participants in lessons, especially in inclusive education. However, question and answer method if well used can stimulate learners' interests to learn, as even those learners who do not want to bring out answers are involved making it possible for everyone to participate. Teachers using playing with the basket method and songs helped to teach learners. In primary schools, learners need to be taught in an interesting way. Where this method was used, the teacher prepared cards with syllables and put them in the basket, then a song was sung and the basket went through until at a certain point it had to land on one of the pupils who had to pick the card and mentioned the type of syllable and again went on like that until everyone took part. This was done outside the classroom where there was enough space for everyone. This method was interesting though others stopped concentrating because it took time to reach their turn as they were many and also those who did not like the song decided to shun away and were distracted by people who were passing outside. This method was not recorded in the lesson plans which teachers were using. This is supported by Muzata (2008) who found that students lacked skills for teaching learners with special educational needs

in an inclusive classroom and insufficient preparation with skills for inclusive classroom.

Even though some participants indicated that teachers did not prepare inclusive methods in their lessons for children with disabilities, some teachers were seen using some methods which are in line with inclusive education. For example, pair work, group work and giving learners work based on their abilities as well as playing with the basket and songs. These methods were in line with the second principle of Universal Design for learning as stated by Wakefield (2018), who advocated for multiple means of expression. This is because each student is different and should be given the opportunity to express their knowledge through the methods that work best for them. Giving learners work based on their abilities helps individual learners to learn something in class at their own pace. Some learners may learn best by means of expressing themselves through writing, while others may prefer to give an oral presentation, act out a play or create a piece of art, as learners differ in the way they navigate through the learning process. Moreover, UDL advocates offering varied methods as that encourages students to contribute in a way that works for them.

Therefore, if inclusion is to flourish in the classroom situation, methods that enhance mixing and interaction should be used. The policy on inclusion as provided by the UNCRD guides practitioners to use participatory methods to enhance participation (UNCRP, 2006). According to UNCRPD, participation involves learners interacting with their peers, the teaching and learning materials and the overall learning environment in order to appreciate their learning experiences in school. Although interactive methods are good under inclusive education, teachers need to be careful when putting learners in pairs and in groups in inclusive classrooms. Learners with similar abilities or disabilities should not be put in one group or pair but should be mixed with those without disability to avoid being segregated. Pairing a learner with hearing impairment and the one with speech impairment may not help in the teaching and learning process, as it was seen in one of the lessons observed. For groups to be effective, they should not be too big as some learners become passive and monitoring of such groups proves to be difficult. Hence teachers need to pay particular attention to these aspects.

However, the use of ordinary teaching methods does not greatly help in inclusive classrooms. Whole class discussions, question and answer methods, teacher exposition and many other teacher centred methods should be used with caution in inclusive classrooms, and need not to dominate. The findings on the frequent use of teacher centred methods has been so traditional that teachers have continued to use such methods and thereby denying learners the ability to interact and learn to work together. These findings resonate with those found by Muzata (2019) and Morberg (2014). The use of teacher centred methods, has advantages on syllabus coverage but the method does not promote inclusion. Learners do not have opportunities to discuss. As well known, discussion help learners to learn skills of expressing themselves and in the process benefit in exchanging knowledge.

Furthermore, lesson plans for inclusive education need to have details on Individual Pupils Activities (IPA) or IEA for children with disabilities. Simplified activities for particular disabilities need to be highlighted on the lesson plans too. Moreover, extra activities for fast learners should also be planned in advance and indicated on the lesson plan. Moreover, documents such as (Individualised Education Plan) IEP need to be available in the teaching files for teachers teaching in inclusive classes. In line with this finding, Smith (1990) advised that teachers should know the student Individualized Education instruction for children with Plan (IEP) so that creation of an equitable learning environment for everyone is created. It is important for a teacher to familiarize with students IEP. IEP aim to support individualized special educational needs in order to provide them with adequate educational opportunities. Nevertheless, this was not seen in any teaching file for teachers sampled, as they expressed ignorance on how to use individualised education plan.

Teachers at selected primary schools need to be well vested with methods used in inclusive education if they are to ensure that all learners are taken on board during lessons. Generally, teachers sampled at selected primary schools in Isoka district lacked knowledge of some inclusive methods. Hence, limited methods for inclusive classrooms were observed. There is need to ensure that strategies such as differentiated instructions and Universal Design for Learning are used when teaching in inclusive classrooms.

5.3. How inclusive methodologies are used to promote participation of all learners in class.

The second objective sought to observe how inclusive methodologies were used to promote participation of all learners with disabilities in an inclusive class at two selected primary schools in Isoka district. The observation made was that teachers allowed learners to discuss and interact in groups, and that teachers gave homework and remedial work to learners as a way of promoting participation of all learners in class. Putting learners in groups made everyone to participate especially learners who were shy and those with special needs, they felt like been part of the class, despite many groups been formed due to large numbers in classroom. Teachers went round the class to encourage everyone to take part in their discussion in groups. This is supported by contact theory by Allport (1954) who advocates for social participation of learners in an inclusive classroom. Learners with disabilities and those without need to discuss together, interact and express their ideas with each other. This creates freedom and no one is left behind. Therefore, contact theory is applied in inclusive education as direct contact and information about disabilities can promote social participation. This is also in line with Skinner (2018) who suggested that the key factors that influenced participation in an inclusive classroom were that students had the ability to communicate which fostered a sense of belonging and safety. Furthermore, Asbjornslet (2008) suggested that learners should be provided with individual accommodations to engage in meaningfully activities by having the opportunities to be with their peers and to be where class activities are happening. Therefore, it was clear that teachers promoted participation of all learners by allowing to the learners discuss and interact in their respective groups.

Giving homework and remedial work to the learners was a good practice, as it enabled all learners to participate in class activities regardless of their abilities. This ensured participation of all learners in class activities at their own pace and time. Homework enabled learners to research and do the work, whilst remedial work bridged the gap between the fast learners and slow learners which in turn allowed both the slow and fast learners to be actively engaged in learning. Moreover, putting learners in groups is meant to make them become active participants in class activities. For example, one of the teachers observed made about three groups and each group had their own task to do, those that were above average were given work, the average learners and the learners who were below average were given their work to do though the teacher did

not print out the tasks on the work sheets but just gave them verbally. Again, two teachers used group work but the number in each group was more than 15 making it difficult for them to monitor the learners were below average who were not participating and these teachers could not control their classes properly. Due to large numbers of learners in the classes most teachers preferred whole class teaching, question and answer, and teacher exposition so that they can manage time very well as inclusive methods require a lot of time so that learners with disabilities are well accommodated.

However, to promote participation of all learners in learning, there is need for teachers to engage learners in lessons through a variety of mediums for learning, such as audio, visual, concrete objects, and many others. To support this, Wakefield (2018) stated that using different mediums to represent information and engage students is important in inclusive classrooms because each student is different and should be given the opportunity to express their knowledge through different methods that work best for them. Giving learners work based on their abilities helps individual learners to learn something in class at their own pace. Some learners may learn best by means of presentation, act out a play or create a piece of art, as learners differ in the way they navigate through the learning process. Teachers need to create learning stations in their classes too, especially at the level of primary schools. This is another way to teach using different mediums of learning. Many learners can participate in a class where more methods are used. This is supported by Wu (2013), who added that learning stations are regions in the room where learners go to do specified work, and are therefore useful for differentiation. Hence, the use of learning stations in an inclusive classroom can enhance participation of all learners in lessons regardless of their abilities, as each and every learner is catered for in the learning process.

However, teachers need to mark homework constantly and provide feedback to the learners. Teachers in inclusive classes need to be encouraged to use methods which enable learners to participate fully. There is need for teachers to be well informed about inclusive methods such as UDL and differentiated instructions. These inclusive methodologies do not only promote participation of learners, but also benefit them in their own learning.

5.4 How inclusive methodologies were used to benefit all learners in inclusive classroom.

The third objective sought to observe how inclusive methods were used to benefit all learners in inclusive classroom at two selected primary schools in Isoka district. Based on the data collected, the findings were that teachers gave opportunity to every learner in class to attempt questions and tasks, some teachers grouped learners according to their performance and others put learners in pairs and groups. Learners in groups and pairs benefited well as they were able to interact with each other. This is in line with Muller (2014) who suggested that learners learn well when they interact with each other as there is increase in social interaction which reduces stigma and discrimination. The other finding was that some teachers used a variety of methods but skills on how to deliver the inclusive lesson was a challenge.

To ensure that all learners benefit, teachers need to employ methodologies which call for maximum participation of learners in classroom activities. In this vein, giving opportunities to every learner to participate in class was a good practice by teachers teaching in inclusive classrooms. Grouping learners according to their performance was another good practice that enabled learners to express their ideas and participate fully from lessons in inclusive classes. Teachers were aware of the fact that inclusive classrooms are made up of learners with varied abilities hence giving work based on their different abilities. This ensures that every learner learnt something at the end of the day, regardless of their abilities and pace in grasping the concepts. Putting learners in pairs and groups was yet another way teachers ensured that all learners benefited from the teaching and learning in inclusive classes. This was done by pairing and grouping learners with similar characteristics in terms of ability to learn and disabilities in one group. When learners of similar abilities are put in the same group, it becomes easy for them to manage solve the work which was given to them at their level, therefore different learners with different abilities were given work based on their level, those that were above average were given work at their level and those below average and the average and in the process all learners were able to participate and interact very well according to their level.

However, the teachers need to be cautious when putting learners of similar disabilities and characteristics in one group, as some of them might think it is discrimination. The teacher needs to know that everyone feels at home even when such groups are made.

At selected primary schools, teachers were seen actively pairing learners and putting them in groups to ensure that they benefited from teaching and learning in inclusive classes. This was a good practice noted. The findings were in line with differentiated instruction which is a teaching approach in which the teachers prepare and teach one main lesson with variations to cater for individual learner needs (Nghpondoka, 2001). It also requires the teacher to know his or her learners intellectual, emotional and physical state on an everyday basis since the needs of learners may vary overtime.

Furthermore, teachers were seen using a variety of teaching methods in order to ensure that all the learners benefit in one way or another. The use of a variety of teaching and learning methods is encouraged because learners learn in different ways. In line with this finding, Nghpondoka, (2001), asserts that, in inclusive classrooms teachers need to be flexible to cater for the diversity of students needs through appropriate teaching programmes organization of resources and other adaptations that are necessary. This is also supported by Wakefield (2018) who noted that multiple opportunities for students to practice and improve work and demonstrate their knowledge should be considered. These multiple opportunities can be provided to learners through the use of variety of teaching methods.

There is no one method that can benefit all the learners, hence the need for teachers to vary the teaching and learning methods. It is important that a variety of methods be indicated on the lesson plans well advance so that the teacher can plan how he or she was going to engage the learners in their own learning in order to ensure that they benefit from the lessons. It was gratifying to see that a good number of teachers sampled at selected schools indicated a variety of methods on their lesson plans.

5.5 Teachers experiences on the implementation of inclusive methodologies.

The final objective sought to discuss the experiences teachers faced in implementation of inclusive methodologies at two selected primary schools in Isoka district. The finding from the study revealed that there was lack of teaching and learning materials to use in inclusive classroom making it difficult for teachers to deliver the lessons. This is supported by Malata & Muzata (2022) who stated that limited teaching and learning aids were recorded on the lesson plans and also the criteria to use to form groups were not indicated e.g. gender performance and age group. The other finding was that there were very few teachers trained in special education making it difficult

to attend to diverse needs of learners in an inclusive classroom. Teachers had no knowledge on the use of certain teaching strategies such as differentiated instruction and universal design for learning contrary to what was reviewed in the literature by Paleczec, Krammer & Gasteiger (2017) who found that the use of differentiated teaching methods along with individual initiatives were other things that were practiced. This study found that teachers lacked knowledge on the use differentiated instruction and universal design for learning strategies for teaching in an inclusive classes contrary to what was found by Paleczec, Krammer & Gaiteiger (2017) who indicated in his study that teachers were using differentiated instructions and universal design for learning strategies in their inclusive classes.

Moreover, inadequate time to attend to diverse needs of learners due to over enrolment in schools was yet another experience for teachers. This could be attributed to free education which was introduced by the government after 2021, making it difficult for teachers to use a variety of teaching methods, but opt to use teacher centred approaches such as teacher exposition leading to less participation of learners with disabilities in an inclusive classroom. Teachers needed to find time to attend to learners diverse needs in an inclusive classes. However, it was noted that teachers at selected primary schools had no time for that because of having too many learners in a classroom (overcrowded classes). Moreover, overcrowded classes was another challenge which teachers had to deal with at selected primary schools. Apart from it been a problem for teachers, learners too may not get the best out of their education because teachers found it difficult to plan and deliver lessons at individual level. In this case, learners with disabilities are more disadvantaged. This is supported by Mongwakse (2016) who stated that some teachers delivered some teacher centred type of teaching which left some learners less benefitting from the teaching process especially the learners with disabilities.

In addition, shortage of desks was yet another bad experience which learners had to sit on the floor during learning time. This made it difficult for learners especially grade ones when it came to learning how to write numbers, some could not concentrate as learners were subjected to cold floors hence the outcome of learning resulted into poor performance. Furthermore, results from the study indicated that fast learners used to dominate slow learner, teachers lacked skills on how they could handle fast learners

so that everyone was accommodated. Furthermore, the other finding from the study was that there was little or no parental involvement in the education of learners. Participants explained that most learners went to school late and some of the methods that were intended to be used to cater for them were missed and it was difficult for teachers to create some other time for them due to overloads they had. This contributed to poor performance of learners.

The ideal situation globally and locally is that learners should be given chance to access, mix and participate together and should be provided with variety of teaching methods in order for them to learn well. This is supported by UNESCO (2007) which promotes inclusive teaching by responding to diversity of children through enhancing participation in classroom and reducing exclusion from education. This also is in line with what the Republic of Zambia has done by responding to United Convention on the Rights of Persons with Disability (UNCRPD) by enacting the disability law called Persons with Disability Act of 2012 in order to allow persons with disability to have access to education and participate fully, moreover, the Ministry of Education upholds the principle that every individual, regardless of personal circumstances or capacity, has the right of access to and participate in the education system. This includes children with disability who need special education (Ministry of Education, 1996).

Furthermore, the current curriculum MOGE (2013) guides practitioners to be flexible in delivering lessons through using a variety of methods that promote participation and interaction. Therefore, if inclusion is to be achieved, in the classroom situation, a variety of methods that helps interaction should be used such as group work as it helps learners to learn skills of expressing themselves and in the process benefit in exchanging knowledge. Therefore, inclusive methodology is the way to go if inclusion is to be achieved.

The implications of these findings are that teachers at selected primary schools in Isoka district need to be equipped on the various inclusive methodologies for learners with disabilities. This is because to a larger extent they exhibited lack of knowledge regarding inclusion. The other implication is that teachers had little of the best strategies to use so that all learners in inclusive classes participate and benefit. Moreover, teachers experiences many challenges in the implementation of inclusive methods at selected primary schools in Isoka district. There is need to ensure that all these challenges are addressed if inclusive education in those primary schools was to

be meaningful to learners who need it. There is need to reduce on the numbers of learners per class, since learners with disabilities need more attention than those who are without disabilities. There is need to ensure that the number in an inclusive class is so small that the teacher can allocate adequate time to assisting learners with disabilities to learn. Moreover, teaching and learning materials need to be procured. These should be of different types, as learners in inclusive classrooms learn in different ways. Teachers handling these classes need to be trained in special education so that they can perform to the expectation of the Ministry.

CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS

The chapter presents the conclusions of the study and further makes recommendations to various stakeholders on things that ought to be improved or completely changed.

The following were the study objectives;

- (i) To explore inclusive methodologies used at selected primary in Isoka district
- (ii) To explore how inclusive methodologies are used to benefit all learners in an inclusive classroom at selected primary schools in Isoka district.
- (iii) To examine the experiences of teachers on the implementation of inclusive methodologies at selected primary schools in Isoka district.

6.1 Conclusion

In conclusion, it was discovered that participants did not understand what it meant by inclusive method preparation in the lesson plan but merely had an idea about it. This made it difficult for teachers to prepare inclusive methods in their lesson plans because they did not understand it well instead they prepared general lesson plans. It was discovered that pupils with disabilities and parents were not consulted or involved during inclusive methods delivery and this made it difficult for them to understand what they were learning about. It was discovered that teachers did not use a variety of teaching methods and strategies for instance demonstration method, project method, field trip and others. They mainly concentrated on teacher exposition method which is teacher cantered unlike learner cantered methods. The school had no enough teaching and learning materials such as books and also the classes were over populated making it difficult for them to plan and implement inclusive teaching.

It was established that teachers' do not have enough materials to use when preparing inclusive lesson plans. This is contrary to what the social model of Rieser (2000) suggests that enough material is needed in inclusive setups as it enables the teachers to deliver systematically. The school had no computers making it difficult for some visual spatial learners to have access to computers in order for them to learn well. In terms of allowances, participants revealed that class teachers were not paid double class allowance and that could have contributed to them not preparing lessons inclusively at two selected primary schools. The researcher also discovered that teachers teaching learners with disabilities in inclusive classes did not have adequate

knowledge and skills on how to handle learners with disabilities and so they needed more training on how to handle such learners.

6.2 Recommendations

In view of the findings, the following were the recommendations to improve teachers' preparations for inclusive teaching:

- (i) The school administration should ensure that teachers use a variety of teaching methods that benefit all learners during lesson observations in inclusive classes.
- (ii) The universities and teacher training colleges should implement methods that allow teachers to prepare inclusive lesson plans and inclusive teaching methods so that all the teachers are trained to deliver inclusive teaching in their classes.
- (iii) Seminars or in-service courses should be organized to train class teachers on how to prepare work for inclusive classes. At school level, Continuous Professional Development (CPD) should include topics on how to prepare work for inclusive classes so that knowledge on how to prepare inclusive lesson plans is shared among teachers themselves.
- (iv) Teachers to identify learners' abilities so that they can select appropriate inclusive teaching methods to use in an inclusive classroom.

6.3 Suggestions for Future Research

The study was concerned with inclusive methodology for inclusive teaching of learners with disabilities from grade 1 to 7 at two selected primary schools. Arising from the fact that the study was based on only two schools, that is Mwenya primary and Chiwanda Primary School of Isoka District, it implied that the study was very limited in scope.

The following suggestions could be considered for future research;

- (1) The study done was a phenomenological exploratory research design and qualitative approach, it was restricted only to two schools, Mwenya Primary

School and Chiwanda primary with few participants. Therefore, there is need for more research on quantitative or mixed approach this is to broaden the scope of the study. It is also important to include more schools and increase the sample population of participants.

- (2) Research on whether or not student teachers are taught on inclusive method delivery or inclusive lesson preparation in colleges of education and universities for teaching inclusive classes.
- (3) The study did not focus on the secondary section hence need to carry out a similar study at that level.
- (4) The study was delimited to Isoka district in Muchinga province, an aspect that calls for undertaking similar studies in other provinces of Zambia.

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APPENDICES

Appendix A: Research Instruments

Lesson observation protocol for teachers and learners.

Dear Participants,

I am a postgraduate student at the University of Zambia (UNZA) pursuing a Master of Education in Special Education degree. I am conducting a research on the topic, 'Inclusive methodologies for learners with disabilities in Zambian primary curriculum delivery: Exploring teacher's and learner's experiences at two selected primary schools in Isoka district. You are kindly requested to feel free as I observe your lesson. The benefits of taking part in this study are that; it will enable us to share ideas on teaching methods that are used to teach all learners in an inclusive class and it may also enhance your teaching approaches to be used. Be assured that your identity and the information obtained here will be confidential and will not be disclosed to anyone outside this study. You are free to withdraw from participating in the study if you feel you can no longer continue participating. All observations recorded will be taken as strictly classified. This study is purely for academic purposes and not meant to cause you any mental or physical harm. I therefore, encourage you to be free when teaching as I observe the lesson.

School code: Teacher's code:..... Grade:
 Time:Number of Learners: Boys.....
 Girls..... Date:

Observation sheet guide for teachers and learners

S/NO	EXPECTED METHODS / APPROACH TO BE USED	ACTION/ EVIDEN CE	LEA RNE R PAR TICI PATI ON	COM MENT
1.	Differentiated instructions			

2.	Universal Design for Learning			
3.	Tiered Activities			
4.	.Demonstration .Video Show .Document Study .Audio Books .Traditional Books .Flexible Learning Spaces .Printed worksheets .Learning Contracts .Visual Aids			
	.Small Group of not more than 6 .Scaffolding			

5.	.Remedial work and Home work			

GENERAL OBSERVATION

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Appendix B: Semi-structured interview guide for teachers

Dear Participant,

I am a postgraduate student at the University of Zambia (UNZA) pursuing a Master of Education in Special Education degree. I am conducting a research on the topic, 'Inclusive methodologies for learners with disabilities in Zambian primary curriculum delivery: Exploring teacher's and learner's experiences at two selected primary schools in Isoka district'. You are kindly requested to participate in this research by responding to the questions below. The benefits of taking part in this study are that; it will enable us to share ideas on teaching methods that are used to teach all learners in an inclusive class and it may enhance your teaching approaches to be used. All responses recorded will be taken as strictly classified. Be assured that your identity and the information obtained here will be confidential and will not be disclosed to anyone outside this study. You are free to withdraw from participating in the study if you feel you can no longer continue participating. This study is purely for academic purposes and not meant to cause you any mental or physical harm. I therefore, encourage you to be free when providing your responses.

QUESTIONS

1. How do you teach learners with different educational needs?

(i) In your view, what do you think is the best way to teach learners with different educational needs?

2. In your view, how do you think learners should be taught to ensure that all learners with different needs benefit in lessons?

3. In your view, what are the teaching strategies that can be used to teach learners with different educational needs?

(i) Which of these strategies do you use when teaching your learners?

(ii) Which of these strategies do you find challenging or problematic when teaching learners with diverse educational needs?

4. How do you ensure that all learners with different learning abilities participate in the classroom?

5. What do you think are the benefits of using your methods to learners with different needs?

6. What challenges do you face when teaching learners with different abilities?

(i) How can such challenges be overcome?

Thank you very much for your cooperation

Appendix C: Document analysis sheet for teachers

Dear Participants,

I am a postgraduate student at the University of Zambia (UNZA) pursuing a Master of Education in Mathematics Education degree. I am conducting a research on the topic, 'Inclusive methodologies for learners with disabilities in Zambian primary curriculum delivery: Exploring teacher's and learner's experiences at two selected primary schools in Isoka district.' You are kindly requested to participate in this research by providing me with your lesson plans and schemes of work. The benefits of taking part in this study are that; it will enable us to share ideas on teaching methods that's are used to teach all learners in an inclusive class and it may enhance your teaching approaches to be used.

Be assured that your identity and the information obtained here will be confidential and will not be disclosed to anyone outside this study. You are free to withdraw from participating in the study if you feel you can no longer continue participating. All observations recorded will be taken as strictly classified. This study is purely for academic purposes and not meant to cause you any mental or physical harm. I therefore, encourage you to be free as I conduct document analysis.

School code: Teacher's code: Grade:
Time: Date:

Number of Learners: Boys..... Girls.....

Document type:

Document analysis guide

S/N	EXPECTED METHODS/ APPROACHES TO BE USED	CONSIDERATION OF LEARNERS IN PLANNING	ACTION/ EVIDENCE	COMMENT
1.	Document reflecting giving learners chance to participate in the methods used			
2.	Planning showing strategies and			

	opportunities for learner to be given work in relation to their abilities.			
3.	Planning on document reflecting probing learners' explanations of what they are required to do in order to get the correct answer.			
4.	The plan taking into account paying attention to learners who are slow and lagging behind and learners who are hyperactive.			
5.	Document reflecting teacher paying attention to the strategies to be used to learners who finish work on time and those who			

	finish work with a lot of struggling and planning showing how learners are benefitting from the strategies to be used.			
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GENERAL OBSERVATION

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Appendix D: Participant’s consent form

Dear Participant,

I am a second year Master of Education in Special Education student at the University of Zambia (UNZA) under the supervision of Dr. Muzata, K.K. I wish to conduct a research study as a final year student, which explore ‘Inclusive Methodologies for Learners with Disabilities in Zambian Primary Curriculum: Exploring Teachers and Learners Experiences at Selected Primary Schools in Isoka District’. This will help suggest to schools teachers’ classroom practices on methodologies that accommodate all learners including those with disabilities in inclusive classroom. I wish to observe you teaching learners both with and without disabilities in an inclusive classroom, then I will interview you, conduct a document analysis by looking at your schemes of work and lesson plan. This is aimed at having depth understanding of your teaching experiences and learners’ participation in inclusive classroom practices. The interview will take about 30 minutes. I would like to request your participation in this study. Your participation in this study is voluntary and any information collected will be kept anonymous. You are free to withdraw from participating in the study if you feel you can no longer continue. The benefits of your participation in this study is that it may improve the teaching and learning methodologies in inclusive classroom.

Please indicate by filling in the form below if you accept to take part in this study. Your cooperation will be highly appreciated.

For further enquires please contact cell phone(s) 0979561280 / 0966400764 or email mulambia.ene@gmail.com

Thanks for your cooperation

Yours Sincerely,

Eness Nakamba

I..... Agree / disagree to participate in the study,


INTERVIEW [YES / NO] (TICK ONE)

SIGNATURE.....

DATE

Thank you

Appendix E: Ethical Approval Letter (DRGS)



THE UNIVERSITY OF ZAMBIA
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-290 258/291 777
Fax: (+260) 211 290 258/253 952 | Email: director.drgs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464

17th April, 2023,

REF NO. HSSREC:-2023- FEB- 014

Ms. Eness Nakamba
School of Education,
P.O.BOX, 32379,
LUSAKA.

Dear, Ms. Eness Nakamba,

"INCLUSIVE METHODOLOGIES FOR LEARNERS WITH DISABILITIES IN ZAMBIAN PRIMARY CURRICULUM DELIVERY: EXPLORING TEACHERS AND LEARNERS EXPERIENCES AT TWO SELECTED PRIMARY SCHOOLS IN ISOKA DISTRICT, ZAMBIA".

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC:-2022- FEB-014
Approval and Expiry Date	Approval Date: 17 th April, 2023	Expiry Date: 16 th April, 2024
Protocol Version and Date	Version - Nil.	16 th April, 2024
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided

Towards Improving Service and Excellence in High Education Beyond Fifty Years

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

CONDITIONS OF APPROVAL

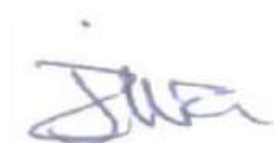
- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



DR. J. I. Ziwa
CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB

CC: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies